5.1.0. INTRODUCTION

At school child experiences its first interactions with the outside world. Seen in this perspective, school education is of prime importance for the all-round development of children, because it is where they first access the requisite know-how essential for standing up to the demands of modern life. According to various experts, the existing education system in India has become somewhat outdated. In addition, excessive workloads have made it very rigorous for the students. Children today are perennially handicapped by the lack of time, as they are made to work extremely hard in schools. On top of that, there are exams at regular intervals, which make life all the more difficult for the children. Life of the present-day school student has become somewhat stress personified, which can have various adverse effects on their overall personality in later years. Educationists have been giving it a serious thought for a long time as to whether a qualitative change can be brought about as far as the lives of the young schoolchildren are concerned. Also, the need for changing the existing system, which puts a premium on rote learning, was being felt for quite some time. As a result of this, there have been cry for reforming the school examination system from time to time. The current study is related to this aspect of education which has potential to dominate the entire paraphernalia of education.

5.2.0. RATIONALE

The examination system of India has essentially remained unchanged from so many years. The system is full of stress. That’s why most of Newspapers and Magazines publish stories on this topic during examination season. In the education system of India, ability of a student is judged on the basis of performance in the examination.
It is clear that education is meant for all-round development of a person and is not limited to producing only specialists and professionals. Educationists too stress that education is a holistic process and not only a training of the intellect. It involves development of moral, social, aesthetic as well as rational capacity. People might differ on the degree of importance that they place on these various dimensions, but most would include all these in their notion of an educated person and these qualities can hardly be assessed not to say, developed by any examination. If these qualities can’t be developed and assessed by any examination then we should think about some radically different ways of examination.

The mindset of the society is also responsible for making exams a source of stress. If someone scores good marks in examination then people around start treating him or her like a hero. On the other hand if someone gets poor marks then peers and society treats him just like an untouchable. At this point one question arises. What is the importance of getting more and more marks in an examination? Just getting admission in a reputed educational institution or making first impression on any employer firm? If anyone gets a job then he must have to perform well on practical front. Marks of any examination won’t work there. Only knowledge will work there.

We should think about the essence of education. In calling a person educated we make a positive value judgment. There is an expectation that education will improve the person. We expect that an educated person will behave in a better manner than one who is not educated. There is a sense of being let down, disappointment and dismay if an educated person does not conduct himself in a manner that is rational, morally good and socially responsible.

We have uncritically internalized the idea that only constant competition and examinations provide the motivation and incentive to learn, to keep us on our mental toes, which is contrary to our experience that we learn best in congenial and supportive situations but million dollar question is how many get it. Under pressure one only tries to cope by relying on previously acquired skills or trying to not look too bad. It is shocking when people actually ask, ‘If it were not for exams how would the teacher know what the
child has or has not learnt? And if it were not for marks, how would we know where our child stands?’

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 these examinations. So, the need of the hour is to make possible changes in whole education system. Our education system needs constant examination reforms.

The term examination has come to be associated with ‘stress’ and ‘anxiety’. The process of teaching - learning which is supposed to be meaningful for the student loses its joy because of these negative connotations of examination. Schools begin ranking students, on the basis of their marks, from as early as their pre-primary years. Such a drive has several negative effects on learning. Students, parents and society at large throws students into the race to acquire more and more marks in examinations, which leads to an extremely stressful existence. Moreover, though all our efforts are made to enhance the reliability of examination, the human error cannot be avoided. Can this shortcoming be overcome by placing the students’ marks in a range of scores? This is all what grading system is about.

Evaluation provides an essential yardstick to judge the quality of students. It plays an important role in the educational system. It also provides motivation and a sense of purpose to both teachers and students to achieve set goals. To see whether the motivation level of students is increasing due to Grading system or the scenario is same as ever before, this study is taken.

After going through the related literature it is clear that many studies have been conducted on grading system but only two studies could be found which were conducted on comparison of Grading system and Marking system namely by Jayshree and Kumar (2013) and Kumar (1991). They found that Students of Grading system possess less Stress and the Grading system is as consistent as Marking system.

