

## ATTITUDE OF B.Ed STUDENTS AT VBS POORVANCHAL UNIVERSITY JAUNPUR TOWARDS INTERNAL EVALUATION: A COMPARATIVE STUDY

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### ABSTRACT

*In the present study an attempt was made to compare the attitude of B.Ed regular students of government aided and self-financed colleges of VBS Poorvanchal University Jaunpur towards Internal Evaluation. A sample of 200 students was selected, 100 each from government aided and self-finance colleges. Internal Evaluation Scale developed and standardized by B A Parikh was administered. Findings revealed that B.Ed students in general are in favor of Internal Evaluation.*

**Keywords:** Internal Evaluation, Teacher Training, University students

### INTRODUCTION

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. According to Goods Dictionary of Education Teacher education means, all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively.

The Education Commission (1964-66) of India accepted the influence of teachers in powerful words, “No system can rise above the status of its teacher...” Similar sentiments have been expressed by the Delors report (1996), and UNESCO report on Teacher and Educational Quality: Monitoring Global Needs for 2015(2006). The European Commission Report ‘Communication on Teacher Education’ (2007) in the very beginning observes ‘research shows that teacher quality is significantly and positively correlated with pupil attainment and it is the most important within school aspect explaining students’ performance . Teachers help in shaping and reshaping the society and determine the quality of life in the community and the nation. Teachers have to play many roles in the society few of them are like: a) The teacher as information provider, b) The teacher as role model, c) The teacher as facilitator, d) The teacher as assessor, e) The teacher as planner, and f) The teacher as resource developer.

These roles and many others cannot be performed by untrained teachers so the society feels the need of teacher education. . Unless there are not capable and committed teachers in service, the education system cannot become a suitable and potential instrument of national development. So the teacher is required to acquire adequate knowledge, skills, interests and

attitudes towards the teaching profession. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with the help of well planned, imaginative pre-service and in-service training programmes.

## **PROBLEMS OF TEACHER EDUCATION**

The main problems of teacher education are: a) Problem of selection of the candidates to pursue the course, b) The small time period provided for Teacher's training, c) Problems of practice teaching, d) Problem of supervision of practice teaching, e) Isolation of teacher's education department with the main campus or university, f) Poor academic background of student-teachers, g) Lack of facilities for professional development, h) Insufficient financial grants to teacher education departments, and i) Problems related with the evaluation or examination.

The subject of examination and evaluation occupies an important place in the field of education. It is necessary for parents and teachers to know from time to time how the pupils are progressing and what their attainments are at any particular stage. It is equally necessary for the society to assure itself that the work entrusted to its institutions is being carried on satisfactorily and that the pupils studying there are receiving the right type of education for attaining the required standards. This kind of check up of the work is essential in the interest of all concerned - pupils, teachers, parents and the public. Examinations are the usual means adopted by the educators to assess the progress of the students. People react seriously, when test scores are used to make interpersonal comparisons. The entire community is very much interested when test scores from their institutions are reported and compared with scores from the institutions in other communities. Probably, no other activity that takes place in education brings with it so many challenges. The average duration of examination in a given subject was about three hours. The progress of the students during the entire period of instruction was assessed through a few hours written examination. Despite the descendent against such a system, a sound change in the mode of examination was not made. One fundamental question that can be asked on such a system of annual examination is whether a single examination signifying the quality of a student's performance in a portion of the syllabus is made a matter of lasting record. It is truly argued that a single terminal examination measures only a small sample of the behavior pattern of the examinee. It is in this context one has to think about the comprehensive assessment of student's namely continuous internal assessment. Internal evaluation is not a new concept; teachers in the world and particularly in India have been evaluating their students by this method. It is an old age practice and external evaluation evolved long time after the internal evaluation. Internal evaluation is concerned with the assessment during the course. Continuous internal assessment is one where the learner and the teacher are directly involved in assessing the progress of student learning. Assignments, practical, project work, dissertations, etc. are the means through which internal assessment is made. It involves generating and collecting evidence of a learners' attainment of knowledge and skills and judging that evidence against defined standards. Assessment has many different purposes. The usefulness of internal evaluation has remained a matter of great controversy. There are varied opinions about which type of evaluation to be followed. Researchers have conducted studies to establish relationship between internal and external evaluation systems. They have tried to find out the correlation between two systems. Khare, D.D. (1962) of Gujarat University conducted the study 'A Comparative Study of External and Internal Assessment at the Board Examination'. Khare find out that students got second and third division in internal assessment in comparison to external assessment in Higher Secondary Schools" revealed that

