

ATTITUDE OF COLLEGE STUDENTS TOWARDS INTERNAL ASSESSMENT

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ABSTRACT

The aim of this study was to find out the attitude of college students towards internal assessment. The survey method was used for the study. The sample consisted of 300 college students from 10 arts and science colleges in Tirunelveli district. Internal assessment scale was used to find out the level of attitude of college students towards internal assessment. It was found that the level of attitude of college students towards internal assessment is average. There was significant difference between the male and female students in their attitude towards internal assessment.

INTRODUCTION

Evaluation means continuous assessment of the personality of an individual. Evaluation is a broader term than 'test' and 'examinations'. Educational evaluation is the estimation of the growth and progress of pupils towards objectives in the curriculum. Evaluation is a co-operative process involving students, teachers and parents. Evaluation helps the teachers in finding out the different causes that hinder the all round development of the child. Evaluation being a continuous and comprehensive process helps the teachers all through during their teaching.

Internal assessment means assessing an individual by the teachers teaching in the school/college. By having internal assessment one can improve the system of examination. It makes the students work regularly for the whole session. The teacher also works regularly and with a uniform speed. It enables the teacher to diagnose pupil's difficulties in learning. The internal assessment is more reliable as it is based on the full duration of the session.

SIGNIFICANCE OF THE STUDY

The internal assessment compels the students to be regular in the studies and other

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activities. Some of them feel that this system is subjective. In short, the internal assessment brings certain changes in hard work of the students. Internal assessment evaluates the students' actual performance and reduces the examination fear, diagnose the deficiencies and remedy them. Internal assessment provides a continuous systematic evaluation rather than a terminal evaluation which has so many defects in the present condition. Internal assessment is done on the basis of students overall performance.

Internal assessment provides continuous systematic evaluation as well as motivation to study systematically. It also provides the knowledge of progress periodically. Internal assessment improves the students' performance through different types of assignments such as internal test, seminars and practical. So, in the present study the investigator attempts to measure the attitude of college students towards internal assessment.

OBJECTIVES OF THE STUDY

1. To find out the level of attitude of college students towards internal assessment with reference to gender.
2. To find out the level of attitude of college students towards internal assessment with reference to status of college.

HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female college students in their attitude towards internal assessment.
2. There is no significant difference between autonomous and non-autonomous college students in their attitude towards internal assessment.

SAMPLE

The investigator used stratified random sampling technique for selecting the sample. The investigator selected 300 college students from 10 arts and science colleges in Tirunelveli District, giving importance to gender, status of college.

METHODOLOGY

The investigator adopted the survey method to find out the attitude towards internal assessment among arts and science college students.

TOOL

For the study the investigator used internal assessment scale constructed by Parikh. The tool contains 40 statements.

STATISTICAL TECHNIQUES

Statistical techniques such as percentage analysis, arithmetic mean, standard deviation, 't'- test were used.

DATA ANALYSIS AND FINDINGS

Objective 1

To find out the level of attitude of college students towards internal assessment with reference to gender

Table 1

LEVEL OF ATTITUDE OF COLLEGE STUDENTS TOWARDS INTERNAL ASSESSMENT WITH REFERENCE TO GENDER

Background variable	Categories	Low		Average		High	
		N	%	N	%	N	%
Gender	Male	19	30.6	36	58.1	7	11.3
	Female	47	19.7	136	57.1	55	23.1

It is inferred from the above table that the 30.6% of male students have low, 58.1% of them have average and 11.3% of them have high level of attitude towards internal assessment. Regarding female students 19.7% have low, 57.1% of them have average and 23.1% of them have high level of attitude towards internal assessment.

Objective 2

To find out the level of attitude of college students towards internal assessment with reference to status of college.

Table 2

LEVEL OF ATTITUDE OF COLLEGE STUDENTS TOWARDS INTERNAL ASSESSMENT WITH REFERENCE TO STATUS OF COLLEGE

Background variable	Categories	Low		Average		High	
		N	%	N	%	N	%
Status of College	Autonomous	19	21.1	48	53.3	23	25.6
	Non-autonomous	47	22.4	124	59.0	39	18.6

It is inferred from the above table that 21.1% of autonomous college students have low, 53.3% of them have average and 25.6% of them have high level of attitude towards internal assessment. In the case of non-autonomous college students 22.4% have low, 59.0% of them have average and 18.6% of them have high level of attitude towards internal assessment.

Null hypothesis 1

There is no significant difference between male and female college students in their attitude towards internal assessment.

Table 3

DIFFERENCE BETWEEN MALE AND FEMALE COLLEGE STUDENTS IN THEIR ATTITUDE TOWARDS INTERNAL ASSESSMENT

Gender	N	Mean	SD	Calculated 't' value	Remarks
Male	62	1.81	0.623	2.53	S
Female	238	2.03	0.655		

It is inferred from the above table that the calculated 't' value (2.53) is greater than the table value (1.96) at 5% level of significance. Hence the null hypothesis is rejected. Thus there is significant difference between male and female college students in their attitude towards internal assessment.

Null hypothesis 2

There is no significant difference between autonomous and non-autonomous college students in their attitude towards internal assessment.

Table 4

DIFFERENCE BETWEEN AUTONOMOUS AND NON-AUTONOMOUS COLLEGE STUDENTS IN THEIR ATTITUDE TOWARDS INTERNAL ASSESSMENT

Status of College	N	Mean	SD	Calculated 't' value	Remarks
Autonomous	90	2.04	0.686	0.98	NS
Non-autonomous	210	1.96	0.640		

It is observed from the above table that the calculated 't' value (0.98) is less than the table value (1.96) at 5% level of significance. Hence the null hypothesis is accepted. Thus there is no significant difference between autonomous and non-autonomous college students in their attitude towards internal assessment.

INTERPRETATIONS

Female students have higher level of attitude towards internal assessment than male students. This may be due to the fact that male students are not exposed to the values and importance of internal assessment.

The 't' test reveals that there is significant difference between male and female students in their attitude towards internal assessment. The mean value of 't' test shows that female students are better than male students in their attitude towards internal assessment. This may be due to the fact that female students are aware of the values of internal assessment. If anyone scores high marks in internal assessment the marks in the semester will be high. Female students are aware of this fact. Hence they have high level of attitude towards internal assessment.

RECOMMENDATIONS

1. Teacher should give the awareness of internal assessment to the male students for getting good marks.
2. Students should utilize the resource facilities in government and aided colleges.
3. Teacher should arouse interest in the minds of students about internal assessment.
4. Non-autonomous colleges should follow the continuous assessment system.
5. Teacher should motivate and encourage the students to score high marks in internal assessment.

CONCLUSION

From the study it was found that the arts and science students have average level of attitude towards internal assessment. The recommendations given by the investigator may be very helpful for improving the attitude of college students towards internal assessment. In order to develop higher attitude towards internal assessment a collaborative effort should be taken by teachers, parents and college administration.

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