

Attitude of Post-Graduate students towards Formative Assessment

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Abstract: Present education system, Assessment related issues become a most important topic of discussion for carried out as a part of teaching and learning. Formative Assessment is a continuous process by which we can diagnosis the strength and weakness of teachers, students, curriculum planner's achievement and easily carried out Remedial procedures in the ongoing courses. The study aimed to measure the Attitude towards Formative Assessment in respect of Gender, Locality and different streams of Post-graduate students. For this study 213 samples were selected by purposive sampling technique. Samples were classified in different strata, viz. Science stream students, Social Science stream students, Language stream students, Commerce stream students, Male and Female. Four major dimensions and various other dimensions have been taken. The broad dimensions are as follows: Aim of Formative Assessment, Procedures of Formative Assessment, Merits and demerits of Formative Assessment. Eight hypotheses were framed by researchers for reaching the findings of the study. After data analysis, it was found that there were no significant mean differences in the all hypotheses. There was no significant difference in respect of Gender, Locality and different streams of Post-graduate students in respect of Attitude towards Formative Assessment.

Keywords: Attitude, Formative Assessment, Post-Graduate student, Diagnosis

Introduction

Assessment is a part and parcel of our lives. We evaluate and assess every activity in our life, not only in terms of its product; but also in terms of its process. Effective Assessment and Feedback are aimed at enhancing teaching and learning. Feedback is very essential to assess all activity. Feedback is closely interrelated with Formative Assessment. Formative Assessment is a very modern concept in the field of Evaluation. Formative Assessment defined as any task that creates feedback for students about their learning process (Irons, 2008). Formative Assessment includes any form of classroom interaction that generates information on students learning, which is then used by faculty and students to fine-tune their teaching and learning strategy; respectively, during the teaching- learning process. This type of Assessment provides continuous feedback both teacher and students concerning learning success and failure while instruction is in process.

Formative Assessment relatively focuses on molecular analysis. Its design is exploratory and flexible in nature. Formative Assessment fulfils all learning objectives of a curriculum. It is also delineated as “an ongoing assessment” (Clarke, 2005) based on how well students fulfil learning, and engages students in improving their learning. In the words of Ovando (1992), “Formative Assessment becomes more influential and purposeful when information drawn from it is utilized to adjust learning and teaching in order to meet students need and improvement.”

Hallam et. al. (2004) carried out a comprehensive project called “Support for Professional Practices in Formative Assessment”, aimed to measure the positive effect of Formative Assessment on school students Academic Achievement in Scotland. They found that Formative Assessment have been successful in improving pupils’ learning and motivation (89%), the quality of students ‘work (88%), attainment (78%), learning skills (94%), concentration (83%) and behaviour (55%).’

Al-shehri, K.D.(2008) in his study, “Teachers' and Students' attitudes towards Formative assessment and feedback in teaching English for specific purposes ESP.” aimed to measure the extract relationship between formative assessment and feedback. The study concluded that both formative assessment and formative feedback can be use to reinforce good teaching and learning practices or can be used as a base for adjusting an existing practice. When formative assessment and formative feedback were address constructively, there can be positive impacts on boosting students’ egos, attitude and motivation to learn English.

Radford, B.W.(2010),conducted a study “The Effects of Formative Assessment on teaching and learning.” The main objective of the study was to investigate the impact of providing formative feedback to missionaries and their teachers regarding each individual missionary's progress and achievement. He found that student who completed formative assessments significantly outperformed than the students who did not complete such assessments.

Aytaged Sisay Zeleke, (2013) in his research works “A comparative study on the practice of continuous assessment between Addis Ababa and Unity Universities.”The objective of the study was to compare the continuous assessment practices in two universities. The findings revealed that the judge-mental role of continuous assessment is more practiced than the development role of the assessment.

Fakeye, D.O. (2016) conducted a research study “Secondary school Teachers’ and students’ Attitude towards Formative Assessment and Corrective Feedback in English Language in Ibadan Metropolis”. The purpose of the study was to measure the attitude of students and English teachers towards Formative assessment and Corrective feedback. He found significance findings that formative assessment should be given more prominences in assessing students’ learning outcome.

