

A Comparative Study of Opinion of Government and Private Secondary School Teachers towards Problem Faced during Implementation of Evaluation Reforms in Haryana

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Abstract: In an effort to move the focus from testing to holistic learning for students, the Haryana Board implemented evaluation reforms in the areas of CCE, grading, and the semester system during the 2006–07 school year. Even though the Haryana Board implemented this approach, there are still certain issues that teachers, principals, parents, and students are having when the evaluation reforms are being implemented. Therefore, it is desirable to perform the study in order to determine the issues that teachers at both private and public schools confront. With the following goals, the current study seeks to understand how government and private school instructors feel about the challenges encountered when implementing evaluation changes in Haryana. (i) To study the opinion of Govt. School teachers towards problems faced during implementation of evaluation reforms in Haryana (ii) To study the opinion of Private School teachers towards problems faced during implementation of evaluation reforms in Haryana and (iii) To study the differences in the opinions of Govt. and Private School teachers towards problems faced during implementation of evaluation reforms in Haryana. The sample comprised of 60 teachers of Govt. & Pvt. Secondary school of Bahadurgarh block of Jhajjar district in Haryana. For the present study self-made questionnaire cum opinionnaire for teachers was developed. The results of the study revealed that the teachers are facing problems and there is no significant difference between opinion of both Govt. and Private school teachers.

Key words: Evaluation reforms, Govt. teachers' opinion, Private teachers' opinion, secondary school, Haryana.

Introduction:

The quality of education has been stressed by a number of commissions and committees, including the Secondary Education Commission (1952), the Kothari Commission (1964–66), the National Policy on Education (1986), and others up till the National Curriculum Framework-2005. Reforms in a number of educational areas are required to improve educational quality. Among these, evaluation system improvements are regarded as crucial. Out of the 42 State Boards in the nation, Haryana was the first to implement three evaluation reforms. The evaluation reforms introduced by Haryana Board are as follows:

- 1) Continuous and Comprehensive Evaluation
- 2) Grading System
- 3) Semester System

Significance

The implementation of evaluation reforms was a really creative plan by the Haryana Board. However, the failure to achieve the goals of this plan results from its poor execution. With a strong focus on ongoing assessment, the evaluation system is implemented unevenly in many institutions. The strain on teachers has actually increased as a result of this. It is the instructors' duty and accountability to organize the teaching-learning process, including assessing the teaching-learning outcomes. For this reason, it is imperative that they make every effort to fully comprehend and obtain insight into the CCE, semester system and grading system.

The Secondary Board has organized conferences, workshops, seminars, and other events to help instructors deal with the challenges posed by these evaluation reforms. However, teachers at both public and private schools continue to encounter

numerous challenges as this system is put into place. Therefore, there is a great need to investigate how teachers in both public and private schools view the challenges encountered during the implementation of evaluation reforms and where they differ.

OBJECTIVES

Keeping in view the nature of the present study the following objectives were formulated:

- To study the opinion of Govt. School teachers towards problems faced during implementation of Evaluation reforms in Haryana.
- To study the opinion of Private School teachers towards problems faced during implementation of Evaluation reforms in Haryana.
- To study the difference between the opinions of Govt. and Private School teachers towards problems faced during implementation of Evaluation reforms in Haryana.

Research Questions

Based on the above objectives the following research questions were formulated.

- What are the opinions of Govt. school teachers towards problems faced during implementation of Evaluation Reforms in Haryana?
- What are the opinions of Private school teachers towards problems faced during implementation of Evaluation Reforms in Haryana?
- What are the differences in the opinions of Govt. and Private school teachers towards problems faced during implementation of Evaluation Reforms in Haryana?

Methodology

Research Design: Descriptive survey method was adopted for the present study.

Population: All the teachers of Govt. and Pvt. Secondary schools of Bahadurgarh block of Jhajjar district in Haryana constituted the population of the study. Random sampling method was followed to draw the sample from the target population.

Sample: A pilot study was conducted on 10 schools (5 Govt. and 5 Pvt.). The sample of 10 schools was taken through random sampling method. From the 10 Govt. and Pvt. Schools, 60 teachers (30 Govt. and 30 Pvt.) were taken as a sample through simple random sampling method.

