CHAPTER VII

REVIEW, MAJOR FINDINGS, RECOMMENDATIONS AND SUGGESTIONS.

7.1 REVIEW

7.2 MAJOR FINDINGS

7.3 RECOMMENDATIONS

7.4 SUGGESTIONS FOR FURTHER STUDY

7.5 CONCLUSION
The problem of the investigation is "A Study of the Perceptions of the School Community in the city of Madras about reforming of the present Examination System of the Higher Secondary School stage in Tamil Nadu". The purpose of the present study is to measure the perceptions of the teaching community of the Higher Secondary School stage in the city of Madras about introducing the two major dimensions of the Examination Reform, namely, Internal Assessment and Question Bank. As there are no standardized tools to measure the perceptions of the school teaching community about the Examination Reform, the investigator decided to construct a tool.

The main objectives of the present study are

1. to design and to validate an Examination Reform Description Questionnaire (ERDQ) that would measure the perceptions of the teaching community of the Higher Secondary Schools in the city of Madras.

2. to examine critically the perceptions of the teaching community of Higher Secondary Schools about the academic and administrative components and issues related to the introduction of the Internal Assessment scheme and Question Bank as reforms in Examination System.
3. to study the Varimax Factors of the tool developed and standardized by the investigator for the teachers of Higher Secondary Schools, and

4. to determine the extent to which Institutional and Biographical variables such as Type of Management of schools, Sex, Age, Experience, Subject of Specialization and Professional Qualification, bear relationship to their perceptions about the introduction of Internal Assessment scheme and Question Bank at the Higher Secondary School stage.

For developing the tool, Likert method of Attitude Scale construction was followed. After a careful study of the various literature available on Internal Assessment and Question Bank, the two major dimensions of the reform programme in the Examination System, the following nine components of Examination Reform were identified.

I Examination Reform—General
II Internal Assessment—Concept
III Internal Assessment—Practice
IV Internal Assessment—Problems
V Internal Assessment—Values
VI Question Bank—Concept
VII Question Bank—Practice
VIII Question Bank—Problems
IX Question Bank—Values
Bearing in mind the above nine components, 150 items on Examination Reform programme were prepared. These items were mainly concerned with the two main dimensions of the Reform, namely, Internal Assessment and Question Bank and Examination Reform in general. This list of 150 items was given to a panel of judges consisting of Educationists, Principals and Professors of Colleges of Education for review and editing. Content validity was thus established on the basis of the rating of the items by the judges. Further, on the basis of the ratings of the judges, 15 items were rejected, and thereby the pilot form of the questionnaire was prepared.

The pilot form consisted of 135 items. These items were grouped under nine components, and administered to 150 teachers teaching Higher Secondary classes. To measure the overall perception of the respondents, a five-point scale was selected, namely, 5-4-3-2-1 for responses 'Strongly Agree', 'Agree', 'Doubtful', 'Disagree' and 'Strongly Disagree', respectively.

The data thus collected were processed and 9 Correlation Matrices, based on 9 components were prepared. All the items under all the 9 Correlation Matrices were considered for Factor Analysis. On the basis of Factor Analysis, the items for final study were selected. All the items which have Factor loadings 0.55 and above were selected. As a result of Factor Analysis, 20 items were rejected and 115 items emerged. In this manner, the final form of the tool on 'Examination Reform Description Questionnaire' (ERDQ)
for the teaching community of the Higher Secondary School stage was standardized. In the final form, the items were jumbled and given. It was not given according to the components as used in the pilot study. Further, all the items were positively worded in the final form of the tool.

The Examination Reform Description Questionnaire for the teaching community of the Higher Secondary School stage was administered to the teachers, teaching Higher Secondary classes. All the 134 Higher Secondary Schools located in the city of Madras were chosen for the final study. The tool was administered to a sample of 500 teachers. This sample covered 25 per cent of the population.

The data obtained from the sample mentioned were factor-analysed. Before the data were processed for Factor Analysis and Rotated Varimax Factors, the reliability of the questionnaire was established by adopting the Split Half Method. The reliability was found to be 0.97. This proved that the questionnaire was highly reliable.

The orthogonal factoring procedure as described by J.E. Hunter (1972) was followed for factor-analysing the correlation matrices. Rotated Factor Matrices were prepared following Kaiser's Computer programme of Varimax Rotation. Eleven Rotated Factors were identified and they were interpreted and named suitably.
7.2 MAJOR FINDINGS:

A. Eleven Varimax Factors were identified and suitably named. They are listed below in the order of their importance as judged from their per cent common variance.