score of half yearly examination was higher in comparison to annual examination that was external and internal assessment improved the result. Naqvi, M.A. (1970) in a comparative study of Internal and External Assessment of marks of candidates of Social Sciences and Engineering faculties of A.M.U. Aligarh found that in internal assessments students always got higher marks than external assessment. The differences in internal and external marks appeared to be higher when the number of candidates was large and low when numbers of candidates were small. Shah, (1972) in a paper 'Pattern of Internal and External Assessments in Arts, Commerce and Science College' ,find out that there was a tendency to decrease weightage of internal assessment in Arts, Science and Commerce Colleges, while in the college of Education tendency was in favour of increasing Internal Assessment. Dehspande (1972) in a study titled 'Relationship between Internal and External Assessment in Schools' revealed that there is a positive correlation between internal and external assessment, which varied from school to school. Ganesh Kumar K., Jaya Arya and P.A., at Madras University (1980) in a study of 'Continuous Internal Assessment and University Examination', showed that maximum and minimum marks awarded by the colleges in the internal assessment differed considerably in all subjects. They also found that discrimination between the good and poor students was low in internal assessment but the university examination showed a good amount of distinction with same set of students. Al Hamdan, James, Nasir, Ohio University (1984) in a study of faculty Evaluation at Kuwait University, found that the Administrators and Faculty, favoured the idea of faculty evaluation but a significant difference was observed between the faculty and students regarding faculty evaluation although both the groups were in favour of faculty assessment but students showed more favourness than the faculty. Curran Thomas Joseph, (1986) in an investigation of 'Teacher Attitudes towards Teacher Evaluation Programme' revealed that teachers involment programme actually helpful for changing teacher attitude towards improving instruction more than in summative evaluation. In A Study of the 'System of Performance Appraisal and the Programmes for the Professional Development of English Language Teachers in the Secondary Schools in Bahrain' by Ali, M.A.(2003) of University of Mumbai, Mumbai find out that The current teacher performance appraisal system in the government as well as private secondary schools in Bahrain is not satisfactory and Self- appraisal and reflections in which the teacher uses a variety of techniques, such as, diaries, journals and portfolios are not being utilized. Pani, Puspanjali (2004) of Utkal University, Bhubaneswar, Orissa in an investigation 'A Study of the Impact of Continuous and Comprehensive Evaluation at Primary Level in the State of Orissa' find out that The CCE has been found to have significant effect on both the scholastic areas, namely, mathematics, language and environmental science, and co scholastic areas, namely, regularity, punctuality, discipline and cleanliness. Shrirang, Baburao. Kshirsagar, University of Pune, 2006, in a study titled as 'Evaluation of Teacher by Students' Find out that Majority of the teachers have shown their consent and willingness for Students' Evaluation of Teacher (SET) and Teachers and Students are of the opinion that B.Ed. Teachers must be evaluated by B.Ed. Students. Teachers and Students are of the opinion that B.Ed. Students are able to evaluate their Teachers. Teachers and Students are of the opinion that teachers should be rated and ranked through SET. Students and Teachers expressed that SET would develop in Teachers an Attitude towards quality teaching.

## **SIGNIFICANCE OF THE STUDY**

Our traditional annual examination system has many faults like overburden on the students and the progress of the students assessed through a few hour's written examination. It is argued that a single external evaluation measures only a small sample of behavior pattern of

examinees. Moreover, as a criterion for measuring learning outcomes it is invalidated by such factors as writing speed, hand writing quality, verbal fluency and examination conditions. Many students are subject to heavy stress and strain during examination days. The feeling of competitiveness and resultant anxiety in a society that allocates its rewards in terms of successive screening on educational testing may be fatal not only for the individual students, but may also for the society at large. The reports of widespread cheating and dishonesty in the examination is attempt to circumvent the competitive demands, are manifestations of sever frustration which sometimes leads to extreme consequences such as suicides. The reports of mass copying, question paper leakage, approaching examiners and issuing forged mark sheets no longer surprise anybody. All these things have become necessary evils. With all these things on rise the entire education value system has distorted which appears to attract great significance to certificates than to learning. If we look into the system more closely, it will be concluded that the short comings of the entire evaluation system is the root cause of these evils. The purpose of evaluation is not just to issue certificates and degrees to those who score certain percentage of marks; it is something more than that. Its purposes may be followings:

1. To collect information regarding a wide range of pupils characteristics to be used as a feed back for making decisions.
2. To maintain a cumulative record of pupils' progress in learning.
3. To provide information to the teachers to improve their own effectiveness.
4. To inform teachers and parents who have to take decisions about the students.