Tools and Techniques Used for Data Collection

In order to collect the relevant data for the present study a self-constructed questionnaire cum opinionnaires for teachers was used by the researcher.

Teachers' Questionnaire cum Opinionnaire: A self-made Questionnaire cum opinionnaire consisted of 20 items based on 5 dimensions were used to collect data. The tool was related to the problems of implementation of evaluation reforms.

Delimitation:

- The present study was delimited to Bahadurgarh block of Jhajjar district in Haryana.
- The present study was delimited only to 10 schools (5 Govt. and 5 Pvt.) of Bahadurgarh block.
- The present study was delimited only to 60 teachers (30 Govt. and 30 Pvt.).

Analysis Of Data

The quantitative data collected through the opinionnaire for teachers were analyzed by using statistical techniques like frequency and percentage and t-value.

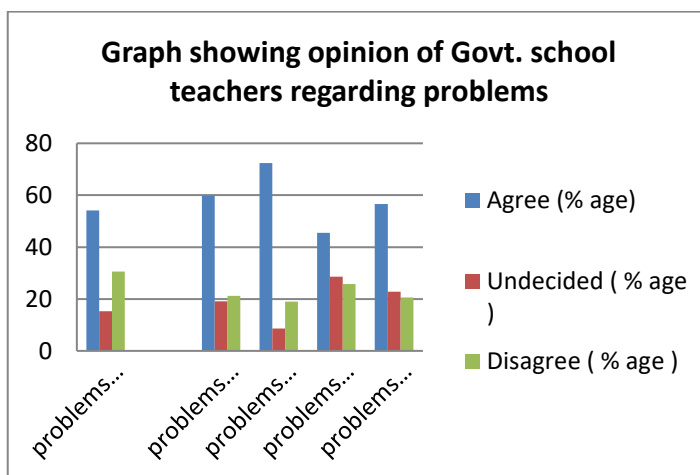
1) Analysis of the opinion of the Govt. School teachers regarding problems faced during implementation:

Table: 1 Showing opinion of the Govt. school teachers regarding problems

Sr. no.	Dimensions	Agree (% age)	Undecided (% age)	Disagree (% age)
1	problems related to scholastic and co-scholastic aspect	54.15	15.32	30.52
2	problems related to basic amenities of schools	59.75	19.07	21.17
3	problems related to workload	72.37	8.67	18.95
4	problems related to the feedback of teachers and students	45.55	28.65	25.8
5	problems related to grading and semester system	56.55	22.82	20.62

Interpretation:

From the table no. 1, teachers' opinions regarding various problems were analyzed and can be interpreted. It is found that 54.15% teachers are facing problems related to scholastic and co-scholastic aspect such as difficult to evaluate scholastic and co-scholastic areas. On the other hand, 15.32% teachers are undecided and 30.52% teachers are not facing problems. It is found that 59.75% teachers are facing problems related to basic amenities of school e.g. lack of adequate infrastructure, lack of resources in maintaining records and lack of trained and qualified teachers. On the other hand, 19.07% teachers are undecided and 21.17% teachers are not facing problems. It is found that 72.37% teachers are facing problems related to workload such as large student-teacher ratio, pressure to complete syllabus, checking of so many projects work and assignments. On the other hand, 8.67% teachers are undecided and 18.95% teachers are not facing problems. It is found that 45.55% teachers are facing problems related to feedback of teachers and students due to lack of orientation regarding remedial strategies. They are very busy in regular assessment of the assignments and have no time for providing formative feedback. On the other hand, 28.65% teachers are undecided and 25.8% teachers are not facing problems. It is found that 56.55% teachers are facing problems related to grading and semester system due to lack of orientation, difficulties in grading the students for all the activities, and difficulties in completing the course within the time frame due to semester system. On the other hand 22.82% teachers are undecided and 20.62% teachers are not facing problems