Bhatt and Gunasekaran (1978) and Gunasekaran and Jayanthi (1979) found that grading system is consistent in giving uniform results. Where as Token (2006), Mcclure


Rasool, Sarup and Sharma (1981), Shah (1972), Reddy (1979) and Gunasekaran and Jayanthi (1980) found that internal assessment is suffering from drawbacks like halo effect and error due to central tendency.

Rao and Bharthi (1989) found the significant difference in students’ marks in continuous evaluation system and a positive reaction of teachers towards it.

Above scenario reflects that a very few studies have been conducted comparing grading system of examination and marking system of examination, and perhaps none, in terms of affective domain variables.

Thus, there was a gap, requiring further studies in this area. Keeping this in mind the researcher decided to undertake the present study.

5.3.0 STATEMENT OF PROBLEM

The problem was worded as given below:

Comparison of Grading System of Examination and Marking System of Examination in Terms of some selected Affective Domain Variables of Secondary School Students
5.4.0 OBJECTIVES OF THE STUDY

The objectives of the study were as given below:

1. To study the influence of Examination System, Intelligence and their interaction on Academic Stress of students.
2. To study the influence of Examination System, Gender and their interaction on Academic Stress of students.
3. To study the influence of Examination System, Personality and their interaction on Academic Stress of students.
4. To study the influence of Examination System, Socio-Economic Status and their interaction on Academic Stress of students.
5. To study the influence of Examination System, Intelligence and their interaction on Frustration of students.
6. To study the influence of Examination System, Gender and their interaction on Frustration of students.
7. To study the influence of Examination System, Personality and their interaction on Frustration of students.
8. To study the influence of Examination System, Socio-Economic Status and their interaction on Frustration of students.
9. To study the influence of Examination System, Intelligence and their interaction on Exam Anxiety of students.
10. To study the influence of Examination System, Gender and their interaction on Exam Anxiety of students.
11. To study the influence of Examination System, Personality and their interaction on Exam Anxiety of students.
12. To study the influence of Examination System, Socio-Economic Status and their interaction on Exam Anxiety of students.
13. To study the influence of Examination System, Intelligence and their interaction on Achievement Motivation of students.
14. To study the influence of Examination System, Gender and their interaction on Achievement Motivation of students.
15. To study the influence of Examination System, Personality and their interaction on Achievement Motivation of students.
16. To study the influence of Examination System, Socio-Economic Status and their interaction on Achievement Motivation of students.
17. To study the influence of Examination System, Intelligence and their interaction on Study Habits of students.
18. To study the influence of Examination System, Gender and their interaction on Study Habits of students.
19. To study the influence of Examination System, Personality and their interaction on Study Habits of students.
20. To study the influence of Examination System, Socio-Economic Status and their interaction on Study Habits of students.

5.5.0. HYPOTHESES OF THE STUDY

The following hypotheses were stated:

1. There is no significant influence of Examination System, Intelligence and their interaction on Academic Stress of students.
2. There is no significant influence of Examination System, Gender and their interaction on Academic Stress of students.
3. There is no significant influence of Examination System, Personality and their interaction on Academic Stress of students.
4. There is no significant influence of Examination System, Socio-Economic Status and their interaction on Academic Stress of students.
5. There is no significant influence of Examination System, Intelligence and their interaction on Frustration of students.
6. There is no significant influence of Examination System, Gender and their interaction on Frustration of students.
7. There is no significant influence of Examination System, Personality and their interaction on Frustration of students.
8. There is no significant influence of Examination System, Socio-Economic Status and their interaction on Frustration of students.
9. There is no significant influence of Examination System, Intelligence and their interaction on Exam Anxiety of students.

10. There is no significant influence of Examination System, Gender and their interaction on Exam Anxiety of students.

11. There is no significant influence of Examination System, Personality and their interaction on Exam Anxiety of students.

12. There is no significant influence of Examination System, Socio-Economic Status and their interaction on Exam Anxiety of students.

13. There is no significant influence of Examination System, Intelligence and their interaction on Achievement Motivation of students.

