

## Attitude of B.Ed. Teacher-trainees Toward Continuous Internal Assessment in Manipur

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### Abstract:

The one-time examination overburdens the learner, and also, it cannot assess the progress of the learner properly, as learning is a continuous process. Continuous internal assessment maintains a cumulative record of teacher trainees' progress in learning and provides information to the teacher to improve their own effectiveness. Teacher trainee's attitude need to be studied for effective and proper implementation of continuous internal assessment. Therefore, an attempt has been by the authors to study B.Ed. teacher trainees' attitude towards Continuous Internal Assessment. A sample of 600 B. Ed. teacher trainees studying in B.Ed. Colleges of Imphal East and Imphal West District under Manipur University during the academic year 2023-24 have been selected through stratified random sampling techniques. A descriptive method was adopted for the study, and a standardized questionnaire was used for data collection. Data were analyzed using mean, t-test, and ANOVA. The findings highlight that male and female teacher trainees have almost the same attitude toward Continuous Internal Assessment. Furthermore, it is also evident from the analysis that arts and science teacher trainees and rural and urban teacher trainees have an equal attitude toward Continuous Internal Assessment. The finding revealed that the teacher trainees who belonged to the female, rural, and private categories had less favorable attitudes than their counterparts. Therefore, to encourage a highly favorable attitude toward continuous internal assessment among teacher trainees, they must be provided with adequate guidance, teaching-learning materials, and appropriate infrastructure.

**Keywords:** Attitude, Continuous Internal Assessment, teacher trainee, Manipur University

### 1.1 Introduction

Exams, which play a crucial part in the assessment process, are an essential component of the educational process since it is reasonable to assume that assessments are required to measure how well students and teachers impart knowledge to them (Kumar, 2003). An adequate examination system is needed for the success of an education system. If the University Education Commission (1948–1959) had to recommend just one change to the educational system, it would be the examination system, as it correctly noted in its report. According to the National Policy on Education (1986), “The evaluation of all aspects of student growth that are measured by the external test as well as those personality traits, interests, and attitudes that cannot be examined by it is done in a continuous and comprehensive manner over the course of the entire educational

period.” The NCFTE 2009 recommends that the student-teacher evaluation be spread over the entire duration of the teacher education program covering all the parameters.

Continuous internal evaluation entails producing and gathering proof of a learner's acquisition of knowledge and abilities and evaluating that proof in comparison to predetermined standards (Hasan, 2013). Continuous internal assessment collects information regarding a wide range of characteristics of the teacher trainee to be used as feedback for making decisions. Manipur University B.Ed. Program evaluation consists of internal and external assessments with Cumulative Grade Point Average (CGPA) and semester system. Teacher trainees are the ones on whom we will implement the continuous internal assessment; therefore, building their capacity to understand the concept and purpose and having a favourable attitude is essential to successfully implementing the program. Teacher education plays a vital role in the development of a country; they train the teacher trainees, the future teacher. The teacher truly shapes the student's future, which is the pillar of the nation. An effective evaluation method is needed to assess the teacher trainee to produce well-trained and qualified future teachers. As learning is a continuous process, a continuous and comprehensive approach to assessment must be performed to effectively assess overall teacher trainee development (three domains of development, i.e., cognitive, affective, and psychological). To implement and make the continuous internal assessment a success, we need to study the attitude of the teacher trainees towards continuous internal assessment and their correlates.

## **1.2 Review of related literature**

Although attitudes towards continuous internal assessment of B.Ed. student teachers have been related to Teacher Education, there still needs to be better research on this topic in teacher education. A study by Gunjal (2012) found that arts and commerce-wise, B.Ed. student teachers got more marks in internal evaluation than external evaluation. Rajawat and Pushpita (2012) investigated the attitude of college teachers towards internal assessment and found that science and art college teachers and government and private college teachers differed significantly in attitude towards internal assessment. The study also found no significant difference in attitude towards internal assessment based on gender. Kumari and Punia (2016) studied the attitude of teacher trainees towards continuous and comprehensive evaluation (CCE). The study reveals that 98% of teacher trainees showed an average attitude toward Continuous Comprehensive Evaluation (CCE). Kaur (2019) investigated the significance of differences in B.Ed. and M.Ed. students' attitudes toward internal evaluation based on Locale and Gender. The results reveal that male and female and rural and urban pupil teachers differ significantly in their attitudes towards internal evaluation.

## **1.3 Objective of the study**

The study's main objective was to find out the difference in the attitude of B.Ed. teacher trainees toward Continuous Internal Assessment of the Colleges of Teacher Education in Manipur depending upon dichotomous variables such as a) gender (male and female); b) subject streams

(arts/sciences); c) place of residence (rural and urban); d) type of management (government and private); and e) social category (general, OBCs, SCs, and STs).

#### 1.4 Material and Method

This study was a descriptive survey and cross-sectional. Using a self-developed questionnaire containing 40 items, data were collected from 600 B.Ed. The teacher-trainees were randomly selected from various teacher education colleges in Manipur affiliated with Manipur University in the academic session 2023-24. For analyzing and interpreting the test scores, mean, “t” test, and ANOVA for comparison between groups were used. All the statistical treatments have been done with IBM SPSS Statistics Version 22 software.