Objectives of the Study

The following objectives were considered for the study -

- To measure the Attitude of Post-Graduate students towards Formative Assessment
- To compare the Attitude towards Formative Assessment among different gender of Post-Graduate level students
- To compare the Attitude towards Formative Assessment between rural and urban Post-Graduate level students
- To compare the Attitude towards Formative Assessment among different streams of Post-Graduate level students

Hypothesis

H_1 - There will be no significant difference between Total Male and Female students on the criteria of Attitude towards Formative Assessment.

H_2 - There will be no significant difference between Rural and Urban Post-Graduate level students on the criteria of Attitude towards Formative Assessment.

H_3 - There will be no significant difference between Science stream and Commerce stream Post-Graduate students on the criteria of Attitude towards Formative Assessment.

H_4 - There will be no significant difference between Science stream and Language stream Post-Graduate students on the criteria of Attitude towards Formative Assessment.

H_5 - There will be no significant difference between Language stream and Commerce Post-Graduate students on the criteria of Attitude towards Formative Assessment.

H_6 - There will be no significant difference between Social science stream and Language stream Post-Graduate students on the criteria of Attitude towards Formative Assessment.

H_7 - There will be no significant difference between Social science stream and Commerce stream Post-Graduate students on the criteria of Attitude towards Formative Assessment.

H_8 - There will be no significant difference between Science stream and Social science stream Post-Graduate students on the criteria of Attitude towards Formative Assessment.

Methodology

This study considers Quantitative approach for collection and interpretation of data. The present study based on Descriptive research method, particularly Survey method or Normative survey research method. It is the most popular and scientific research technique, which consist of analyzing the phenomena into their components.

Sample

For this study, Researchers selected Post-Graduate Students of Five universities in West Bengal (University of Kalyani, University of Burdwan, Vidyasagar University, Jadavpur University and West Bengal State University) by taking Purposive Sampling method. Total 213 samples were selected from universities.

Tool and its procedure

To measure the Attitude towards Formative Assessment, a questionnaire has been prepared. Formative Assessment Scale (Likert Type) included 40 items. Four major dimensions and various other dimensions have been taken. The broad dimensions are as follows: Aim of Formative Assessment, Procedures of Formative Assessment, Merits and demerits of Formative Assessment. About 40 items 28 items was in Positive statement and 12 items was in Negative statement. Five-point scale was used for narrating each statement of questionnaire. All statement was expressed in three alternative categories, viz, Strongly agree, Agree, Neutral, Disagree, Strongly disagree.

Validity

To establish the validity of questionnaire, the instruments were subjected to the scrutiny of two experts who evaluates the relevance of each item in the instruments to the objectives. The experts rated each item on a scale. Their recommendations were used finally modify questions. Then the questionnaire were designed and rated, the content validity index (CVI) was computed follows:

$$CVI = \frac{\text{Agreed items both judge as suitable}}{\text{Total number of items being judged}}$$

Table-1 Questionnaire ratings

	Relevant Items	Not Relevant Items	Total
Rater 1	35	5	40
Rater 2	34	6	40
Total	69	11	80

$$CVI = (69 \div 80) \\ = 0.86$$

Reliability

A pre-test was conducted after establishing the validity. Twenty responds from University of Kalyani were used in the pre-test to answer the questionnaire. Their responds were subjected to a Cronbach's Alpha Coefficient reliability test. Reliability Coefficient (α) was equal to 0.76 which indicated that questionnaire was very reliable.

Statistical techniques used

t-test was used to analyze the collected data and verify the hypothesis.

Analysis and Interpretation

The Mean and SD of the scores of the students is shown in **Table -2**
Table-2 Showing the Descriptive Statistics of the Sample.

