# ATTITUDE OF SECONDARY STUDENTS TOWARDS UNIT TEST

Basudeb Mandal ,   Dr. Jayanta Mete

Research Scholar, Department of Education, University of Kalyani, West Bengal,741235

Professor, Department of Education, University of Kalyani, West Bengal,741235

*Abstract: The main purpose of this study was to examine the attitude of secondary students towards present day examination system. The present study was undertaken using the survey method. The participants of the study were 432 secondary students, West Bengal, India. They were selected by purposive sampling method. The researchers adopted standardized tool for data collection which consisted of 40statements, with 25 positive and 15 negative statements. Data was analyzed using statistical techniques like mean, standard deviation. 't' test. The findings revealed that the entire sample of secondary students had a low significant difference in their attitudes towards present day examination system. Based on the findings, suggestions were made that same study may be extended to different levels of educational institutions all over the state. Other variables like locality, qualifications, origin etc. can be included and an in depth study can be carried out in this research area.*

**Key words:** Attitude, Unit test, Standardized tool, Differential analysis, Secondary Students.

## I.     INTRODUCTION:

Evaluation is a continuous process from an integral part of the total system of education and is intimately related to educational objectives. Evaluation is the process that deals with the collection of evidences regarding the changes that occur in the pupil's behavior during the instruction. Now a days many kind of instruments or tools are been used for measuring student's achievement.

A unit test can be used as an effective instrument of evaluating –

- ➢ The achievement of the objectives.
- ➢ The content that is the academic achievement of the students.
- ➢ The learning activities.

It is done by administering a small test at the end of the teaching of a unit. The tests which intend to measure the attainment of the pupil in a unit of the study are called unit test.

Evaluation has said that teaching and testing goes together. Even while teaching that is, organizing learning activities, the teacher can evaluate. The pupil's responses and relations, is the form of replying to a question, performance, facial expressions etc. Make evaluation a continuous process. This is the ideal situation, which may not be attained by a majority of teachers. On the other hand to postpone evaluation till their entire course has been complete (i.e. Annual examination) or till the half course has been completed (i.e. terminal examination) is also unscientific and not psychological. Unit test may be pertinent to add that the traditional system hardly adheres to the concept of regularity of testing and continuous assessment. Every teacher can easily make this type of test for class room use very small subject matter or content is required to measure student's achievement.

## II.     Review of Related Literature:

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 Chopraand Deepty Gupta (2013) conducted a Study on learners' attitude towards continuous and comprehensive evaluation. Findings reveal that learners' have a favorable attitude towards the scheme .Terence J. Crooks (1988) studied The Impact of Classroom Evaluation Practices on Students. 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.

### III.    Significance of the study:

Last two years ago evaluation system with three unit test was started in secondary schools of west Bengal. The main objectives of this type of test are to develop student's academic achievement with proper feedback. Most of the teacher and guardians were also told that continuous comprehensive evaluation system could improve student's academic achievement. In recent time most of the students taken upon private tuition. So, unit test can be a proper solution of this problem. The researcher therefore has tried find out the attitude towards unit test of secondary students.

### IV.    Statement of the Problem:

The unit test has an important role in education. It is necessary for parents and teachers to know from time to time how the students are progressing and what their attainments are at any particular stage. The past examination system tests only memory and it does not measure the all-round development of the students. It was thought that it is highly unreliable and adequate, and has a student's resulting in the loss of national character and ideals.  The investigator had taken up the present study entitled, "Attitude of Secondary Student's Towards Unit Test"

### V.     Objectives of the study:

Following are the objectives of this study-
1)    To measure the attitude of rural girls and boys students towards unit test.
2)    To measure the attitude of urban boys and girls students towards unit test.
3)    To compare the attitude between rural students and urban students towards unit test.
4)    To compare the attitude between urban boys and girls students towards unit test.