1. Validity Factor
2. Difficulty Factor
3. Reliability Factor
4. Utility Factor
5. Human-Ability Factor
6. Facility Factor
7. Student-Ability Factor
8. Teacher-Student Cordiality Factor
9. Essentiality Factor
10. Variety Factor
11. Teacher-Ability Factor

Out of these eleven factors, 'Validity Factor' has covered 19.3 per cent of the common variance. Hence, this is the most dominating factor. The per cent common variance covered by 'Teacher-Ability Factor' is only 0.90 and therefore it is the least dominating factor.

B. 1. Out of the six independent variables, three variables show significance of difference, namely,
a) Type of Management (Government and Non-Government schools)
b) Age (Above 40 and below 40 years of Age) and
c) Experience (Above 15 and below 15 years).

The mean score of the perceptions of the teachers in the Non-Government schools is comparatively higher than the mean score of the perceptions of the teachers in Government schools. Moreover, the mean scores of the perceptions of the elders as well as more experienced teachers are significantly higher than that of the younger and less experienced teachers. Though these three dichotomous variables show significance of difference, the scores indicate that all teachers are favourable towards the Reform Programme. The significance of difference is just the degrees of difference.

2. In the other three independent variables, namely
   i) Sex (Men and Women)
   ii) Subject of Specialization (Sciences and Humanities)
   iii) Professional Qualification (Post-Graduate and Inducted teachers),

there is no significance of difference in the perceptions of the school teaching community towards Examination Reform. This could be due to the fact that the climate prevalent in the schools with regard to introducing the two major dimensions namely Internal Assessment and
Question Bank as Examination Reform is similar and the independent variables cited above may not significantly influence the overall perception of the teachers.

C. 1. The mean score of the perceptions of the teaching community for the present study is 445.74 out of a possible maximum score of 575. This works out to be 77.52 percent. This clearly shows that the teaching community, as a whole, is highly favourable for the introduction of Internal Assessment and Question Bank as Examination Reform. The teaching community of the Higher Secondary School stage in the city of Madras accepts the Reform Programme by showing a positive attitude towards it.

2. Based on the six independent variables in the study, while examining the twelve groups of teachers of the school teaching community, it is found that the mean perception values range from 437.21 (Teachers of Government schools) to 453.00 (Above 40 years of Age) out of a possible maximum score of 575. The following are the mean scores of the perceptions of the dichotomous independent variables of the study.
i) 437.21 (Teachers of Government schools);
   448.47 (Teachers of Non-Government schools),

ii) 446.57 (Men);
    444.41 (Women),

iii) 453.00 (Above 40 years of Age);
     440.93 (Below 40 years of Age),

iv) 451.65 (Above 15 years of Experience);
    441.08 (Below 15 years of Experience),

v) 443.87 (Humanities);
    447.14 (Sciences) and

vi) 444.07 (Post-Graduate teachers);
    450.52 (Inducted teachers).

This shows that all groups of the teaching community of
the Higher Secondary School stage have a high level of
perception of Examination Reform.

D. 1. Out of the six independent variables chosen for the
study, significance of difference is not found in the
levels of perceptions of the teaching community of the
Higher Secondary School stage with regard to the Reform
Programme of the Examination System in only one variable,
namely Professional Qualification (Post-Graduate and
Inducted teachers) with regard to all the eleven Varimax
Rotated Factors. This rules out the difference between
Post-Graduate and Inducted teachers.
2. With regard to the independent variable—'Teachers of Government and Non-Government Schools', significance of difference is found in the following four factors:

i) Validity Factor (Factor I)

ii) Utility Factor (Factor IV)

iii) Facility Factor (Factor VI) and

iv) Student-Ability Factor (Factor VII).

In the Validity Factor, the mean score of the teachers of Non-Government schools is higher than that of the teachers of Government schools. In the other three factors namely Factors IV, VI and VII, the mean scores of teachers of Government schools are higher than those of the teachers of Non-Government schools.

3. The mean scores of the perceptions of men and women teachers in respect of eleven factors indicate that only two factors show significance of difference while the remaining nine factors do not show significance of difference.

i) Difficulty Factor (Factor II) and

ii) Teacher-Student Cordiality Factor (Factor VIII).

With regard to Factor II, women teachers have higher mean score than men teachers. But on the other hand, regarding Factor VIII, men teachers have higher mean score than women teachers.
4. With regard to the independent variable 'Teachers 40 years above and 40 years below', significance of difference is noted in Factor I namely Validity Factor. In this factor, teachers above 40 years of age show higher significance of difference than teachers below 40 years of age.

