

A Study on Attitude of College Students Towards Examination System

Pravin Kumar*

Dr. Vinod Kumar Singh**

Abstract:

Examinations have their unique importance in every domain of life, especially in teaching-learning process. Without their presence and use, the worth of any person in particular field cannot be determined. This present study investigates the attitude of college students towards the examination system. Keeping in view the objectives of the present investigation, a self prepared Attitude Scale was used to find out the attitude of the college students towards examination system. The attitude scale appears to have content validity and reliability was estimated by split half method and found 0.88. It was hypothesized that male-female, rural-urban, science-Arts, private- government college students differ significantly on their attitude towards examination system. For verification of these hypotheses, the data were collected from the sample of 300 college students and survey method is used. In order to obtain empirical verification of the proposed hypothesis, the data were analyzed applying 't' test. The findings of the present study revealed that male-female, rural-urban college students differ significantly in their attitude towards examination system. And other side revealed that Science- Arts, Private- government college students don't differ significantly in their attitude towards examination system.

Key Words: Attitude, College, Students, Examination System.

INTRODUCTION:

Examination is integral part of education system. It triggers healthy competition among the students. Effectiveness and authenticity of the education system cannot be ascertained without valid and reliable examinations.

Human need to judge the knowledge and learning of many persons at the same time and grade them accordingly gave birth to the system of examinations. Their importance gradually increased with the progress in education and advancement in culture and technology. Perhaps they are the only means to judge the acquired knowledge and evaluate the resultant learning of many persons simultaneously. The examinations motivate student to work hard. Good examination system, thus promote healthy competition among the students (Umbreen, 2008).

These days there is a general opinion that examination system is inadequate, faulty, unreliable, invalid, subjective and wasteful. Moreover the domination of examination over the entire educational set up has created numerous grave problems. The solutions of these issues are generally perceived in the reorientation of the entire system of examination. Education is as well as students have repeatedly expressed their dissatisfaction with the present system of examination and sometimes annoyance towards this system has assumed alarming proportions so much so that some people have suggested the total abolition of examination system.

The university Education commission (1948) has dealt thoroughly with the problem of invalidity, inadequacy and unreliable of examination. The report includes; the essay type of examination which prevails at the degree stage, as elsewhere, suffers from some major defeats. It has usually clearly defined purpose: it is therefore invalid. Its sampling is arbitrary and limited, it is inadequate. Its scoring is subjective and therefore not reliable.

The report of the seminar on examination Reforms (1958-60) organized by university Grant Commission under the leadership of Dr. B.S. Bloom includes: "Unless examinations have adequate level of reliability and objectivity decision made about the students through use of such examination are of dubious merit. When the sole basis of deciding about an individually future is

* Research Scholar, Faculty of Education, Kamachha, BHU, Varanasi

** Assistant Professor, Faculty of Education, Kamachha, BHU, Varanasi

single examination, it is especially necessary that the errors of measurement be kept within a safe margin.”

The Report of the committee of the members of Parliament on Education (1967) has also shown deep concern with the problem of present examination. It has been suggested that attention should be paid” on the introduction of reforms which make examinations more valid and realistic measures of educational achievement.”

The important function or objective of the education system is to impart knowledge develop require skill and awareness and practical utility of the information. But the process of assessing the objectivity appears to be faulty. It has traditional methods and so far no change has been brought up therefore unable to maintain the pace of this world.

Mere imparting knowledge has no meaning in the education system. To measure the knowledge of student there is a device in the education system known as examination. It is very old method from assessing knowledge of student. In ancient period it was used indifferent ways. At that time education was bipolar i.e. between teachers and taught and the assessment of students was done completed to be very subjective and unreliable.

In educational research the study of examination system are necessary for the improvement of examination procedure is an essential condition for successful education system in our country. Most of the researches done in this field of knowledge proved trivial and superficial. It is traced that no one is satisfied with present examination system. Thus present study is an attention to locate the attitude of students towards examination system.

It is undeniable fact that examination system has always been a burning topic for discussion in our educational sphere. It is also equally true that most of our teachers, administrator and public do not well comprehend why and how our examination system should be improved. There are several reasons for this. An important one of these being the paucity of literature on examination reforms and lack of researches in examinations are still in infancy in our country.

The examination system in our country has been an object of attack from various quarters, politicians, academicians and teachers have all expressed unanimously their deep conviction about the inadequate examination system that has resulted crippling effect on the quality of work in secondary education.

As regard Examination most of the commissions have over emphasized its negative function and have suggested almost total change in the system without considering the economic, social, and political and other factors. Dr. Bloom report of seminar on examination reform rigidly recognizes “change in examination system must not to be too slow, but at the same time should not be so fast to dislocate university education in India.”

Most of the reforms suggested appear to be idea but less practicable in the present set up of India. Indian university need suggestions taking into account the limited resources of the universities.

NEED OF THE PRESENT STUDY

Now a days there is a general opinion that examination system is inadequate, faulty, unreliable, invalid, subjective and wasteful and so it cannot be accepted even as a tool of achievement testing in educational institutions. Moreover the domination of examination over the entire educational set-up has created numerous grave problems, the solutions of which are generally perceived to lie in the reformation of the whole machinery of examination. Educationists have repeatedly expressed their dissatisfaction over the present system of examination and sometimes their annoyance on examination system has become so great that a few have suggested the total abolition of examination.

