



E-ISSN: 2706-8927

P-ISSN: 2706-8919

www.allstudyjournal.com

IJAAS 2022; 4(4): 245-248

Received: 10-11-2022

Accepted: 07-12-2022

Dr. Sampa Barman

Assistant Professor in
Education, Vidyasagar College
for Women, Calcutta, West
Bengal, India

Academic achievement in relation to attitude towards essay type test of secondary student of W.B.

Sampa Barman

Abstract

The present study is a descriptive type aimed at measuring attitude of higher secondary students about essay type test and its relation to student's academic achievement. A survey of 200 higher secondary student of class XI in W.B.C.H.S.E was conducted. One dependent variable (academic achievement) and one independent variable (attitude of H.S. students) are considered. For measuring academic achievement, the scores of half yearly and annual examination were considered. A questionnaire containing forty two items (positive item-19, negative item-23) had been constructed considering seven different dimensions (time, score, integration, readiness, speed, language ability & answer pattern) for the study. The reliability of the questionnaire was estimated by Test-retest method. Mean and standard Deviation as descriptive statistics and 't and r' test as inferential statistics were employed to analyse the data. The main focus of this study was to find out the attitude of higher secondary students towards essays type test and its relation with their academic achievement.

Keywords: Attitude, academic achievement. essay type test, secondary students, West Bengal

Introductions

Examination system is a major sub-system of any system of education. Generally essay type test is used to measure the academic achievement of students. But essay type test has many draw backs, because this type of test is not capable to measure what they claim to measure. There is probability of subjectivity involved in essay type test. Lack of definite aim, element of chance, glorification of memory, hindrance to good teaching, lowering of standards, emotional strain and tension etc are shown in essay type test. Essay questions are usually indefinite and general. To decrease these drawbacks, change of examination pattern is expected. But, before making any major change in the present examination system, it is necessary to judge the attitude of students towards essay type test. Therefore, present study has taken for fulfil the purpose. After reviewing different study, researcher has considered the title of the present study as - "Academic achievement in relation to attitude towards essay type test of secondary student of W.B".

Objectives of the study

The main objectives of the study are-

- To find out the attitude of rural and urban students towards essay type test.
- To find out the attitude of boys and girls students towards essay type test.
- To compare the attitude between rural & urban students towards essay type test.
- To compare the attitude between boys & girls students towards essay type question.
- To find out the relation between attitude towards essay type test and academic achievement of students.

Hypothesis of the study

Considering the above mentioned objectives the following hypothesis were framed for the present study:

Ho1: There is no significant mean difference between the attitude score of class XI urban boys and urban girls towards essay type test.

Ho2: There is no significant mean difference between the attitude score of class XI rural girls and urban girls towards essays type test.

Ho3: There is no significant mean difference between the attitude score of rural and urban students towards essay type test.

Ho4: There is no significant mean difference between the attitude score of class XI rural boys and rural girls towards essay type test.

Corresponding Author:**Dr. Sampa Barman**

Assistant Professor in
Education, Vidyasagar College
for Women, Calcutta, West
Bengal, India

Ho5: There is no significant mean difference between the attitude score class XI urban girls and rural boys towards essay type test.

Ho6: There is no significant mean difference between the attitude score class XI rural boys and urban boys towards essay type test.

Ho7: There is no significant mean difference between the attitude score class XI rural pupil and urban pupil towards essay type test.

Ho8: There is no significant mean difference between the attitude score class XI urban boys and rural girls towards essay type test.

Ho9: There is no significant correlation between the attitude and academic achievement of rural boys and girls.

Ho10: There is no significant correlation between the attitude and academic achievement of urban boys and girls.

Ho11: There is no significant correlation between the attitude and academic achievement of urban boys and rural boys.

Ho12: There is no significant correlation between the attitude and academic achievement of urban and rural girls.

Ho13: There is no significant correlation between the attitude and academic achievement of total rural and urban students.

Methodology

Present study has tried to measure the attitude of higher secondary students towards essay types test in relation with academic achievement. It is basically survey type of work where attitude and academic achievement are considered as variables.

Population and sample

The population of the study included the higher secondary students of W.B.C.H.S.E. But the researcher delimited her study by taking only class XI students of selected school of Uttar Dinajpur district, which represents the two different locations- rural and urban area. Total 200 student were selected from the above mentioned two localities and they were stratified as- Male:50, Female:50, Rural:50, Urban:50.

Development of tools

To measure the students' attitude towards essay type test a questionnaire has been prepared. In the study seven major dimensions has been identified for measuring student's

attitude. The questionnaire consisted of 42 items. The dimensions are follows: Time, score, integration, readiness, speed, language ability, answer pattern. The responses of each statement were expressed in terms of five alternative categories, such as: strongly agree, agree undecided, disagree, and strongly disagree. Previous academic achievement of students was collected from school records.