5. Out of the eleven factors, significance of difference is noted in only one factor with reference to the independent variable 'Teachers with more than 15 years of experience', namely Validity Factor (Factor I). Teachers above 15 years of experience have higher mean score than teachers below 15 years of experience.

6. With regard to the independent variable 'Teachers of Humanities and Sciences', significance of difference is noted in Factor VI alone, namely Facility Factor. Here, the significance of difference is more among the teachers of Humanities than teachers of Sciences.

E. Significance of difference is noticed in Examination Reform between teachers in Government and Non-Government schools. The perception of the teachers in Non-Government schools is significantly higher than that of the teachers in Government schools.

Elder teachers have significantly better perception than that of the younger teachers.
Teachers with more experience have significantly better perception than that of teachers with less experience.

In all the other three variables, the null hypothesis of no significant difference between groups of teachers based on d independent dichotomous variables could not be rejected.

7.3 RECOMMENDATIONS:

On the basis of the findings of this study, the following recommendations are made by the investigator. Systematic, sincere and serious efforts should be undertaken at different levels, if the Reform Programme in Examination System is to be put through effectively and to yield desirable and fruitful results.

I NATIONAL LEVEL:

The National Council of Educational Research and Training, (NCERT) which initiates innovative programmes in the Secondary and Higher Secondary Schools may take up the Reform Programme and design strategies for its introduction in the schools.
II STATE LEVEL:

Since the teaching community has a high degree of favourable perception towards the Reform Programme, the State Council of Educational Research and Training (SCERT), Tamil Nadu may take effective steps to implement the scheme of reform successfully by organising periodical seminars, workshops and conferences to provide opportunities to the members of the teaching community of Higher Secondary Schools in the state in the preparation of questions (for the Bank and modus operandi of Internal Assessment scheme and discuss the practical problems arising out of the implementation and rationalizing the administrative procedures wherever necessary for smooth and easy implementation of the Reform Programme.

III DISTRICT LEVEL:

Each district may have an Examination Reform Unit (ERU) attached to the office of the Chief Education Officer. The unit must consist of experts on Reform Programme, drawn from the teaching community of the Higher Secondary Schools. Their guidance, counselling and advice should be made available to the teachers whenever necessary.

IV SCHOOL LEVEL:

Examination Reform Committee (ERC) may be set up in each school. The Headmaster should be the president of the Committee. The Committee must be represented by teachers of all subjects taught in the school.
A school Question Bank must also be organized and the students must be encouraged to make best use of it. They must also have free and easy access to the Banks in other schools.

For the smooth and successful functioning of the Reform programme, the following necessary prerequisites must be given due attention.

i) Over-crowding of the class rooms should be discouraged and the teacher-pupil ratio must be brought down to at least 1:30 with all facilities for the conduct of periodical and frequent tests and assignments.

ii) Parents and the public must be properly enlightened with regard to the values which are inherent in the Reform Programme.

iii) As an experimental measure, 22 Higher Secondary Schools, one for each Revenue District, may be chosen from Government, Corporation, Municipal and privately aided schools and the Reform implemented for two years. At the end of the two year period, an evaluation is to be conducted to assess the success of the scheme and then the scheme to be implemented with necessary modifications in all the schools in the state.
7.4 SUGGESTIONS FOR FURTHER STUDY:

The present investigation was an attempt to explore a new field and there is ample scope for an immense amount of pioneering work. Though the study has solved a few basic problems, it has raised several thought-provoking questions which require further research. The following topics are suggested for further research.

1. The tool developed and standardized in this research may be used for studying the perceptions of teaching community in the different cities in Tamil Nadu.

2. An investigation may be conducted to study the perceptions of the teaching community of the Rural areas.

3. A tool may be designed to study the perceptions of the students in the city of Madras as well as in other districts with regard to the reform.

4. A research may be undertaken to study the perceptions of the parents with regard to the Reform Programme on Examination System.

5. A study may be conducted with the teaching community of the 22 schools chosen on Experimental Measure mentioned under ‘Recommendations’ of this chapter, at the end of the two years of the experiment.
7.5 CONCLUSION:

Examination Reform, the earnest concern of the academic bodies of our country, is the theme of this investigation. The research was conceived and carried out with the avowed objective of constructing and standardizing a tool for studying the perceptions of the teaching community of the Higher Secondary School stage in the introduction of the two major dimensions of the Examination Reform namely Internal Assessment scheme and Question Bank at the Higher Secondary Schools in Tamil Nadu.

This research is only a modest beginning and not an end. The humble claim of this investigator is that the study could shed some light on the major aspects of this much needed reform. One may hope that this research may be continued.