### VI.    Formulation of  Hypotheses:

The Hypothesis are -
$H01$ – There is no significant mean difference between total boys and girls students towards unit test.
$H02$ - There is no significant mean difference between of rural girls and urban girls students towards unit test.
$H03$ - There is no significant mean difference between of rural boys and urban boys students towards unit test.
$H04$ - There is no significant mean difference between of rural boys and urban girls students towards unit test.
$H05$ - There is no significant mean difference between of rural boys and rural girls students towards unit test.

### VII.    Methodology:

In this study, survey method was adopted.

The research was conducted on secondary students of govt.  Aided Secondary Schools in Kalyani, West Bengal, India. The participants were selected by purposive sampling method. A random sample of 432 students of govt. aided secondary schools in Kalyani, West Bengal was chosen for the study.

**Distribution of the total sample and its sub samples:**

| Name of the school | Area of the school | Number of the boys students | Total Boys | Number of Girls | Total Girls | Total Students |
|---|---|---|---|---|---|---|
| **Kalyani University Experimental High School** | Urban | 33 | | 28 | | 61 |
| **Kalyani Sikhshayatan** | Urban | 42 | 110 | 82 | 110 | 124 |
| **Pannalal** | Urban | | | - | | |

---

| Institution | | 35 | | | | 35 |
|---|---|---|---|---|---|---|
| **Laupala kalpataru High School(H.S.)** | Rural | 50 | 105 | 64 | 107 | 114 |
| **Fatepur High(H.S.) School** | Rural | 55 | | 43 | | 98 |
| | | | 215 | | 217 | 432 |

**Tool used for data collection:** The researchers adopted standardized tool prepared for collecting the data. The tool consisted of 40 statements on psychological aspects. The tool consisted of statements with regard to different aspects of present day examination system like content, purpose of examinations, student aspects, society problems, time adequacy, examination system, opportunities, and standard.

The scoring was done with the help of Likert's five point scale. The weightings were Strongly Agree (SA) = 5, Agree (A) =4, Undecided (U) =3, Disagree (D) = 2, Strongly Disagree (SD) = 1 for positive statements and Strongly Agree (SA) = 1, Agree (A) = 2, Undecided (U) = 3, Disagree (D) = 4, Strongly Disagree (SD) = 5 for negative statements. An individual score is the sum of all the scores for the 40 statement.

## VIII.   Presentation of Data:

The researcher took the data according to different strata, like boys and girls and different areas. Then the researcher estimated different descriptive statistic like mean and S.D. the estimated value are shown in the table below:

| | Categories of Sample | Numbers | Mean | S.D |
|---|---|---|---|---|
| 1. | Total number of sample | 432 | 128.09 | 18.5 |
| 2. | Rural Girls | 107 | 132.29 | 16.59 |
| 3. | Urban Girls | 110 | 128.24 | 15.12 |
| 4. | Rural Boys | 105 | 129.14 | 17.33 |
| 5. | Urban Boys | 110 | 122.84 | 22.9 |
| 6. | Total Girls | 217 | 130.24 | 15.95 |
| 7. | Total Boys | 215 | 125.92 | 20.57 |

## IX.   Analysis of data:

**Table no. - 1**

**The interpretation of mean difference between total boys and total girls attitude towards unit test.**

| Groups | Number | Mean | SD | df | T value |
|---|---|---|---|---|---|
| Total boys | 215 | 125.92 | 20.57 | 430 | 2.45 |
| Total Girls | 217 | 130.24 | 15.95 | | |

Here the t value is 2.45, which is greater than table value. So, the corresponding null hypothesis is rejected in favors of total girls.

**Table-2**
**Analysis by 't' value (rural girls and urban boys)**

| Groups | Number | Mean | SD | df | T value |
|---|---|---|---|---|---|
| Rural Girls | 107 | 132.29 | 16.59 | 215 | 1.87 |
| Urban Girls | 110 | 128.24 | 15.12 | | |

Here the t value is 1.87, which is lower than table value. So, the corresponding null hypothesis is accepted in favor of rural girls.