14. There is no significant influence of Examination System, Gender and their interaction on Achievement Motivation of students.

15. There is no significant influence of Examination System, Personality and their interaction on Achievement Motivation of students.

16. There is no significant influence of Examination System, Socio-Economic Status and their interaction on Achievement Motivation of students.

17. There is no significant influence of Examination System, Intelligence and their interaction on Study Habits of students.

18. There is no significant influence of Examination System, Gender and their interaction on Study Habits of students.

19. There is no significant influence of Examination System, Personality and their interaction on Study Habits of students.

20. There is no significant influence of Examination System, Socio-Economic Status and their interaction on Study Habits of students.

5.6.0. DELIMITATIONS

Some of the delimitations of the study which countenanced by researcher were:

1. The study was limited to Indore city only.
2. The study was limited to 9th class students only.
3. The study was limited to selected affective domain variables only.
5.7.0. SAMPLE

The sample of the research comprised of 483 class IXth students belonging to both Private and Government C.B.S.E. Schools and Private and Government M.P. Board schools of Indore city. The sample was selected using Stratified Purposive Sampling Technique. First the list of schools was stratified into two categories viz., Marking System of Examination and Grading System of Examination. Students of M.P. Board schools were kept in group of Marking System of Examination and Students of C.B.S.E. Board schools were kept in group of Grading System of Examination. Then again both the type of schools were stratified into two categories viz., C.B.S.E. board Government schools, C.B.S.E. board private schools, M.P. board Government schools and M.P. board private schools. Then the schools were purposively chosen. For C.B.S.E. board Government school Kendriya Vidyalaya no. 1 Indore was taken, for C.B.S.E. board private school, Columbia Covent School, Vidyasagar School, and Pragya Girls School were taken. For M.P. board Government schools, Kasturba Kanya Vidyalaya and SanyogitaGANJ School were taken and for M.P. board private school, Parijat School was taken. The sample included both male and female students. The consolidated view of sample is given in the table 5.7.1.

TABLE 5.7.1.

Table representing distribution of Sample

<table>
<thead>
<tr>
<th>Type of examination system</th>
<th>Type of School</th>
<th>Name of School</th>
<th>Total no. of students</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading</td>
<td>Private</td>
<td>Columbia Convent Higher Secondary School</td>
<td>81</td>
<td>46</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pragya Higher Secondary School</td>
<td>58</td>
<td></td>
<td>58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vidyasagar Higher Secondary School</td>
<td>59</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>Government</td>
<td></td>
<td>Kendriya Vidyalaya no. 1</td>
<td>85</td>
<td>43</td>
<td>42</td>
</tr>
<tr>
<td><strong>Total (grading)</strong></td>
<td></td>
<td><strong>283</strong></td>
<td><strong>119</strong></td>
<td><strong>164</strong></td>
<td></td>
</tr>
<tr>
<td>Type of examination system</td>
<td>Type of School</td>
<td>Name of School</td>
<td>Total no. of students</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------</td>
<td>----------------------------------------------------</td>
<td>-----------------------</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>Marking</td>
<td>Private</td>
<td>Parijat Higher Secondary School</td>
<td>73</td>
<td>42</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Government</td>
<td>Kasturba Girls Higher Secondary School</td>
<td>60</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sanyogitaganj Boys Higher Secondary School</td>
<td>67</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td><strong>Total (marking)</strong></td>
<td></td>
<td></td>
<td><strong>200</strong></td>
<td><strong>109</strong></td>
<td><strong>91</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td></td>
<td><strong>483</strong></td>
<td><strong>228</strong></td>
<td><strong>255</strong></td>
</tr>
</tbody>
</table>

### 5.8.0. TYPE OF RESEARCH

Present study is a Survey Study, in which, two groups were taken for research work. First group had Marking System of Examination, while the second group had Grading System of Examination. Then the Intelligence test, Academic Stress scale, Study Habits inventory, Exam Anxiety scale, Personality inventory, Achievement Motivation test and Socio-Economic Status scale were administered on the students of Marking System of Examination. Same assessment tools were administered on the students of Grading System of Examination.