A single terminal and external examination cannot serve these purposes; rather a comprehensive approach to evaluation is needed i.e. internal evaluation system. Keeping the above facts in mind and after review of related literature the present study is carried out to know, how students of different college backgrounds, feel about internal evaluation.

### **STATEMENT OF THE PROBLEM**

“A Comparative Study of Attitude of B.Ed Students of VBS Poorvanchal University Jaunpur towards Internal Evaluation”

### **OBJECTIVES**

1. To know the attitude of B.Ed students of VBS Poorvanchal University towards internal evaluation.
2. To find out the difference in the attitude of students of government aided and self-finance B.Ed colleges towards internal evaluation.
3. To compare the results within the groups and with the total sample

### **HYPOTHESES**

The following null hypotheses have been formulated while dealing with the present problem:

1. There is no difference in the attitude of B.Ed students of government aided colleges and the total sample towards internal evaluation.
2. There is no difference in the attitude of B.Ed students of self-finance colleges and the total sample towards internal evaluation.
3. There is no difference in the attitude of B.Ed students of government aided and self-finance colleges towards internal evaluation.

4. There is no difference in the attitude of B.Ed girls and boy's students of government aided colleges towards internal evaluation.
5. There is no difference in the attitude of B.Ed girls and boys students of self-finance colleges towards internal evaluation.
6. There is no difference in the attitude of B.Ed boys' students of government aided and self-finance colleges towards internal evaluation.
7. There is no difference in the attitude of B.Ed girls' students of government aide and self-finance colleges towards internal evaluation.

## METHODOLOGY

Present study is Empirical that is exploratory in nature. In the present study data has been collected from colleges of B.Ed situated in Azamgarh District affiliated to Veer Bahadur Singh Purvanchal University Jaunpur (Uttar Pradesh) by administering Internal Evaluation scale developed and standardized by B A Parikh.

### Sample

Azamgarh district have many B.Ed colleges expanded both in urban and rural areas. In the present study researcher has selected government aided B.Ed colleges like Shibli National Post Graduate College, Agarsen Mahila Mahavidyalya, Sri Durga P.G.College and self-finance colleges like Poorvanchal Degree College, Maa Sharda P.G.College, Mirza Aehsanullah Beg Niswan Mahila Mahavidyalya for the study. The sample of the study is consisting of 200 B.Ed students of VBS Poorvanchal University Jaunpur. Researcher has selected first of all six colleges of B.Ed, three govt. aided and three self-finance colleges purposively. Further at colleges' level sample has been drawn by random stratified sampling technique. The 50% students are taken from government aided colleges and 50% from self-finance B.Ed colleges, sample is further divided into 50% boys and girls i.e. 50 boys and girls in each category.

### Instrument Used

To know the attitude of B.Ed students of VBS Poorvanchal University Jaunpur Internal Evaluation Attitude Scale developed by B A Parikh was administered. There are forty items in the scale which are arranged in random order. 20 statements are such that a response 'agree' indicates an attitude of favourableness and 20 statements are such that a response 'disagree' indicates an attitude of unfavourableness. It require about fifteen minutes for its administration. There are five parameters on which scale was developed-advantages of internal evaluation system, advantages of internal evaluation to the teachers, misuse of internal evaluation by the teachers, negative attitude of students towards internal evaluation, disadvantages of internal evaluation. In 20 statements where response 'agree' indicates favourable attitude score 1 is to be given for each response of 'agree'. For the response of 'disagree' or 'indifferent' no score is to be given. For other 20 items where a response 'disagree' indicates unfavourable attitude score 1 is given for each response of 'disagree'. No score is given for the response 'agree' or 'indifferent'. Thus the possible maximum score is 40 and minimum possible score is zero. The scores of the scale are to be interpreted like higher the score higher the degree of favourableness towards internal evaluation.