**Table-3**
**Analysis by 't' value (Rural boys and Urban boys)**

| Groups | Number | Mean | SD | Total df | T value |
|---|---|---|---|---|---|
| Rural boys | 105 | 129.14 | 17.33 | 213 | 0.471 |
| urban boys | 110 | 122.84 | 22.9 | | |

Here the t value is 0.471, which is lower than table value. So, the corresponding null hypothesis is accepted in favor of rural boys.

**Table-4**
**Analysis by 't' value (Urban boys and Urban girls)**

| Groups | Number | Mean | SD | Total df | T value |
|---|---|---|---|---|---|
| Rural Girls | 110 | 122.84 | 29.9 | 218 | 1.69 |
| Urban Girls | 110 | 128.24 | 15.12 | | |

Here the t value is 1.69, which is lower than table value. So, the corresponding null hypothesis is accepted in favor of urban girls.

**Table-5**
**Analysis by 't' value (Rural boys and Rural girls)**

| Groups | Number | Mean | SD | Total df | T value |
|---|---|---|---|---|---|
| Rural boys | 105 | 129.14 | 17.33 | 210 | 0.013 |
| Rural Girls | 107 | 132.29 | 16.59 | | |

Here the 't' value is 0.013, which is lower than table value. So, the corresponding null hypothesis is accepted in favor of rural girls.

X. **Interpretations of Results**:

    i.     As the table value was significant and the corresponding hypothesis (H0.1) was rejected. Therefore it can be interpreted that there exists significant mean difference of attitude towards unit test between total boys and total girls students.

    ii.     As the table value was not significant and the corresponding hypothesis (H0.2) was accepted. Therefore it can be interpreted that there exists no significant mean difference of attitude towards unit test between rural girls and urban girl students.

    iii.     As the table value was not significant and the corresponding hypothesis (H0.3) was accepted. Therefore it can be interpreted that there exists no significant mean difference of attitude towards unit test between rural boys and urban boy students.

    iv.     As the table value was not significant and the corresponding hypothesis (H0.4) was accepted. Therefore it can be interpreted that there exists no significant mean difference of attitude towards unit test between urban boys and urban girl students.

    v.     As the table value was not significant and the corresponding hypothesis (H0.5) was accepted. Therefore it can be interpreted that there exists no significant mean difference of attitude towards unit test between rural boys and rural girl students.

**XI.      Discussion:**

From this study and the findings, it was found that the students were having significant difference in their attitudes towards unit test.

**XII.      Conclusion:**

From the findings of the whole study it could be conclude that there was significant difference between boys and girl students. There existed significant difference of attitudes unit test between total boys and girls students.

**XIII.      Suggestions for further study:**

1)      A similar study can be conducted by large sample from various rural and urban areas as well as from different levels or classes.

2)      A similar study can be conducted including making of the questionnaire for measuring academic achievement.

3)      A similar study can be done in primary or higher secondary or graduation level.

4)      A similar study can be conducted on other boards and council also.

**XIV.      References**

❖ *Asia-Pacific Forum on Science Learning and Teaching,* Volume 13, Issue 1, Article 16    (Jun., 2012)

❖ Asthana, B. & Agarwal, R. N. (1991) . *Measurement and Evaluation in Psychology and      Education* (4th ed.). Agra: Vinod Pustak Mandir

❖ Best, J, W. & Kahn, J, V. (2006)  .*Research in Education*. New Delhi: Pearson, Prentice Hall

❖ Buch, MB. (Ed.). (2000). *Fifth Survey of Educational Research (1988-92)*: Vol. I. New Delhi: NCERT

❖ Buch, M.B. (2000). *Fifth Survey of Educational Research (1988-92)*:Vol. II. New Delhi: NCERT

❖ Garrett, H .E. (1979) *Statistics in Psychology and Education*, International Book Bureau, Hyderabad

❖ Goswami, M. (2011)  *Measurement and Evaluation in Psychology and Education*. New Delhi, Neelkamal Publication Pvt. Ltd.

❖ McClelland, E. (2001). *A Study of the Effort of Motivation on Achievement*, Indian Education Review, volume -37 Jan 2001