### 5.9.0. TOOLS

The data was collected in respect of Intelligence, Personality, Socio-Economic Status, Academic Stress, Frustration, Study Habits, Exam Anxiety, and Achievement Motivation. For Intelligence, Raven’s Standard Progressive Matrices; for Personality Eysenck’s Maudslay Personality Inventory; for Academic Stress Bisht Stress battery; for Study Habits Mathur’s Test of Study Habits and Attitude; for Exam Anxiety Sharma’s Test Anxiety Scale; Achievement Motivation ‘Measuring Achievement Motivation’ by Dr. T.R.Sharma; for Frustration, frustration test developed by Chouhan and Tiwari and for Socio-Economic Status,
Socio-Economic Status Scale by Nazirul Husnain and Shrivastava was used. The details are given below in the separate captions.

5.9.1. INTELLIGENCE

For testing the intelligence of students, Raven’s Standard Progressive Matrices, which is a standardized test, was used. The test is developed by J. C. Raven for the target group belonging to age of 12 years to adult. The test includes widest possible range of mental ability problems in the form of designs which require completion. The test can be used either as an individual, a self-administered or as a group test. There are 60 problems in the test which have been divided into five sets as A, B, C, D, and E. In each set, there are 12 problems. The problems are arranged from simple to difficult level. There is no time limit to answer these problems. The testee can move at his/her own pace. Each problem has 6 alternatives and one of them is to be selected as answer by the testee and the number of that alternative is written by testee in the response sheet. Each correct answer is given one mark and wrong answer zero. All marks are added at the end to arrive at the total score. Total score provides an index of intellectual capacity of testee, which is interpreted with the help of norms as given in the manual. The test – retest reliability coefficient was 0.88 for age ranged 13-14 year.

5.9.2. PERSONALITY

For assessment of personality, Eysenck’s Maudslay Personality Inventory developed by Eysenck and its Hindi version translated by S. S. Jalota and S. D. Kapoor, which is a standardized test, was used. The test can be used for the target group belonging to ages of 15-16 years and above. The test has been published by the Psycho Centre, New Delhi in 1965. It is a verbal test. The test can be either used as an individual or group test. The time limit is enforced for about 15-20 minutes. There are 48 items in the test booklet. Items from serial number 1-12 given on the front page of the test booklet make the short scale, while all the 48 items of the booklet constitute the long scale. Each item is answerable by making a tick mark into one of the three boxes, marked with instructions to answer the question is given on the front cover of the test booklet. The testee is to choose one of the three alternatives, scored 0, 1 and 2 from lower to higher levels of neuroticism and extra version. The scoring can be done with the help of scoring table given in the manual. At the end, total of various dimensions of
personality is done and raw scores are converted into standard scores to compare the degree of dimensions of personality with the new norms developed by Prof. H. R. Pal. The split half reliability for N is +0.71 and for E is -0.42.

5.9.3. SOCIO-ECONOMIC STATUS

For assessing Socio Economic Status, the Socio Economic Status Scale by Nazirul Husnain and Shrivastava (2001) was used. This scale was developed by the Jamia Milia Islamia University. It can be used for all age groups. There are in all thirteen questions that gather information related to the Type of family, Educational Status, Occupational status, Monthly Income, Ownership of House, Kind of house, Vehicle, Electronic items, Subscription of Daily newspaper, Belief system, Availability of servants, Perception of Self status by others and Self perception status. Each item is answerable by making a tick mark into one of the given boxes, marked with instructions to answer the question is given on the front cover of the test booklet. The testee has to choose one of the given set of answers. The scoring can be done with the help of scoring table given in the manual. This scale allocates three level viz., High Socio Economic status, Middle Socio Economic status and Low Socio Economic status.

