

# **A Study of Attitude of Teachers and Students towards Students' Escaping Tendency from Unit Tests**

## **Abstract**

Evaluation is a continuous process. It has been said that teaching and testing go together. It has also been observed that learning is more important than teaching, but what about testing? Testing gives us an idea of how far the learning has taken place. One of the tests is the unit test. It is a small test to be given at the end of teaching a unit. But the problem arises is the lack of interest among students towards unit test. The research paper is an effort to study the various factors, which contribute towards escaping tendency of secondary level students from unit tests.

**Keywords:** Attitude, Escaping Tendency, Unit Tests

## **Introduction**

Education helps in the development of an individual's cognitive, affective and conative abilities. Evaluation is the only process through which, what and how much the individual has learned, can be assessed. Teacher is the key figure in the educational system. He shapes the destiny of future citizens. The secondary education commission (1952) rightly points out "we are convinced that most important factor in the contemplated education reconstructions, is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community." Since the teacher is the principal means for implementing education program and their organization, it is, therefore, essential for a teacher to be competent enough in his tasks. One of the important tasks that a teacher performs is evaluation.

Evaluation is a continuous process, it has been said that teaching and testing go together. Even while teaching i.e. organizing learning activities, the teacher can evaluate the pupil's responses or reactions, in the form of replying questions, performance, facial expressions etc. and make evaluation a continuous process this is an ideal situation, which may not be attained by a majority of teachers. It has been observed that learning is more important than teaching, but what about testing? Testing is related both by teaching and learning. Testing gives an idea of how far the learning has taken place. Secondly, testing improves the learning, if the results of testing are suitably made use of for feedback or rounded teaching. Thus, testing if properly done, leads to better learning.

Tests are the most important and effective instruments for evaluating the

1. achievement of objectives
2. academic achievement and
3. Learning activities.

One of such tests is the unit test. The year plan is followed by the unit plan. In the unit plan last stage is the testing procedure, in other words it is the unit test. It is a small test to be given at the end of teaching a unit. Today, the course of study has widened. To deal effectively with this course in such a way that suitable learning outcomes are gained; unit tests are used by the teachers. But the problem, which arises, is the lack of interest among students towards unit tests. The present piece of research work is an effort towards this direction, which proposes to study the various factors, which contribute to the escaping tendency of secondary level students from unit tests.

## **Review of Literature**

Prasad (1965) studied the fatigue of school children and found negative relationships between fatigue, the scholarship, achievement, adjustment etc.



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Chatterji S., Mukherjee M and Banerjee S.N. (1971) studied the effect of certain socio-economic factors on scholastic achievement of the school children.

Chaudhari, V. P. Jain (1975) studied the correlation between the study habit score and achievement.

Lakadawala (1979) traced the variables underlying lack of interest in study in school children.

Bedi H. S. (1982) studied aspirations of adolescents as related to socio- economic status, intelligence and sex.

Tomlison, Scherer, Keasy (1990) revealed that parent's support, concern and encouragement of children, parental level of expectation had significant effect on achievement of their children.

Kapoor (1997) opined that through improving attitude of students towards mathematics, their achievement in the subject could also be improved.

Mahtab Memarpour, Ali Poost foroush Fard and Roghieh Ghasemi (2015) studied Evaluation of attitude to, knowledge of and barriers towards research among medical science students. They found that students showed favorable knowledge of research, but their attitude to the field was inadequate. More attention must be placed on these parameters in the curriculum to improve student interest in health research. The impact of barrier factors on research demonstrates that there is a need for greater availability of information in order to solve the problems and change strategies for research.

Hatice Belge Can (2012) studied Students' attitudes towards school chemistry: The effect of interaction between gender and grade level. According to the findings of this study, it can be implied that Turkish secondary school science program should take gender differences into account. Accordingly, chemistry teachers should organize classroom activities on the basis of gender differences; that is, each student in the classroom should have a chance to develop positive attitude towards learning chemistry.

Maria de Lourdes Mata, Vera Monteiro, and Francisco Peixoto (2012) studied Attitudes towards Mathematics: Effects of Individual, Motivational, and Social Support Factors. The results suggested strong relationships between motivation and support related variables with attitudes.

Vanita Chopra and Deepty Gupta (2013) conducted a Study on learners' attitude towards continuous and comprehensive evaluation. Findings reveal that learners' have a favourable attitude towards the scheme. Terence J. Crooks (1988) studied The Impact of Classroom Evaluation Practices on Students. The primary conclusion is that class room evaluation has powerful direct and indirect impacts, which may be positive or negative and thus deserves very thoughtful planning and implementation.

Keith Topping (1998) conducted a study on Peer Assessment between Students in Colleges and Universities. The study indicates that peer assessment is of adequate reliability and validity in a wide variety of applications. Peer assessment of writing, using marks, grades and tests have shown positive formative effects on student achievements and attitudes.

### Objective of the Study

1. To compare the attitude of both teachers and students towards students' escaping tendency from unit tests at +2 level.
2. To explore the causes related to students' escaping tendency from unit tests on the part of teachers as well as students.

### Hypothesis

There exists no significant difference between the attitude of teachers and students towards students' escaping tendency from unit tests.