Examination cannot be abolished since in the absence of examination, education is likely to lose its meaning, direction, precision and relevance. The function of an examination is not limited to

A Study on Attitude of College Students Towards Examination System

mere testing of educational achievement; it serves also as a basis for effective instruction, motivation, guidance and discipline in students.

There is no short cut of the truth that examinations, as they are inadequate and faulty and as expressed by the university Education commission; "If examinations are necessary a through reform of these are more necessary." It is also true that no effective reform in the system of examination can be introduced unless a thorough study of the whole system of examination along with analyzes of its given dimensions.

It was recognized that the examination system influence, not only the methods of evaluation but also the teaching methods of student, students' participations for examination nature of question asked in the examination, informal assessment, marking of answer-books as well as role of a moderator.

OBJECTIVE OF THE STUDY

- To find out the attitude of college student towards the examination system.
- To find out the mean difference between the attitude of male and female college students towards the examination system.
- To find out the mean difference between the attitude of urban and rural college students towards the examination system.
- To find out the mean difference between the attitude of Arts, Science and commerce college students towards the examination system.
- To find out the mean difference between the attitude of college students of different management of study towards the examination system.
- To suggest measures for improving the examination system.

HYPOTHESES OF THE STUDY

- The attitude of college students towards examination system is low.
- There is no significant difference between the attitude of male and female college students towards the examinations system.
- There is no significant difference between the attitude of urban and rural college students towards the examinations system.
- There is no significant difference among the attitude of Arts, Science and Commerce college students towards the examinations system.
- There is no significant difference between the attitudes of college students of different management of study towards the examinations system.

Definitions of Some Important terms of the Study

The key term used in this investigation have been defined as follows:-

Attitude- An attitude is dispositional, readiness to respond to certain situations persons or objects in a consistent manner which has been learned and has become ones typical mode of response.

College Students- Those Candidates are perusing under graduate.

Examination- Examination is the process of the testing by questions, verbal or written, the knowledge or ability of pupils of candidates for office degree.

Variable of the study

Variable are the characteristics or the traits in the behavioural science which can be quantity by measuring instruments.

Sex, Locale, course of study, Management of Study,

DESCRIPTION OF THE TOOL

The Tool self made namely Attitude Scale towards Examination System, It has 61 items consisting six areas. The nine areas dealt with the scale are attitude towards

1. Conduction of Examination
2. Control of Examination
3. Policy Making

4. Learning
5. Teaching
6. Syllabus
7. Question Setting
8. Marking
9. Question Paper

Scoring

Scoring procedure is simple. Each item alternative is assigned a weight age ranging from 4 (strongly agree), 3 (Agree), 2 (Disagree), 1 (Strongly Disagree) for favorable items. In case of unfavorable item the scoring is reversed i.e. from 1 (strongly agree) to 4 (Strongly disagree). The attitude scale of an individual is the sum total of item scores on all the six areas. The range scores are from 61 to 244 with the higher score indicating the more favorable attitude towards environment and vice-versa.

Samples of Student

S.No	Name of College	Location
01.	Gaya college Gaya	Rampur, Gaya
02.	A.M.College Gaya	Katari Hill Road Gaya
03.	J.J.College Gaya	Manpur, gaya
04.	G.B.M.College Gaya	Choak Bazar, Gaya
05.	S.P.Y.College	A.P.Colony, Gaya
06.	M.S.Y.College	Rampur, Gaya
07.	R.L.S.Y.College	Kharkhura, Gaya

TABLE NO- 01 SEX WISE

Sl.No	Variable	N	Mean	Standard deviation	Mean difference	t-Value	Significance At 0.05 level
1	Male	150	163.18	39.88	14.23	2.94	Significant
2	Female	150	148.95	43.70			

The mean and S.D in attitude of male and female college students are 163.18 and 39.88 where as female 148.95 and 43.70. The calculated ‘t’ value is found to be 2.94, which is greater than the tabulated value at 0.05 level of significance .Hence the hypotheses is rejected. Therefore, there is a significant difference between the attitude of male and female student towards examination system.

TABLE NO- 02 LOCALITY WISE

S.L.NO	Sub Sample	N	Mean	Standard deviation	Mean difference	t-Value	Significance At 0.05 level
1	Urban	150	161.60	39.22	11.59	2.39	Significant
2	Rural	150	150.01	44.62			

The mean and S.D in attitude of urban and rural college students are 161.60 and 39.22 where as rural 150.01 and 44.62. The calculated ‘t’ value is found to be 2.39, which is greater than the tabulated value at 0.05 level of significance .Hence the hypotheses is rejected. Therefore, there is a significant difference between the attitude of urban and rural college students towards examination system.