Statistical procedure

In the present study, Mean, SD (Descriptive stat) and t test, r test (Inferential stat) were employed and also 0.05 level of significance was used to test the hypotheses. Data was taken according to different strata, like boys-girls, rural-urban students.

Procedure

The questionnaire was administered on selected students. Primary instructions for the students were given at the starting point of administration of the questionnaire. In the Test-Retest method, the same test was applied twice to the sample students. The tool was re-administered upon about 33 % of the sample 100 student and to reduce the memory effect, the retest was taken 15 days after the administration of the original questionnaire. The test-retest reliability score is +0.65 and an expert validated the construct of the test.

Analysis of data and interpretation

The mean and SD of the scores of the students is shown in table-A.

Table A: Scores of the students in the attitude towards essay type questionnaires

Groups	Number of students	Mean	S.D
1. Total number of students	200	130.45	9.40
2. Rural girls	53	131.62	9.05
3. Urban girls	52	130.94	7.85
4. Rural boys	50	132.80	9.75
5. Urban boys	45	127.44	9.90
6. Rural+ urban girls	95	129.84	10.35
7. Rural+ urban boys	105	131.29	8.50
8. Total rural	103	132.19	9.40
9. Total urban	97	129.32	9.05

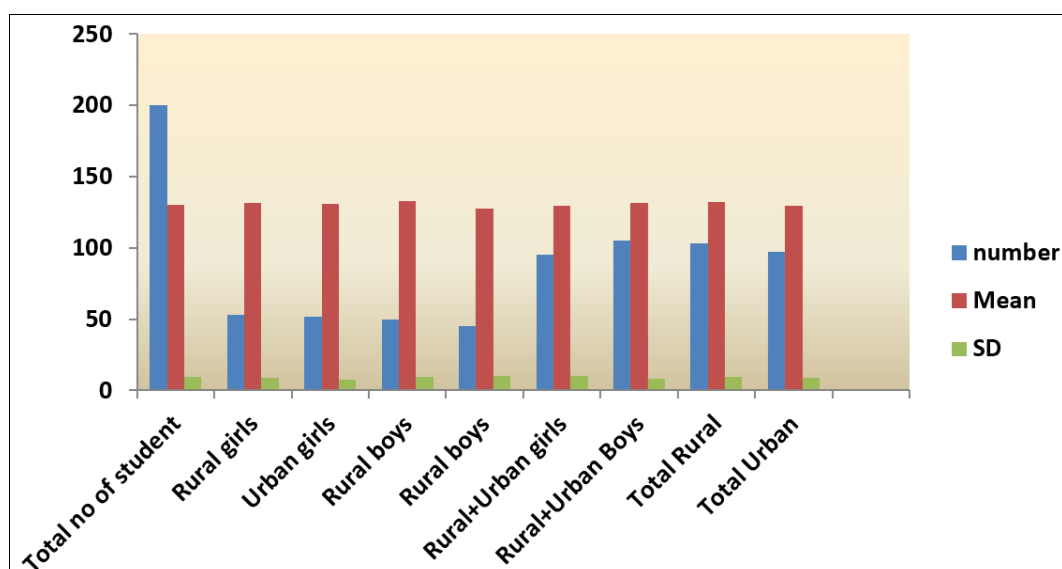


Fig 1: Graphical representation of statistical data

Determination of the significant of different in the mean scores of the urban and rural students in attitude towards essay type test by t-test (gender wise and strata wise)

	Mean & SD	t- value	Significant level
Urban boys & girls	M= 127.44 σ = 9.9 M= 130.94 σ = 7.85	1.90	Test insignificant OH Accepted
Rural girls & urban girls	M= 131.62 σ = 9.05 M= 130.94 σ = 7.85	0.41	Test insignificant OH Accepted
Rural boys & girls	M= 132.80 σ = 9.75 M= 127.44 σ = 9.9	2.65**	Test insignificant OH Rejected
Total boys & girls	M= 132.19 σ = 9.4 M= 129.32 σ = 9.05	2.21*	Test insignificant OH Rejected
Rural+ urban boys & rural+ urban girls	M= 129.84 σ = 10.35 M= 131.29 σ = 8.5	1.07	Test insignificant OH Accepted
Rural boys & girls	M=132.80 σ = 9.75 M= 131.62 σ = 9.05	0.63	Test insignificant OH Accepted
Rural boys & Urban girls	M= 127.44 σ = 9.9 M= 131.62 σ = 9.05	2.17*	Test insignificant OH Rejected
Urban boys & rural girls	M= 130.94 σ = 7.85 M= 132.80 σ = 9.75	1.06	Test insignificant OH Accepted

**Significant at 0.01 level. *Significant at 0.05 level.

Interpretation of result

Ho1: The corresponding t value of H_{o1} is 1.09 and it is insignificant therefore the corresponding hypothesis is accepted. So, there is no significant difference of attitude between urban boys and urban girls.