Groups	Number of Students	Mean	SD
Total Students	213	174.97	12.44
Total Male Students	111	174.71	13.23
Total Female Students	102	175.25	11.59
Total Rural Post-Graduate Students	101	173.84	12.84
Total Urban Post-Graduate Students	112	175.99	12.04
Science Stream Post-Graduate Students	55	172.92	13.01
Commerce Stream Post-Graduate Students	44	174.47	10.74
Language Stream Post-Graduate Students	54	175.44	12.01
Social science Stream Post-Graduate Students	60	176.78	13.41

Table - 3 Showing 't' test value between Total Male and Female Post-Graduate students on the criteria of Attitude of towards Formative Assessment.

Groups	Number	Mean	S.D	df	t	Level of Significance	
Total Male Students	111	174.71	13.23	211	0.74	Both 0.01 & 0.05	Not Significant
Total Female Students	102	175.25	11.59				

From the table no -3, it can be found that, 't' value 0.74 which is less than the table value 1.97 at 0.05 level and null hypothesis is accepted. Hence, it can be concluded that there is no significant difference between Total Male Post-Graduate Students and Total Female Post-Graduate Students in their attitude towards Formative Assessment.

Table - 4 Showing 't' test value between Rural and Urban Post-Graduate students on the criteria of Attitude of towards Formative Assessment.

Groups	Number	Mean	S.D	df	t	Level of Significance	
Total Rural Post-Graduate Students	101	173.84	12.84	211	0.21	Both 0.01 & 0.05	Not Significant
Total Urban Post-Graduate Students	112	175.99	12.04				

From the table no - 4, it can be found that, 't' value 0.21 which is less than the table value 1.97 at 0.05 level and null hypothesis is accepted. Hence, it can be concluded that there is no significant difference between Total Rural Post-Graduate Students and Total Urban Post-Graduate Students in their attitude towards Formative Assessment.

Table - 5 Showing 't' test value between Science Stream and Commerce Stream Post-Graduate students on the criteria of Attitude of towards Formative Assessment.

Groups	Number	Mean	S.D	df	t	Level of Significance	
Science Stream Post-Graduate Students	55	172.92	13.01	97	0.51	Both 0.01 & 0.05	Not Significant
Commerce Stream Post-Graduate Students	44	174.47	10.74				

Table no -5 represents that, 't' value 0.51 which is less than the table value 1.99 at 0.05 level and null hypothesis is accepted. Hence, it can be concluded that there is no significant difference between Science Stream and Commerce Stream Post-Graduate Students in their Attitude towards Formative Assessment.

Table - 6 Showing 't' test value between Science Stream Post-Graduate students and Language Stream Post-Graduate students on the criteria of Attitude of towards Formative Assessment.

Groups	Number	Mean	S.D	df	t	Level of Significance	
Science Stream Post-Graduate Students	55	172.92	13.01	107	0.29	Both 0.01 & 0.05	Not Significant
Language Stream Post-Graduate Students	54	175.44	12.01				

From the table no - 6, it can be found that, 't' value 0.29 which is less than the table value 1.98 at 0.05 level and null hypothesis is accepted. Hence, it can be concluded that there is no significant difference between Science Stream Post-Graduate Students and Language Stream Post-Graduate Students in their attitude towards Formative Assessment.

Table – 7 Showing ‘t’ test value between Language Stream Post-Graduate students and Commerce Stream Post-Graduate students on the criteria of Attitude of towards Formative Assessment.

Groups	Number	Mean	S.D	df	t	Level of Significance	
Language Stream Post-Graduate Students	54	175.44	12.01	96	0.67	Both 0.01	Not Significant
Commerce Stream Post-Graduate Students	44	174.47	10.74				

Table no -7 represents that, ‘t’ value 0.67 which is less than the table value 1.99 at 0.05 level and null hypothesis is accepted. Hence, it can be concluded that there is no significant difference between Language Stream and Commerce Stream Post-Graduate Students in their Attitude towards Formative Assessment.

Table - 8 Showing ‘t’ test value between Social science Stream Post-Graduate students and Language Stream Post-Graduate students on the criteria of Attitude of towards Formative Assessment.