5.9.4. ACADEMIC STRESS

For assessing Stress, Bisht Battery of Stress Scale was used. It was developed by Abha Rani Bisht. The tool can be used for the target group belonging to ages of 13-16 years. The Bisht Battery of Stress Scale consists of 13 scales. Out of 13 scales, one scale was used to assess Stress, that is, Scale of Academic Stress. Scale of Academic Stress is having 80 items. Against each statement, five choices, viz., very much, much, so-so, little and not at all are given. The items in the scale are distributed over the components of the different types of Stresses viz. Frustration, Conflict, Pressure and Anxiety. Frustration items are based on delays, lack of resources, losses and failure. Conflict items show three types of conflict approach, avoidant, double approach, and double Avoidant Conflicts. Pressure items are on competitive achievement, sustained concentration of efforts, and rapid changes. The worry items of Anxiety are on conscious concern about consequences, negative expectation, and negative self-evaluation. The emotionality items of Anxiety are
on uneasiness and nervousness. The reliability of scale of academic stress (SAS) is 0.88. The Bisht Battery of Stress Scale has content validity.

5.9.5. STUDY HABITS

   For study habits, Test of Study Habit and Attitudes developed by C. P. Mathur was used. The test is published by National Psychological Corporation, Agra in 1971. The test was developed for the target group ranging from age 13 + years to adulthood of school, college and university students. The test is suitable for use with both the sexes. The test is based on 9 major areas of the study techniques, habits and attitudes, viz, attitude towards teachers, home environment, conflict, concentration, home assignment, self confidence, and examination. The test contains 60 items seeking responses in Yes, Doubtful and No. Responses are obtained on a separate answer sheet and the test booklet can be used over and again. A high score on this test indicates high order of correct study habits and proper attitudes, while a low score show poor study techniques. After converting the raw score in Z/T scores, categories are determined on the basis of table given in the manual. The test retest reliability is 0.89 and it is validated by correlating the scores obtained on this inventory with the scores obtained by the survey of study habits and attitudes conducted by A. R. Purohit, which is 0.77.

5.9.6. EXAM ANXIETY

   For Exam Anxiety, Test Anxiety scale developed by V.P. Sharma was used. The test is published by National Psychological Corporation, Agra. This scale is available both in Hindi and English language and can be used for school and college students. The time limit for the scale is 30 minutes. This scale consists of 25 test situations, each provided with 5 alternatives to select from. The 5 alternatives are assigned weights from 1-5. The sum of the weights on all the items would indicate the total anxiety score. Percentile norms for both male and female have been established. The test retest reliability of the scale is 0.927 and split half reliability is 0.876. The predictive validity of the scale by teacher’s rating is 0.768.
5.9.7. FRUSTRATION

The frustration test developed by Chouhan and Tiwari (1972) was selected for the present study by keeping in mind the age, reliability, the language and the availability. The scale consist of 40 items, out of which each of the four modes of frustration that is Regression, Fixation, Resignation and Aggression have 10 items. Each of the 40 items has 5 number graded on 5 point scales on the positive dimension. The frustration test can be used with the subjects from 9th to 12th standard. The reliability of frustration test for 9th grade Males and Females was established by test retest method. The reliability coefficient for males and females were 0.83 and 0.91 respectively.

5.9.8. ACHIEVEMENT MOTIVATION

Achievement-Motivation was assessed with the help of ‘Academic Achievement Motivation Test’ by Dr. T. R. Sharma. The test is published by National Psychological Corporation, Agra. This scale is available both in Hindi and English language and can be used for 11-15 years of age group. The test provides a direct numerical score indicating how much an individual is motivated in the field of academic achievement. This scale consists of 38 test items, each provided with 2 alternatives to select from. The test retest reliability of the scale for Boys is 0.795 and for Girls is 0.807. Three types of validities were established – content, criterion and construct.

