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Attitude of Secondary School Students towards Elimination of Board Examination from Secondary School

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Abstract : *We examine what we teach. Examination is a systematic determination of merit, worth and significance of something or someone using criteria against a set of standard. However, it is a very challenging and a complex task. Our normal classroom practices are governed by the authority of tests and examinations which seldom use the freedom even to think of the all round development of child. The whole examination system merely focuses on the quantitative aspect of the students whereas their inherent qualities somewhere seem to die under the burden of the dreams, interests and ego of the parents, teachers and surroundings. In present education system, teachers instead*

of assisting learning, spend most of their time assessing learning. Instead of enabling and equipping students to learn, schools have taken on the function of examining and screening out on the basis of those examinations. Keeping all this in view, the Human Resource Development (HRD) Ministry announced in the year 2009 that the Class X Board Exam will become optional starting 2011 in CBSE schools up to the senior secondary level/Class XII to put a stop on the suicide rates and to reduce the level of stress among the students. The concept of Elimination of Board Examination is one of the key ideas in the New Education Policy.

In the present study, a discussion is made about the attitude of students of Secondary Schools towards the elimination of Board Examination, its significance and a whole new perspective towards examination.

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Introduction:

The examination system of India has remained unchanged for so many years. There is no doubt that this system at times becomes stressful but it also helps a person to know where he/she really stands. It helps the student to judge his/her own performance and level of preparation. However, in this system there is no place for performance of a student in full academic session. Scoring more and more marks in exams has become the only aim of a student and we have forgotten the essence of education in real terms. Impact of this stressful examination system is immense. First of all, those who secure good marks in the exams must be brilliant and successful in life but unfortunately the reality is different. Nowadays most of the institutions do not give admission on marks basis. They have a separate aptitude test and this trend is growing rapidly because there is no faith left in this examination system. This faulty examination system is forcing many students to commit suicide every year. These incidents are growing rapidly. According to an estimate more than 20,000 students had committed suicide in the last year. The society is also responsible for making exams a source of stress.

Education is meant for an all-round development of a person. Educationists too stress that education is a holistic process and not only a training of the intellect. It is development of moral, social, aesthetic as well as rational capacity.

One of the main objectives of an Examination Board is to regularly review its systems and operational areas to bring improvement. Endeavour has been made to bring fairness and objectivity in the result process and procedure. The ultimate goal of examination reform is to encourage, to foster and to bring about change in the pattern of exams. Thus, to lighten the burden of the students Kapil Sibal announced in the year 2009 that the

Class X Board Exam will become optional starting 2011 in CBSE schools up to the senior secondary level/Class XII. Keeping in view this recent education reform it becomes imperative to study the attitude of the Secondary School students because the reform concerns them.

Objectives of the study :

The following objectives were proposed for achievement in this study:

1. To determine the attitude of Secondary School students towards the elimination of Board Examination.
2. To find out the percentage of Secondary School students whose attitude favours the elimination.
3. To find out the reasons behind their attitude.
4. To find out how the high and low achievers differ in their attitude towards the elimination of Board Examination.
5. To find out how the students of IX and X differ in their attitude.
6. To find out how the elimination of Board Examination has reduced the level of stress.
7. To find out how the elimination of Board Examination affect the prospective career of students.

The information related to the **first** and the **second** objective was concerned with fact finding about the percentage of secondary school students of CBSE schools whose attitude towards the Elimination of Board Examination is unfavorable.

The information related to the third objective was concerned with fact finding the reasons behind their attitude. The achievement of these objectives was governed by the following assumption:

The information about the percentage of Secondary School students who have unfavorable attitude towards the Elimination of Board Examination from Secondary Schools

and the reasons for which their attitude is the same can be directly obtained from the responses given by the students in IX and X standards of the CBSE schools.

Research Hypotheses :

Objective number **four** dealt with the hypothesis that :

1. **High and low achievers of different schools of CBSE differ significantly in their attitude towards the Elimination of Board Examination.**

Objective number **five** proposed the hypothesis that:

2. **IX and X students of secondary schools differ significantly in their attitude towards Elimination of Board Examination.**

Objective number **six** proposed the hypothesis that:

3. **Elimination of Board Examination from secondary schools has reduced the level of stress among the students.**

Objective number **seven** proposed the hypothesis that:

4. **Elimination of Board Examination from secondary schools affects the prospective career of the students.**

Methodology :

Design of the study : Simple descriptive survey method was employed to study and compare the variables under study. In this survey research, the investigators followed the steps of selection of sample and tool, administration of the tool and collection and analysis of data for verifying the hypotheses framed.

Population of the study : The Secondary school students studying in IX and X standards of

four CBSE schools of Patna, namely- Baldwin Academy, Baldwin's Sophia, New St. Joseph High School and Notre Dame constituted the population of the study.

Sample of the study : 200 students of four CBSE schools of Patna constituted the sample of study. Details of the sample are depicted in the following table:

Table 1: Sample of the study

S. No.	Name of the school	Sample Size	Standard	
			IX	X
1.	Baldwin Academy	50	25	25
2.	Baldwin Sophia	50	25	25
3.	New St. Joseph School	50	25	25
4.	Notre Dame Academy	50	25	25

Tool of the study : A questionnaire was prepared and standardized by the researchers. It consisted of three parts, viz., '**PART A**' for extracting personal information about the students included in the sample, '**PART B**', which was an attitude scale, for determining their attitude towards **Elimination of Board Examination from Secondary School** and '**Part C**', the open ended part of the questionnaire. The questionnaire consisted of **26** items, of which the first 6 items constituted Part A, the next 18 items formed the attitude scale of Part B and last 2 items were the open ended questions of Part C. The statements / items of the attitude scale were based on students favoring this elimination and ones who were against it.