Groups	Number	Mean	S.D	df	t	Level of Significance	
Social science Stream Post-Graduate Students	60	176.78	13.41	112	0.57	Both 0.01	Not Significant
Language Stream Post-Graduate Students	54	175.44	12.01				

From the table no - 8, it can be found that, ‘t’ value 0.57 which is less than the table value 1.98 at 0.05 level and null hypothesis is accepted. Hence, it can be concluded that there is no significant difference between Social Science Stream Post-Graduate Students and Language Stream Post-Graduate Students in their attitude towards Formative Assessment.

Table - 9 Showing ‘t’ test value between Social science Stream and Commerce Stream Post-Graduate students on the criteria of Attitude of towards Formative Assessment.

Groups	Number	Mean	S.D	df	t	Level of Significance	
Social science Stream Post-Graduate Students	60	176.78	13.41	102	0.33	Both 0.01	Not Significant
Commerce Stream Post-Graduate Students	44	174.47	10.74				

Table no -9 represents that ‘t’ value 0.33 which is less than the table value 1.98 at 0.05 level and null hypothesis is accepted. Hence, it can be concluded that there is no significant difference between Social science Stream and Commerce Stream Post-Graduate Students in their Attitude towards Formative Assessment.

Table - 10 Showing ‘t’ test value between Science Stream and Social science Stream Post-Graduate students on the criteria of Attitude of towards Formative Assessment.

Groups	Number	Mean	S.D	df	t	Level of Significance	
Science Stream Post-Graduate Students	55	172.92	13.01	113	0.12	Both 0.01	Not Significant
Social science Stream Post-Graduate Students	60	176.78	13.41				

From the table no - 10, it can be found that, ‘t’ value 0.12 which is less than the table value 1.98 at 0.05 level and null hypothesis is accepted. Hence, it can be concluded that there is no significant difference between Science Stream Post-Graduate Students and Social science Stream Post-Graduate Students in their attitude towards Formative Assessment.

Conclusion

The major findings of this study revealed that, no significant difference was found in the Attitude of Post-graduate students towards Formative Assessment in respect of Gender, Locality and different streams.

The Present study discovered that, there is no significant difference between the attitude of Total Male and Total Female Post-Graduate students towards Formative Assessment, wherein; the mean scores were significantly higher in case of Total Male.

The research findings indicated that, there is no significant difference between Rural and Urban Post-Graduate students on the criteria of Attitude of towards Formative Assessment. That is to say that, the attitude of Urban Post-Graduate Students more favorable than the attitude of Rural Post-Graduate Students towards Formative Assessment.

The findings of the study discovered that, no significant difference is found between Science Stream students and Commerce Stream Students in their Attitude towards Formative Assessment, wherein; the attitude scores were significantly higher in case of Commerce Stream Post-Graduate students.

In the present study the researchers also found that, no significant difference is found between Science Stream students and Language Stream Students in their Attitude towards Formative Assessment. It can be said that, the attitude of Language Stream Post-Graduate Students more favorable than the attitude of Science Stream Post-Graduate Students towards Formative Assessment.

No significant difference was found in the mean scores of Language Stream students and Commerce Stream Students in their Attitude towards Formative Assessment, wherein; the attitude scores were significantly higher in case of Language Stream Post-Graduate students.

The findings of the study revealed that, there is no significant difference between Social science Stream students and Language Stream Students on the criteria of Attitude of towards Formative Assessment. That is to say that, the attitude of Social science Stream Post-Graduate Students more favorable than the attitude of Language Stream Post-Graduate Students towards Formative Assessment.

The present study revealed that, no significant difference was found in the mean scores of Social science Stream and Commerce Stream Post-Graduate Students in their Attitude towards Formative Assessment, wherein; the attitude scores were significantly higher in case of Social science Stream Post-Graduate students.

The study concluded that, there is no significant difference between Social science Stream and Science Stream Post-Graduate Students on the criteria of Attitude of towards Formative Assessment. That is to say that, the attitude of Social science Stream Post-Graduate Students more favorable than the attitude of Science Stream Post-Graduate Students towards Formative Assessment.

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