5.10.0. PROCEDURE OF DATA COLLECTION

First, the permission from the principals of C.B.S.E. schools and M.P. Board schools were taken and the students were briefed about the objectives of the study and a rapport was established with the students. The students were made aware about the procedure of taking exam, time of tests and day and date of tests. Then the Intelligence test, Personality test, Socio-Economic Status scale, Academic Stress test, Frustration test, Study Habits inventory, Exam Anxiety scale, and Achievement Motivation scale was administered on the students of both the Boards. For Intelligence, Raven’s Standard Progressive Matrices; for Personality Eysenck’s Maudsley Personality Inventory; for Academic Stress Bisht Stress battery; for Study Habits Mathur’s Test of Study Habits and Attitude; for Exam Anxiety Sharma’s Test Anxiety Scale; Achievement Motivation
‘Measuring Achievement Motivation’ by Dr. T. R. Sharma; for Frustration, frustration test developed by Chouhan and Tiwari and for Socio-Economic Status, Socio-Economic Status Scale by Nazirul Husnain and Shrivastava was used. On completion of the test, the booklets and copies were collected back. The collection of data from a single school took about two weeks. The entire data collection process was completed within seventy working days. After getting the responses, the scoring of all the responses of students were done as per respective Manuals of the tools. The collected data were analyzed with the help of appropriate statistical technique(s).

5.11.0 DATA ANALYSIS

Two way ANOVA was supposed to be used to analyze the data in respect of all the twenty objectives. However, the assumptions underlying ANOVA were not fulfilled by the data of the study. Hence, non-parametric test, such as, Mann-Whitney U test for analyzing the influence of independent variable with two levels {Systems of Examination(Grading System and Marking System), Personality (Introvert and Extrovert), Gender (Male and Female)} and Kruskal Wallis test for analyzing the influence of independent variable with three levels {Intelligence (High Intelligence, Average Intelligence and Low Intelligence) and Socio-Economic Status (High Socio-Economic Status, Middle Socio-Economic Status, Low Socio-Economic Status)} were used for analyzing the data.

5.12.0 CONCLUSIONS

The following are the findings of the present study:

1. The Grading System was found to be better in terms of Academic Stress, Exam Anxiety, Frustration, Study Habits and Achievement Motivation as compared to Marking System.
2. Intelligence significantly influenced the Academic Stress of students. The students of High Intelligence possess less Academic stress.
3. Male and Female students possess same level of Academic Stress.
4. The Extrovert students possess less Academic stress as compared to Introvert students.
5. The students of High Socio-economic Status possess less Academic stress in comparison to Middle Socio-economic Status. The students of High Socio-economic Status possess less Academic stress in comparison to Low Socio-economic Status. The students of Middle Socio-economic Status possess less Academic stress in comparison to Low Socio-economic Status.

6. Intelligence significantly influenced the Exam Anxiety of students. The students of High Intelligence possess less Exam Anxiety.

7. Male and Female students possess same level of Exam Anxiety.

8. The Extrovert students possess less Exam Anxiety as compared to Introvert students.

9. The students of High Socio-Economic Status possess less Exam Anxiety in comparison to Middle Socio-Economic Status. The students of High Socio-Economic Status possess less Exam Anxiety in comparison to Low Socio-Economic Status. The students of Middle Socio-Economic Status possess less Exam Anxiety in comparison to Low Socio-Economic Status.

10. Intelligence significantly influenced the Frustration of students. The students of High Intelligence possess less Frustration.

11. Male and Female students possess same level of Frustration.

12. The Extrovert students possess less Frustration as compared to Introvert students.

13. The students of High Socio-Economic Status possess less Frustration in comparison to Middle Socio-Economic Status. The students of High Socio-Economic Status possess less Frustration in comparison to Low Socio-Economic Status. The students of Middle Socio-Economic Status possess less Frustration in comparison to Low Socio-Economic Status.

14. The students of High Intelligence possess more Achievement Motivation as compared to students of Average Intelligence. The students of High Intelligence possess more Achievement Motivation as compared to students of Low Intelligence. The students of Average Intelligence possess more Achievement Motivation as compared to students of Low Intelligence.

15. The Female students possess more Achievement Motivation as compared to Male students.
16. The Extrovert students possess more Achievement Motivation as compared to Introvert students.

17. The students of High Socio-Economic Status possess less Achievement Motivation in comparison to Middle Socio-Economic Status. The students of High Socio-Economic Status possess more Achievement Motivation in comparison to Low Socio-Economic Status. The students of Middle Socio-Economic Status possess more Achievement Motivation in comparison to Low Socio-Economic Status.