Reliability of only Part B, i.e., the attitude scale was established as it was quantitative part of the questionnaire. Reliability of the attitude scale was found by split-half method. The reliability co-efficient of the two half tests was found to be 0.48 and the reliability co-efficient of the whole test was found to be 0.57 using Spearman-Brown Prophecy formula.

The reliability co-efficient of 0.60 shows that the reliability of the attitude scale was high and the tool was sufficiently reliable.

Content validity of the test was established by the constructors with the help of various experts' opinion and suggestions. The items thoroughly evaluated and criticized by the experts.

Analysis and interpretation : The data was classified as per the requirements of the objectives of the study. The data were mainly classified into seven groups-

1. Determine the attitude of Secondary School students towards the Elimination of Board Examination.
2. The percentage of Secondary school students whose attitude favours the elimination.
3. Reasons behind their attitude.
4. High and low achievers differ in their attitude toward the Elimination of Board Examination.
5. The students of IX and X differ in their attitude.
6. The elimination of Board Examination has reduced the level of stress.
7. The elimination of Board Examination affects the prospective career of students.

1. Determine the attitude of Secondary School students towards the Elimination of Board Examination.

For this purpose, the filled in questionnaire was sorted in three dimensions i.e. unclear, negative and positive.

2. The percentage of Secondary school students whose attitude favors the elimination

Table-2: The percentage of Secondary school students whose attitude favors the elimination.

Attitude Scores	Types of Attitude	Frequency of Students	Percentage of Students
33-39	Unclear	10	05.00
40-47	Negative	123	61.50
48-57	Positive	67	33.50
		N = 200	

The analysis revealed that overall as many as 61.50% students have unfavorable attitude towards the elimination. There are 33.50% of students who support this elimination and about 5.00% of students do not have a clear attitude towards the elimination.

3. Reasons behind their attitude.

Analysis of responses concerned with Part-C given in the questionnaire, showed that there are a number of reasons due to which students of Secondary School do not favor the elimination of Board Examination. Some of the reasons are as follows:

- ✓ disrupts the admission process
- ✓ develops casual temperament
- ✓ increases competition for future lives
- ✓ absence of Board Examination does not energize them take steps for their prospective future

4. High and low achievers differ in their attitude toward the Elimination of Board Examination.

Table-3: Mean, SD, T-Score and Inference of the high and low achievers of all the four schools.

Sl. No.	Achievers	N	Mean	SD	T-Score	Inference
1.	Low	74	49.72	3.88	0.32	S
2.	High	126	45.11	3.96		

S = Significant at 0.05 level of significance

The above table shows that the high achievers are against the elimination while the low achievers have a favourable attitude towards the elimination.

5. The students of IX and X differ in their attitude.

Table-4: Mean, SD, T-Score and Inference of the students of grade of IX and X of all the four schools

Sl. No.	Grades	N	Mean	SD	T-Score	Inference
1.	IX	100	44.84	4.29	2.04	S
2.	X	100	45.67	3.84		

S = Significant at 0.05 level of significance

Analysis of data revealed that the majority of students belonging to X grade do not favour the elimination but the students of IX grade of the concerned schools favor the elimination.

6. The elimination of Board Examination has reduced the level of stress.

As per the findings of the study it was revealed that many of the students do not consider Board Examination a reason of their stress. According to the responses concerned with Part-B of the questionnaire it was found that the students are enthusiastic about Board Examination and therefore they put in all their efforts to do their best, though it is incorrectly interpreted as stress.

7. The elimination of Board Examination affects the prospective career of students.

It was revealed that students consider the elimination of Board Examination as obstacles in their way of success. It will pose a great threat for those who need to earn to support their families. The students opined that elimination of Board Examination will lead to deprivation of the first hand experience of external examination at an early stage.

Attitude scores of students of different schools :

Although the next finding was not a part of the objectives, however it was studied to find out whether there is significant difference among the attitude of the students of the different schools.

Table 5: Mean, SD and F-Value of attitude scores of students of four different schools

SI No.	School	Mean	SD	F-Value	df	Inference
1.	Baldwin Academy	46.20	5.78	1.54	df 1=3 df 2=196	NS
2.	Baldwin Sophia	46.70	5.52			
3.	New St. Joseph School	45.20	9.69			
4.	Notre Dame Academy	46.20	5.78			

df1= degree of freedom between groups, df2= degree of freedom within groups and NS= significant at 0.05 level of significance

Thus, it may be inferred that elimination of Board Examination is uniformly followed in all the schools taken in the sample of the study.

Educational implication of the Study:

The following significant implications emerged from the study are very important and useful from the point of view of education:

1. It is essential to understand the reasons due to which students do not favor the elimination of the examination.
2. This study can prove helpful in further educational reforms so that when a more desirable reform is framed the attitude of the students can be kept into account.
3. The present study may help the concerned authority to look into the loopholes and come up with desirable recommendations.
4. On the basis of the findings of the study it may be said that Examination Reform is welcome but not the elimination of Board Examination.
5. Some attitudinal studies must be conducted before bringing about such a radical change

to know what the students and their teachers feel, think and like about examination.

Limitations of the Study :

The limitations of the study are as follows:

1. Due to paucity of time and resources a sample of only 200 Secondary School students were taken which restricted the scope of valid generalization.
2. Since the attitude was measured on the basis of fixed responses, the students might have given socially accepted responses instead of giving correct responses.
3. Only a very few schools affiliated to CBSE were selected in this study.
4. Some respondents put tick mark against more than one alternative and sometimes they left some of items unanswered which presented difficulty in accurate analysis of data.
5. The teachers and the parents were not made a part of the study. They might have proven helpful in the study undertaken.

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