

## **ATTITUDE OF SECONDARY LEVEL STUDENTS TOWARDS FORMATIVE EVALUATION**

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### **Abstract**

Formative evaluation is an essential part of evaluation process in Secondary Education. It can move students toward self-monitoring of their work and intellectual persistence. It gives feedback to the students, teacher and help them to improve upon points the instruction. The objective of this paper is to find out the attitude of secondary level students towards formative evaluation. The number of the sample was 196, purposively selected from two urban and two rural schools in W.B. Finding of this study revealed that students had positive attitudes to formative evaluation and focus on the importance of formative evaluation for improving students' performance.

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### **Keywords:**

Attitude;  
Formative Evaluation;  
Secondary;  
School;  
Students;  
Teacher.

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## 1. Introduction

Formative evaluation includes any form of classroom interaction that generates information on students learning and it helps in development of knowledge and skills for the learners. Formative evaluation assists individuals enhancing their performance and producing successful outcomes. The purpose of formative evaluation is to gather information to understand strengths and weakness of students to improve their learning and monitoring student progress regularly helps keep learning goals top of mind. Formative assessment helps students close the gap between their current knowledge and their learning goals. According to N.E.Gronlund (2011), “Formative evaluation is used to monitor the learning of students during the period of instruction.” It has been shown to be highly effective in raising the level of student attainment, increasing student outcome, and improving students’ ability to learn. It helps students to monitor their own progress as they get feedback from their peers and the teachers. Feedback is information a teacher gives to learners on how well they are doing, either to help the learner improve specific points, or to help plan their learning.

Radford, B.W. (2008) conducted a study on “The effect of formative assessment on teaching and learning.” The main purpose of the study was to find out the effects of providing formative feedback to missionaries and to the teachers regarding each individual missionary’s progress and achievement. The major findings of the study were formative feedback an effective tool for increasing learning outcome for students and enables the teacher to increase learning outcome. Thus, formative feedback not only increase the learning outcomes but also increases the attitude towards the positive with regards to taking the assessments.

Al-shehri, K.D. (2008) conducted a study on “Teachers’ and students’ attitudes toward formative assessment and feedback in teaching English for specific purposes ESP.” The main purpose of the study focuses on how formative assessment, as the most useful type of assessment, be an effective contributor to the learning and teaching process especially when it is followed by real formative feedback. The finding of this study has addressed the types of both formative assessment and feedback in the discipline of ESP in terms of their diversity, suitability and usefulness to both the learning and teaching process.

Udoukpong, B.E. and Okon, C.P. (2012) conducted a study on “Perception of Formative Evaluation Practices and Students’ Academic Performance in Junior Secondary Certificate Examination in Social Studies.” The main purpose of the study was to investigate the extent to which students’ academic performance in Junior Secondary Certificate Examination in social studies is differentiated by their perception of teachers’ formative evaluation practices. The finding of this study has important implications for understanding how students perceive the feedback they obtain from teachers for their learning.

## **2. Statement of the problem**

The actual study is, the researcher intends to find out the problem and entitled that, “**Attitude of secondary level students towards formative evaluation**”

## **3. Objectives of the study**

- To find out secondary levels student’s attitude towards formative evaluation
- To compare between the attitude of boys and girls students of secondary level towards formative evaluation
- To compare between the attitude of urban girls and rural girls students of secondary level towards formative evaluation
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- To compare between the attitude of urban boys and rural girls students of secondary level towards formative evaluation
- To compare between the attitude of urban girls and rural boys students of secondary level towards formative evaluation

## **4. Hypothesis**

- $H_1$  - There is no significant difference between the attitude of the boys and girls of secondary level students towards formative evaluation.
- $H_2$  - There is no significant difference between the attitude of the urban girls and rural girls of secondary level students towards formative evaluation.

- $H_3$ - There is no significant difference between the attitude of the urban boys and rural boys of secondary level students towards formative evaluation.
- $H_4$  - There is no significant difference between the attitude of the urban boys and rural girls of secondary level students towards formative evaluation.
- $H_5$ -There is no significant difference between the attitude of the urban girls and rural boys of secondary level students towards formative evaluation.
- $H_6$ . There is no significant difference between the attitude of the rural boys and rural girls of secondary level students towards formative evaluation.
- $H_7$ . There is no significant difference between the attitude of the urban boys and urban girls of secondary level students towards formative evaluation.

## 5. Research Method

This study employed descriptive research design of survey type. Sample of 196 secondary students were selected from four schools (2 rural, 2 urban) in W.B. namely Chandamari Janakalyan high school, Ghoshpara Saraswatitrust Estate Vidyapith, Kalyani Shikshayatan high school and Pannalal Institution. All schools were selected through purposive sampling method. This is 5-point Likert scale consist of 25 items. The maximum and minimum score of the scale could 125 and 25 respectively. The self-made questionnaire was evaluated by expert. The research objectives were analysed using descriptive statistics (mean, SD) and used inferential statistics for t-test.

## 6. Results and Analysis

In this present study is to measure student's attitude towards formative evaluation in Secondary level schools. The results and discussion from this study is below:

Table-1: Summary of t-test statistics showing difference between the attitude of the boys and girls of secondary level students towards formative evaluation.

| Sl. no | Group       | Number | Mean   | SD   | df  | t- value |
|--------|-------------|--------|--------|------|-----|----------|
| 1.     | (U+R)boys   | 88     | 102.32 | 7.42 | 194 | 1.34     |
| 2.     | (U+R) girls | 108    | 103.72 | 7.11 |     |          |

U=Urban, R= Rural

Table-1 shows that the calculated t-value of 1.34 is less than table value 1.97 at 0.05 levels. Hence, it can be said that t-value is not significant at 0.05 levels and the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between the attitude of the boys and girls of secondary level students towards formative evaluation.