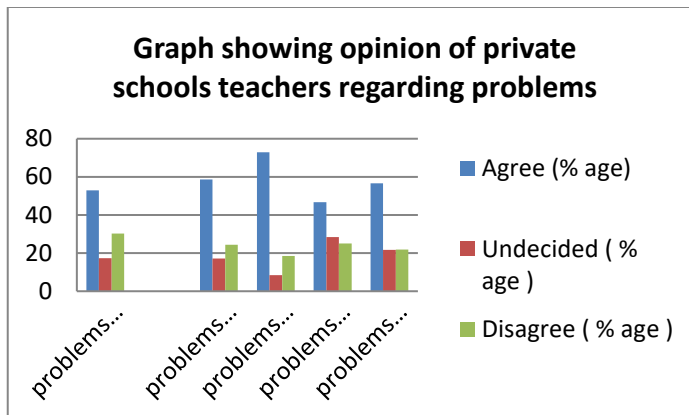
2) Analysis of the opinion of the Private. School teachers regarding problems faced during implementation:

Table: 2 Showing opinion of the Private school teachers regarding problems

Sr. no.	Dimensions	Agree (% age)	Undecided (% age)	Disagree (% age)
1	problems related to scholastic and co-scholastic aspect	52.84	17.35	30.31
2	problems related to basic amenities of schools	58.55	17.12	24.32
3	problems related to workload	72.95	8.47	18.57
4	problems related to the feedback of teachers and students	46.65	28.35	25
5	problems related to grading and semester system	56.57	21.62	21.8

Interpretation:

From the table no. 2, teachers' opinion regarding problems related to scholastic and co-scholastic aspect were analyzed and can be interpreted. It is found that 52.84% teachers are facing problems related to scholastic and co-scholastic aspect such as difficult to evaluate scholastic and co-scholastic areas. On the other hand, 17.35% teachers are undecided and 30.31% teachers are not facing problems. It is found that 58.55% teachers are facing problems related to basic amenities of school lack of adequate infrastructure, lack of resources in maintaining records and lack of trained and qualified teachers. On the other hand, 17.12% teachers are undecided and 24.32% teachers are not facing problems. It is found that 72.95% teachers are facing problems related to workload such as large student-teacher ratio, pressure to complete syllabus, checking of so many projects work and assignments. On the other hand, 8.47% teachers are undecided and 18.57% teachers are not facing problems. It is found that 46.65% teachers are facing problems related to feedback of teachers and students due to lack of orientation regarding remedial strategies. They are very busy in regular assessment of the assignments and have no time for providing formative feedback. On the other hand, 28.35% teachers are undecided and 25% teachers are not facing problems. It is found that 56.57% teachers are facing problems related to grading and semester system due to lack of orientation, difficulties in grading the students for all the activities, and difficulties in completing the course within the time frame due to semester system. On the other hand, 21.62% teachers are undecided and 21.8% teachers are not facing problems



3) Analysis related to the differences in the opinions of Govt. and Private school teachers towards problems faced during implementation of Evaluation Reforms in Haryana

Table 3 Showing Mean, Standard Deviation and t-value for comparing the opinion of Govt. and Private school teachers

Teachers' Opinion	Compared Group	Number of Teachers	Mean	Standard Deviation	t-value
	Govt. School	30	48.27	9.34	1.27
	Private School	30	45.32	8.63	

Interpretation:

The computed t-value is 1.27 which is not significant at 0.01 level of significance. Therefore, it is concluded that there is no significant difference between the opinion of Govt. and Private school teachers towards problems faced during implementation of CCE, grading and semester system. This may be because this scheme is a new scheme thus Govt. and Private school teachers have similar opinion about it.

Implications: Some of the main implications of the present study are as follow:

- The study highlights the challenges teachers confront and the factors impeding the successful implementation of evaluation reforms. As a result, teachers and other stakeholders can use the study's findings to manage their educational process more efficiently.
- The researcher's goal in doing this study was to highlight the actual CCE, grading, and semester systems at both public and private schools. It also illustrates the main issues teachers face while putting this plan into practice. Therefore, policy planners should take significant action to remove the obstacles preventing the successful implementation of evaluation reforms.
- The study's findings would be useful in determining the disinterest of the teachers towards the present system of evaluation. The study will assist the government, educators and other organizations such as

HBSE, SCERT, and others in taking action to address these issues by identifying the elements that are impeding the systems's effective implementation.

- The study also found that in order to effectively implement these evaluation reforms, it is imperative that the current evaluation scheme be modified. Teachers also need to receive sufficient training, orientation programmes, workshops, etc. regarding the benefits of this system.

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