## RESULT AND INTERPRETATION

1. It is clear from the table 1 below that the 't' value for govt. aided college B.Ed students Vs. total sample is 4.70, which is significant at 0.01 level. Therefore it can be said that both the groups are in favour of internal evaluation, but govt. aided colleges' students

- show less favour towards internal evaluation in comparison to total students. Hence hypothesis No.1 is rejected.
2. As the beow table 1 shows table that the‘t’ value for self-finance colleges’ B.Ed students Vs. total sample is6.90,which is significant at 0.01 level. Therefore it can be said that both the groups are in favor of internal evaluation, but self-finance colleges’ B.Ed students shows more favour towards internal evaluation in comparison to total students. Hence hypothesis No.2 is rejected.
  3. It is clear from the table 1 below that the ‘t’ value for govt. aided colleges’ B.Ed students Vs. self-finance colleges’ students is 4.00,which is significant at 0.01 level. Therefore it can be said that govt. aided colleges’ students and self-finance colleges’ B.Ed students have significant difference between the degrees of attitude towards internal evaluation. Therefore hypothesis No.3 is rejected.

Table 1. T-Value and Level of significance of Colleges

S. No.	Groups	t-value	Level of Significance
i	Govt. Added College Students Vs. Total Sample	4.70	**
ii	Self-Finance B.Ed College Student Vs. Total Sample	6.90	**
iii	Govt. Aided B.Ed College Students Vs. Self-Finance B.Ed Students	4.00	**
iv	Govt. Aided B.Ed Boys Students Vs. Govt. Aided B.Ed Girls Students	6.85	**
v	Self-Finance B.Ed College Boys Students Vs. Self-Finance Girls Students.	0.0031	
vi	Govt. Aided B.Ed College Boys’ Students Vs. Self-Finance B.Ed Students.	2.09	*
vii	Govt. Aided B.Ed College Girls Students Vs. Self-Finance Girls’ Students.	1.11	

\* Significant at 0.05 level, \*\*significant at 0.01 level

4. It is clear from the above table 1 that the ‘t’ value for govt. aided colleges’ B.Ed students Vs. self-finance colleges’ students is 6.85,which is significant at 0.01 level. Therefore, it can be said that govt. aided colleges’ students and self-finance colleges’ B.Ed students have significant difference between the degrees of attitude towards internal evaluation. Therefore hypothesis No.4 is rejected
5. As the above table shows table 1 that the ‘t’ value for self-finance colleges’ B.Ed boy students Vs. self-finance B.Ed girls students is 0.0031,which is not significant even at 0.05 level. Therefore, it can be said that self-finance college boys’ students and self-finance college B.Ed girls students do not have significant difference between the degree of attitude towards internal evaluation. Therefore hypothesis No.5 is accepted.
6. It clear from the above table 1 that the ‘t’ value for govt. aided colleges’ B.Ed boy students Vs. self-finance colleges’ B.Ed boys students is 2.09,it is significant at 0.05 level but not at 0.01 level . Therefore, it can be said that there is significant difference between the degrees of thinking of govt. aided college B.Ed boys students vs. self-finance college B.Ed boys students. Therefore hypothesis No.6 is rejected.
7. It is clear from the above table 1 that the ‘t’ value for govt. aided college B.Ed girls students Vs. self-finance college B.Ed girls students is 1.11,it is not significant at 0.05

level. Therefore, it can be said that govt. aided college B.Ed girl's students and self-finance college B.Ed girls students do not have significant difference between the degree of attitude towards internal evaluation. Therefore hypothesis No.7 is accepted.

The analysis and interpretation of the data revealed that in general all the students of B.Ed of VBS Poorvanchal University irrespective of their colleges' background i.e. govt. aided colleges' and self-finance colleges' showed favourable behaviour towards internal evaluation. Then it can be concluded that B.Ed students of VBS Poorvanchal University were in favour of internal evaluation. In depth analysis of the data showed that there was difference in the degree of favour between govt. aided colleges' B.Ed students and self-finance colleges' B.Ed students toward internal evaluation. Girls were in more favour towards internal evaluation than boys. It may be due to teachers prejudice in internal evaluation or many others factors that may be the problems for investigation for researchers.

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