



Study of teachers' and parents' attitudes towards grading system in evaluation

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Abstract

Teaching and evaluation are two aspects of a coin that cannot be separated. Therefore, it is very important to take new innovations, research etc. in the field of assessment and use them to improve your teaching. Evaluation is an important part of education process at school. It plays a significant role in the development of school culture. The paper deals with the terms grading system connected with the evaluation process in teaching and learning. The main aim of the present study was to study and compare teachers' and parents' attitude towards grading system. The results of the study showed no significant difference in attitude of teachers and parents towards grading system in evaluation.

Keywords: evaluation, grading system, teachers' and parents' attitudes

Introduction

In the field of education, the measurement of educational achievements of students is usually called evaluation. Along with the achievements and qualities of the students, the educational effects of the actions of administrators, teachers, other employees and parents related to education are also measured and evaluated. Teaching is a purposeful process. It is only through assessment that we can know to what extent the objectives of teaching have been achieved. Therefore, the evaluation process has an important place in the field of teaching. Without evaluation we cannot detect our weaknesses. It is only through evaluation that we know how hard we have to work in the right direction. That is why it has become unavoidable to use the evaluation system in the field of education. Through the results of the assessment, we come to know about the achievement of the students. So that meaningful efforts can be made to improve the teaching. Teaching and evaluation are two aspects of a coin that cannot be separated. Therefore, it is very important to take new innovations, research etc. in the field of assessment and use them to improve your teaching.

In our country, the examination results are usually declared in the first, second, third and failed categories based on the total marks. In order to remove the defects of the system of category division on the basis of the score percentage, the first Mudaliar Commission (1952-53) suggested the grade system. Subsequently, the Kothari Commission (1964-66) emphasized the use of this system. Later the National Council of Educational Research Training (NCERT) and University Grants Commission (UGC) also advocated the grade system. The National Education Policy 1986 also emphasizes the use of grading system. The grading system emerged as an innovation in the field of evaluation. While the grading system has reduced the mental burden of teachers on the one hand, on the other hand, the need to pay attention to every aspect of the development of the personality of the students has made them more alert and active.

Need of the Study

In view of the decline in the quality of education at the

present time, the use of new innovations in the field of education has become extremely important. Teachers' perspectives have a significant impact on the assessment process. How teachers and parents accept new innovations and experiments in the field of Evaluation depends on their attitude. If teachers and parents do not have a positive attitude towards the grading system, then the overall development of the students will not be done well. Very few studies have been conducted to know the views of teachers and parents about grading system. Therefore, there is a need to study the attitude of teachers and parents towards this system i.e. grading system

Objectives of the Study

1. To study and compare teachers' and parents' attitude towards grading system in the process of Evaluation.
2. To study and compare teachers' attitude towards grading system in the process of Evaluation in respect of their gender.
3. To study and compare parents' attitude towards grading system in the process of Evaluation in respect of their gender.

Hypotheses of the Study

1. There exists no significant difference between teachers' and parents' attitude towards grading system in the process of Evaluation.
2. There exists no significant difference between teachers' attitude towards grading system in the process of Evaluation in respect of their gender.
3. There exists no significant difference between parents' attitude towards grading system in the process of Evaluation in respect of their gender.

Design and Methodology

Methodology

Descriptive survey method was used in the present study.

Sample

In this study, 65 teachers (40 Males & 25 Females) of secondary schools and 50 parents (30 Fathers+20 Mothers)

of the students studying in class IX-XI were selected by random sampling technique.

Tool Used

Self developed questionnaire for attitude towards grading system was the major tool for the collection of data in this study.

Statistical Techniques Used

Mean, SD and t-test were used to analyze the data.

Analysis and Interpretation of the Results

1. Comparison of teachers’ and parents’ attitude towards grading system in the process of Evaluation

Table 1: Mean, SD and t-value of Attitude of teachers’ and parents’ towards grading system in the process of Evaluation

Group	N	Mean	SD	t-value
Teachers	40	17.22	6.27	1.44
Parents	20	15.07	8.60	

It can be inferred from Table 1 that t-value for the mean scores of teachers’ and parents’ attitude towards grading system in evaluation is not significant at 0.01 level which indicates no significant difference between teachers’ and parents attitude towards grading system in evaluation. Therefore, the null hypothesis Ho1 ‘There exists no significant difference between teachers’ and parents’ attitude towards grading system in the process of Evaluation’ stands accepted. The present results support Bhargav (2013) [11] who found no statistical significant difference between teachers’ and parents’ attitude towards grading system in the process of Evaluation. Both teachers and parents have positive attitude towards grading system. On the basis of mean scores it can be concluded that teachers have slightly higher positive attitude towards grading system.

2. Comparison of teachers’ attitude towards grading system in the process of Evaluation in relation to Gender

Table 2: Mean, SD and t-value of Attitude of teachers towards grading system in the process of Evaluation in relation to gender

Group	N	Mean	SD	t-value
Male Teachers	40	8.02	4.56	0.96
Female Teachers	25	9.16	3.17	

It is clear from above Table 2 that t-value for the mean scores of teachers’ attitude towards grading system in evaluation in relation to gender is 0.96 which is not significant at 0.01 level which indicates no significant difference between teachers’ attitude towards grading system in evaluation on the basis of their gender. Therefore, the null hypothesis Ho2 ‘There exists no significant difference between teachers’ attitude towards grading system in the process of Evaluation in relation to gender’ stands accepted.

3. Comparison of parents’ attitude towards grading system in the process of Evaluation in relation to Gender

Table 3: Mean, SD and t-value of Attitude of parents towards grading system in the process of Evaluation in relation to gender

Group	N	Mean	SD	t-value
Parents (Male)	30	10.02	5.16	1.81
Female (Female)	20	7.16	6.92	

Table-3 indicates that t-value for the mean scores of parents’ attitude towards grading system in evaluation in relation to gender is 1.81 which is not significant at both levels which indicates no significant difference between parents’ attitude towards grading system in evaluation on the basis of their gender. Therefore, the null hypothesis Ho3 ‘There exists no significant difference between parents’ attitude towards grading system in the process of Evaluation in relation to gender’ stands accepted. On the basis of mean scores it can be concluded that male parents have more favorable attitude towards grading system in the process of Evaluation than their counterparts.

Conclusion

Analysis of the data suggests that there is not a significant difference in attitudes towards the grading system of teachers and parents. So it can be said that teachers and parents have a positive attitude towards the grading system. It is also clear from the results that teachers and parents have a good knowledge of the grading system. The teacher is the main component of the educational system and plays an important role in the all round development of the students together with the parents. Therefore, it is very important for teachers and parents to have proper knowledge for the success of the grading system. Parents and teachers who do not have knowledge about it, they should be imparted knowledge about it. Only then the grading system can be made effective and successful.

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