### Research Design

#### Methodology

In order to accomplish the present investigation, Normative survey method was considered appropriate for exploring the attitude of students and teachers towards students' escaping tendency from unit tests at secondary level.

#### Population

The investigation has confined the field of study to Uttarakhand. Thus, population of the study consists of secondary level teachers and students of Uttarakhand.

#### Sample

In the present study the researcher has selected 100 teachers from 10 schools of roorkee and 100 students from the same 10 schools. The teachers and students were selected randomly at +2 level from Hindi medium schools.

#### Tool Used

The attitude scale used is a multi dimensional scale. It consists of 30 items, which are divided into 10 dimensions. Each dimension has 3 items. Each dimension is measuring the attitude of students and teachers towards a particular aspect of the problem. The dimensions are as follows-

1. examination phobia
2. time for preparation
3. economic conditions
4. students from rural areas
5. parent-teacher relationship
6. parental attention
7. attitude of teachers towards students
8. attitude of teachers towards teaching
9. lack of interest among students
10. students attending coaching class

#### Statistical Technique Used

Chi-square test was used to analyse the raw scores to draw some conclusions, since the responses were in the form of frequencies (yes/no).

## Analysis and Interpretation of Data

### Showing the Significance of Difference Between The Attitude of Teachers and Students Towards Students' Escaping Tendency from Unit Test on Various Dimensions of Scale

Dimensions	Teachers	Students	Chi-Square	Significance
1. Examination Phobia	Yes-65 No-35	Yes-63 No-37	0.084	Insignificant
2. Time For Preparation	Yes-45 No-55	Yes-65 No-35	8.01	Significant At 0.01 Level
3. Economic Conditions	Yes-58 No-42	Yes-58 No-42	0.0	Insignificant
4. students From Rural Areas	Yes-64 No-36	Yes-60 No-40	0.338	Insignificant
5. Parent –Teacher Relationship	Yes-59 No-41	Yes-56 No-44	0.178	Insignificant
6. Parental Attention	Yes-58 No-42	Yes-53 No-47	0.506	Insignificant
7. Attitude of Teachers Towards Students	Yes-37 No-63	Yes-50 No-50	3.42	Insignificant
8. Attitude of Teachers Towards Teaching	Yes-51 No-49	Yes-66 No-34	4.62	Significant At 0.05 Level
9. Lack Of Interest Among Sstudents	Yes-60 No-40	Yes-63 No-37	1.766	Insignificant
10. Students Attending Coaching	Yes-71 No-29	Yes-66 No-34	1.096	Insignificant

#### Findings

Table depicts that the null hypothesis, there exists no significant difference between the attitude of teachers and students towards students' escaping tendency from unit tests was accepted for the dimensions- examination phobia, economic conditions, students of rural areas, parent- teacher relationship, parental attention, attitude of teachers towards students, lack of interest among students and students attending coaching.

Also, the null hypothesis was rejected for the dimension Time for preparation at 0.01 level of significance and for the dimension Attitude of teachers towards teaching at 0.05 level of significance.

#### Conclusion

It was concluded that students and teachers both have similar attitude towards students' escaping tendency from unit tests on dimension –examination phobia, economic condition of student, rural background of students, parent teacher relationship, parental attention, teachers attitude towards students, lack of interest among students and attending coaching by the students. These results are substantiated by Prasad (1965), Chatterji S., Mukherjee, M. and Banerjee S. N. (1971) and Bedi H.S. (1982). They found that economic conditions have no effect upon the scholastic attainment. Similarly possession of a study room had no favourable effect in increasing the achievement in all the groups.

Students have more positive attitude towards students' escaping tendency from unit tests in comparison to teachers on the dimension – time for preparation and teachers attitude towards teaching. This was corroborated by the study of Chaudhary, V.P. (1975). He found that a correlation between the study habit score and the idea of achievement was quite high in the case of male candidates. Lakadawala (1979) traced the variables underlying the lack of interest in study in school children. Tomilson, Scherer, Keasy (1990) revealed that parents' support, concern, encouragement of children and parental level of expectation had significant effect on achievement on their children.

Thus, the causes for students' escaping tendency from unit tests may be, as the students have phobia from examination, their economic condition does not allow them to have sufficient study material, they have to do work with their parents, their parents do not pay attention to their studies, parents do not meet with teachers to know the progress of their children, teachers do not teach in the class properly and students devote more time in coaching than in self studies. Students show that they have to devote more time to homework, coaching class and in case of female students, they have to help their mothers in household works, thus they avoid class tests.

#### Implications

The study is very useful as on the basis of its conclusion it may be suggested to parents as well as teachers to treat the students psychologically, so that there will not be pressure of unit tests on students. Both of them should solve the students' problems and help them to understand the concepts, so that they can do self study rather than wasting time in tuitions and coaching. Children should be given more time, facility and conducive environment in home for study. The students should be given grading, marks or some kind of motivation to encourage them for unit tests.

#### Suggestions for Further Study

1. The present study may also be conducted on a large sample to reach more refined results.
2. A comparative study of the extent of examination phobia between male and female students may be carried out.
3. A comparative study of attitude of C.B.S.E., U.P. Board and other boards' teachers and students towards internal assessment may be conducted.
4. A comparative study of examination phobia among students of different subjects may be carried out.

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