Table-2: Summary of t-test statistics showing difference between the attitude of the urban girls and rural girls of secondary level students towards formative evaluation.

| Sl. no | Group       | Number | Mean   | SD   | df  | t- value |
|--------|-------------|--------|--------|------|-----|----------|
| 1.     | Urban girls | 50     | 104.58 | 7.19 | 106 | 1.20     |
| 2.     | Rural girls | 58     | 102.93 | 7.00 |     |          |

Table-2 shows that the calculated t-value of 1.20 is less than table value 1.98 at 0.05 levels. Hence, it can be said that t-value is not significant at 0.05 levels and the null hypothesis is not rejected. Therefore, it is concluded that there is no significant difference between the attitude of the urban girls and rural girls of secondary level students towards formative evaluation.

Table-3: Summary of t-test statistics showing difference between the attitude of the urban boys and rural boys of secondary level students towards formative evaluation.

| Sl. no | Group      | Number | Mean   | SD   | df | t- value |
|--------|------------|--------|--------|------|----|----------|
| 1.     | Urban boys | 42     | 100.86 | 7.78 | 86 | 1.78     |
| 2.     | Rural boys | 46     | 103.65 | 6.88 |    |          |

Table-3 shows that the calculated t-value of 1.78 is less than table value 1.98 at 0.05 levels. Hence, it can be said that t-value is not significant at 0.05 levels and the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference between the attitude of the urban boys and rural boys of secondary level students towards formative evaluation.

Table-4: Summary of t-test statistics showing difference between the attitude of the urban boys and rural girls of secondary level students towards formative evaluation.

| Sl. no | Group       | Number | Mean   | SD   | df | t- value |
|--------|-------------|--------|--------|------|----|----------|
| 1.     | Urban boys  | 42     | 100.86 | 7.78 | 98 | 1.37     |
| 2.     | Rural girls | 58     | 102.93 | 7.00 |    |          |

Table-4 shows that the calculated t-value of 1.37 is less than table value 1.98 at 0.05 levels. Hence, it can be said that t-value is not significant at 0.05 levels and the null hypothesis is not rejected. Therefore, it is concluded that there is no significant difference between the attitude of the urban boys and rural girls of secondary level students towards formative evaluation.

Table-5: Summary of t-test statistics showing difference between the attitude of the urban girls and rural boys of secondary level students towards formative evaluation.

| Sl. no | Group       | Number | Mean   | SD   | df | t- value |
|--------|-------------|--------|--------|------|----|----------|
| 1.     | Urban girls | 50     | 104.58 | 7.19 | 94 | 1.44     |
| 2.     | Rural boys  | 46     | 103.65 | 6.88 |    |          |

Table-5 shows that the calculated t-value of 1.44 is less than table value 1.98 at 0.05 levels. Hence, it can be said that t-value is not significant at 0.05 levels and the null hypothesis is not rejected. Therefore, it is concluded that there is no significant difference between the attitude of the urban girls and rural boys of secondary level students towards formative evaluation.

Table-6: Summary of t-test statistics showing difference between the attitude of the rural boys and rural girls of secondary level students towards formative evaluation.

| Sl. no | Group       | Number | Mean   | SD   | df  | t- value |
|--------|-------------|--------|--------|------|-----|----------|
| 1.     | Rural boys  | 46     | 103.65 | 6.88 | 102 | 0.53     |
| 2.     | Rural girls | 58     | 102.93 | 7.00 |     |          |

Table-6 shows that the calculated t-value of 0.53 is less than table value 1.98 at 0.05 levels. Hence, it can be said that t-value is not significant at 0.05 levels and the null hypothesis is not rejected. Therefore, it is concluded that there is no significant difference between the attitude of the rural boys and rural girls of secondary level students towards formative evaluation.

Table-7: Summary of t-test statistics showing difference between the attitude of the urban boys and urban girls of secondary level students towards formative evaluation.

| Sl. no | Group       | Number | Mean   | SD   | df | t- value |
|--------|-------------|--------|--------|------|----|----------|
| 1.     | Urban boys  | 42     | 100.85 | 7.78 | 90 | 2.37     |
| 2.     | Urban girls | 50     | 104.58 | 7.19 |    |          |

Table-5 shows that the calculated t-value of 2.37 is more than table value 1.98 at 0.05 levels. Hence, it can be said that t-value is significant at 0.05 levels and the null hypothesis is rejected. Therefore, it is concluded that there is significant difference between the attitude of the urban girls and rural boys of secondary level students towards formative evaluation.

## 7. Conclusion

The findings showed that the boys and girls students possessed positive attitude towards formative evaluation and attitude towards formative evaluation of urban boys and urban girl's student has significance differences. But other results showed that there have no significance differences. This study promised that formative evaluation can be an effective tool for improving learning outcomes for students. The findings of this study also expected that students will receive formative feedback for improvement their performance and producing successful outcomes. It can be used to reinforce good learning practices for students. Thus, formative evaluation should

be given continuous feedback to both teacher and student concerning learning successes and failures while instruction is in process. The significance of formative evaluation is encouraged students to learn from mistake and to improve their learning. It helps students to identify their weakness and strengths.

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