Ho2: The corresponding t value of H_{o1} is 0.41 and it is insignificant. Therefore, the corresponding hypothesis is accepted. So, there is no significant difference of attitude between rural girls and urban girls.

Ho3: The corresponding t value of H_{o3} is 2.65 and it is significant at 0.01 level. Therefore, the corresponding hypothesis is rejected. So there is significant difference of attitude between rural boys and urban boys.

Ho4: The corresponding t value of H_{o3} is 1.07 and it is significant. Therefore, the corresponding hypothesis is accepted. So there is no significant difference of attitude between rural+urban boys and rural+urban girls.

Ho5: The corresponding t value of H_{o5} is 2.21 and it is significant at 0.05 level. Therefore, the corresponding hypothesis is rejected. So, there is significant difference of attitude between rural pupils and urban pupils.

Ho6: The corresponding t value of H_{o6} is 0.63 and it is

significant. Therefore, the corresponding hypothesis is accepted. So, there is no significant difference of attitude between rural boys and girls.

Ho7: The corresponding t value of H_{o7} is 2.17 and it is significant at 0.05 level. Therefore, the corresponding hypothesis is rejected. So, there is significant difference of attitude between rural boys and rural girls.

Ho8: The corresponding t value of H_{o8} is 1.06 and it is significant. Therefore, the corresponding hypothesis is accepted. So, there is no significant difference of attitude between urban girls and rural boys.

Ho9: It found through pearson 'r' that the coefficient of correlation between the attitude towards essay type test and academic achievement of the urban boys and girls of the higher secondary students is 0.62. Which is significant at 0.01 level. Hence the H_{o9} . Is rejected.

Ho10: It found through pearson 'r' that the coefficient of correlation between the attitude towards essay type test and academic achievement of the rural boys and girls of the higher secondary students is 0.53. Which is significant at 0.01 level. Hence the H_{o10} . Is rejected.

Ho11: It found through pearson 'r' that the coefficient of correlation between the attitude towards essay type test and academic achievement of the urban boys and rural girls of the higher secondary students is 0.17. Which is insignificant l. Hence the H_{o11} is accepted.

Ho12: It found through pearson 'r' that the coefficient of correlation between the attitude towards essay type test and academic achievement of the urban and rural girls of the higher secondary students is 0.40. Which is significant at 0.01 level. Hence the H_{o12} is rejected.

Ho13: It found through pearson 'r' that the coefficient of correlation between the attitude towards essay type test and academic achievement of the total urban and rural students of the higher secondary students is 0.48. Which is significant at 0.01 level. Hence the H_{o13} is rejected.

Discussion of the study

After statistical analysis of the collected data, the following major findings of the study are envisioned:

- There remains significant difference of attitude between urban boys and urban girls.
- There remains significant difference of attitude between rural and urban girls.
- There remains significant difference of attitude between rural boys and urban boys.
- There remains significant difference of attitude between rural+ urban boys and rural+ urban girls.
- There remains significant difference of attitude between rural and urban pupil.
- There remains significant difference of attitude between rural boys girls.
- There remains significant difference of attitude between rural boys and rural girls.
- There remains significant difference of attitude between urban girls and rural boys.
- It found that there remain coefficient of correlation between the attitude towards essay type test and academic achievement of the urban boys and girls of the higher secondary students is significant.
- There remain coefficient of correlation between the attitude towards essay type test and academic achievement of the rural boys and girls of the higher secondary students is significant.

- There remain coefficient of correlation between the attitude towards essay type test and academic achievement of the total urban and rural student of the higher secondary students is significant.

References

1. Anastasi A. Psychological Testing. New York: MacMillan Co.; 1962.
2. Ebel RL, Frisbie DA. Essentials of Educational Measurement. Englewood Cliffs, NJ: Prentice-Hall; 1991.
3. Koul L. Advanced Educational Psychology. 3rd ed. New Delhi: Prentice Hall of India Pvt.; 1997.
4. Mangal SK. Advanced Educational Psychology. 2nd ed. New Delhi: Prentice Hall of India Pvt.; 2003.
5. Singh AK. Test, Measurement and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan; 2004.
6. Kulbin SS. School Organisation and Administration. New Delhi: Sterling Publishers Pvt. Ltd.; 1996.