TABLE NO- 03 SUBJECT WISE

S.L.NO	Sub Sample	N	Mean	Standard deviation	Mean difference	t-Value	Significance At 0.05 level
1	Science	150	159.08	42.74	3.32	0.69	No Significant
2	Arts	150	155.76	40.37			

A Study on Attitude of College Students Towards Examination System

The mean and S.D in attitude of science and arts college students are 159.08 and 42.74 where as arts 155.76 and 40.37. The calculated 't' value is found to be 0.69, which is less than the tabulated value at 0.05 level of significance .Hence the hypotheses is accepted. Therefore, there is a no significant difference between the attitude of science and arts college students towards examination system.

TABLE NO-04 MANAGEMENT OF STUDY

S.L.NO	Sub Sample	N	Mean	Standard deviation	Mean difference	t-Value	Significance At 0.05 level
1	Government	150	151.96	39.88	6.62	1.32	No Significant
2	Private	150	158.58	43.81			

The mean and S.D in attitude of government and private college students are 151.96 and 39.88 where as private 158.58 and 43.81. The calculated't' value is found to be 1.32, which is less than the tabulated value at 0.05 level of significance .Hence the hypotheses is accepted. Therefore, there is a no significant difference between the attitude of government and private college students towards examination system.

MAJOR FINDINGS

- Attitude of college students towards examination system is high.
- Attitude of male students studying in college is high towards examination system.
- Attitude of female students studying in college is low towards examination system.
- Attitude of government students studying in college is low towards examination system.
- Attitude of private students studying in college is high towards examination system.
- Attitude of rural students studying in college is low towards examination system.
- Attitude of urban students studying in college is high towards examination system.
- Attitude of science students studying in college is high towards examination system.
- Attitude of arts students studying in college is low towards examination system.
- There is a significant difference between the attitude of male and female college students towards examination system
- From the mean scores it has been concluded that the female student in college have less attitude than their male students towards examination system.
- There is a no significant difference between the attitude of government and private college students towards examination system.
- From the mean scores it has been concluded that the private student in college have more attitude than their government students towards examination system.
- There is a significant difference between the attitude of urban and rural college students towards examination system.
- From the mean scores it has been concluded that the urban student in college have more attitude than their rural students towards examination system.
- There is a no significant difference between the attitude of science and arts students towards examination system.
- From the mean scores it has been concluded that the science student in college have more attitude than their arts students towards examination system.

SUGGESTIONS

- Setting of question paper and teaching must be according to syllabus.
- Person responsible for leakage must be punished different set of question paper should be given to students. Person dealing with examination must be honest with high morality and integrity.
- Walk-out during examination will not take place if teaching is good. Re-examination facility should be withdrawn.

- To avoid guessing of question paper, teacher suggested change in the method of questioning.
- Disparity in the result of students of rural and urban area may be removed by better facility, better organization and upliftment in psycho-socio economic problems of rural students.
- Question paper should be prepared by other institution.
- Any changes in the trend of number of questions in the question paper affect the result of students.
- Regular Classes should be held to avoid question out of course.
- Prevailing examinations system is unable to estimate the true knowledge of students' therefore drastic change is required in the present system of examinations.
- Attitude of moderator must be research oriented at higher education.
- Any help or hint by invigilator in the examination hall should be avoided.
- Question paper must be in both languages, discrepancies in question paper due to transaction should be avoided.
- Correction in the question paper in examination hall is a wrong procedure.

EDUCATIONAL IMPLICATIONS

- The Curriculum of the higher education should be re-organized keeping in the view the society.
- Before holding examination it should be ensured that the curriculum was satisfactory delivered in the classroom.
- Only honest and integrated person should be associated for conducting examination.
- There should not be any facility for re-examinations.
- Pattern of question paper should be changed. In addition to essay type questions, some short questions type and objective type questions should be included in the question paper.
- Question should be prepared by external examiners.
- There should be no modification of question paper during the examination system.

REFERENCES

1. Akhtar, R. P. (1980). A Critical study if the semester system in selected Universities in India, Ph.D thesis, Baroda: CASE, The M. S. University of Baroda.
2. Association of the Indian Universities (1977). Monograph of Grading for Universities, New Delhi: NCERT.
3. Association of the Indian Universities (1977). Monograph on Internal Assessment for Universities, New Delhi: NCERT.
4. Buch, M. B. (ed.) (1974). A Survey of Research in Education. Baroda: M.S. University of Baroda. Singh, A., Patel, J. & Desai, R. / Educationia Confab ISSN: 2320-009X Vol. 2, No. 1, January 2013 78
5. Buch, M. B. (ed.) (1979). Second Survey of Research in Education. Baroda: Society for Educational Research and Development.
6. Buch, M. B. (ed.) (1987). Third Survey of Research in Education. New Delhi: NCERT.
7. Buch, M. B. (ed.) (1991). Fourth Survey of Research in Education (Vol.I & II). New Delhi: NCERT.
8. Desai, D. M. (1970). Some Critical issues of Higher Education in India, Mumbai: Educational Publisher.
9. Edwads, A. L. (1969). Techniques of Attitude scale construction, Bombay: Vakils' Feffer and Simons Pvt. Ltd.
10. Fishbein, M. (1967). Reading in Attitude Theory and measurement, New York: John Wiley and Sons.