18. Intelligence significantly influenced the Study Habit of students. The students of High Intelligence possess better Study Habit as compared to students of Average Intelligence. The students of High Intelligence possess better Study Habit as compared to students of Low Intelligence. The students of Average Intelligence possess better Study Habit as compared to students of Low Intelligence.

19. Male and Female students are not different in terms of their Study Habits.

20. The Extrovert students possess better Study Habit as compared to Introvert students.

21. The students of High Socio-Economic Status possess better Study Habit as compared to Middle Socio-Economic Status. The students of High Socio-Economic Status possess better Study Habit in comparison to Low Socio-Economic Status. The students of Middle Socio-Economic Status possess better Study Habit in comparison to Low Socio-Economic Status.

5.13.0. IMPLICATIONS

The findings of present study have the implications for teacher educators, teachers, students, administrators, and researchers.

5.13.1. TEACHER EDUCATORS

The education commission (1964 – 1966) stated that the “Destiny of India is being shaped in her class rooms.” It means that the total development of student is the great responsibility of the teacher. During the process of teaching – learning teacher educators plays an important role. The teacher educators are supposed to be update in new techniques of teaching as well as evaluation. In the present study, it has been found
that Grading System is better than Marking system in lowering the Exam Anxiety, Frustration, and Stress of the students. Hence, the Teacher Educator should equip new teachers with new system of evaluating students. Separate classes should be arranged for orienting about Continuous and Comprehensive Evaluation, Grading System and taking care of ethics in Grading students.

5.13.2. TEACHERS

The teachers are regarded as the torch-bearers of the society and hold a key post in the educational system. The NPE 1986 has also signified the role of teacher in the following lines, “The status of the teacher reflects the socio cultural ethos of society. It is said that no people can rise above the level of teacher.” The quality of education is associated with the quality of teachers. They are the initiators of the teaching –learning process. Teachers only with well equipped techniques of teaching and evaluating students can give better outcomes. Hence, they should update themselves with the new knowledge regarding evaluation. In the present study, it has been found that Grading System is better than Marking system in terms of students’ Study Habits and Achievement Motivation. Hence, the teacher should grade students fairly and wisely, so that students will feel impelled. It has also been found that Grading System is better than Marking system in lowering the Exam Anxiety, Frustration, and Stress of the students. Hence, the teacher should adopt grading of students rather than giving them marks to reduce the exam anxiety and increase the motivational level of the students.

5.13.3. STUDENTS

Due to present status of information and communication technology there is a lot of awareness among students. In the present study, it has been found that Grading System is better than Marking system in lowering the Exam Anxiety, Frustration, and Stress of the students. Hence, the Grading System should be enforced in the schools to lower down the anxiety, frustration and stress of the students.
5.13.4. ADMINISTRATORS

In the present study, it has been found that Grading System is better than Marking system in terms of students’ Study Habits and Achievement Motivation. It has also been found that Grading System is better than Marking system in lowering the Exam Anxiety, Frustration, and Stress of the students. Hence the School Administration should employ the grading System in their schools. The Administration should arrange for providing proper training to the teachers to award appropriate and justified grades to the students. So that, the students will feel comfortable and relaxed, at the time of their evaluation.

5.13.5. RESEARCHERS

In the present study, it has been found that Grading System is better than Marking system in lowering the Exam Anxiety, Frustration, and Stress of the students. It has been found that Grading System is better than Marking system in terms of students’ Study Habits and Achievement Motivation. The researchers can further go through the same study to strengthen the findings of the study.

➢ The comparison can also be done by taking cognitive domain variables, like, Achievement, etc.
➢ This study can also be done by taking other affective domain variables like, Self Concept, Attitude, Aspiration, Adjustment, Interest, Moral Judgment etc.
➢ A study can be done by taking different types of Grading Systems and comparing them with traditional Grading System.
➢ A study can also be done by comparing different types of Grading Systems with Marking Systems.
➢ A study can also be done by comparing Electronic Grading and Manual Grading by teachers.
➢ A study can also be done with different age group, like on college students or on Higher secondary school students.
➢ The study can also be done by taking sample from different geographical background.