#### 1.5 Analysis and Interpretation

1.5.1 Gender and attitude: To compare the B.Ed. teacher trainee’s attitude towards continuous internal assessment depending on their gender, the researcher tests the null hypothesis that –  
H<sub>0</sub>:

There is no significant difference between male and female B.Ed. teacher trainee’s attitudes toward continuous internal assessment.

**Table 1: Difference in attitude between male and female**

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>Std. dev.</i>	<i>SEM</i>	<i>t</i>	<i>Sig. (2-tailed)</i>
Female	400	139.480	13.013	1.404	-4.758*	0.000
Male	200	145.920	19.863	0.651		

\*. The mean difference is significant at the 0.05 level (2-tailed)

Source: computed from field survey data

Table 1 shows the mean and standard deviation values obtained by the male and the female teacher trainees on the attitude towards continuous internal assessment scale as male ( $M = 145.920$ ,  $SD = 19.863$ ) and female ( $M = 139.480$ ,  $SD = 13.013$ ). The results of the independent sample t-test revealed a significant difference between male and female B.Ed. student teachers;  $t_{(598)} = -4.758$ ,  $p = 0.000$ . Therefore, the researcher rejected the null hypothesis. It was inferred that male teacher trainees exhibited better attitudes than their female counterparts.

**1.5.5 Social Category and Attitude:** To compare general OBCs, SCs, and STs B.Ed. teacher trainee’s attitude towards continuous internal assessment, the researcher tests the Null Hypothesis that –

H<sub>0</sub>: There is no significant difference between general OBCs, SCs, and STs B.Ed. teacher trainee’s attitudes toward continuous internal assessment.

**Table 5: Descriptive statistics of difference in attitude of teacher trainees belonging to different social categories**

Variable	N	Mean	Std. Dev.	SEM	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
General	100	142.370	16.646	1.66458	139.0671	145.6729
OBCs	275	141.207	16.683	1.00601	139.2268	143.1878
SCs	25	140.040	16.458	3.29165	133.2464	146.8336
STs	200	142.030	14.393	1.01771	140.0231	144.0369
Total	600	141.627	15.909	.64950	140.3511	142.9022

Source: computed from field survey data

Table 5 shows the mean and standard deviation values obtained by B.Ed. teacher trainees who belong to different social categories on the attitude towards continuous internal assessment scale are as follows: General ( $M = 142.370$ ,  $SD = 16.646$ ), OBCs ( $M = 141.207$ ,  $SD = 16.683$ ), SCs ( $M = 140.040$ ,  $SD = 16.458$ ), and STs ( $M = 142.030$ ,  $SD = 14.393$ ).

**Table 6: ANOVA Summary (attitude of student teachers belonging to different social categories)**

	Sum of Squares	df	Mean Sq.	F	Sig.
Between Groups	199.098	3	66.366	0.261	0.853
Within Groups	151413.275	596	254.049		
Total	151612.373	599			

Source: computed from field survey data

The ANOVA results in Table 6 revealed an overall non-significant difference in attitude between B.Ed. teacher trainees who belong to different social categories such as general, OBCs, SCs, and STs;  $F_{(3, 596)} = 0.261$ ,  $p = 0.853$ . Therefore, the null hypothesis was retained.

**Table 7****Post Hoc Tests - Tukey HSD (Dependent Variable: category score CIA)**

The ANOVA results in Table 6 revealed an overall non-significant difference in attitude between B.Ed. teacher trainees who belong to different social categories such as general, OBCs, SCs, and STs;  $F_{(3, 596)} = 0.261$ ,  $p = 0.853$ . Therefore, the null hypothesis was retained.

(I) Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
General OBC	1.16273	1.86126	.924	-3.6324	5.9579
SC	2.33000	3.56405	.914	-6.8520	11.5120
ST	.34000	1.95211	.998	-4.6892	5.3692

OBC	General	-1.16273	1.86126	.924	-5.9579	3.6324
	SC	1.16727	3.32953	.985	-7.4106	9.7451
	ST	-.82273	1.48124	.945	-4.6388	2.9934
SC	General	-2.33000	3.56405	.914	-11.5120	6.8520
	OBC	-1.16727	3.32953	.985	-9.7451	7.4106
	ST	-1.99000	3.38116	.936	-10.7008	6.7208
ST	General	-.34000	1.95211	.998	-5.3692	4.6892
	OBC	.82273	1.48124	.945	-2.9934	4.6388
	SC	1.99000	3.38116	.936	-6.7208	10.7008

Source: computed from field survey data

Further, the post hoc test (Tukey HSD) results indicated no significant difference in attitude among B.Ed. teacher trainees who belong to different social categories (See Table 7). Therefore, it was inferred that B.Ed. teacher trainees who belong to different social categories possessed similar levels of attitude

## 1.6 Discussion

In the study, among the variables studied, stream (arts/science) and caste category (Gen/OBC/SC/ST) were found to have no significant difference in the attitude of the teacher trainees towards continuous internal assessment. The result may be due to equal educational opportunity, the same curriculum, and the availability of trained teachers for both student teachers belonging to different subject streams and social categories. These results are in tandem with the results of previous studies (Anitha, 2014). But a study by Haseena and Reddy (2014) found that arts and science students show a significant difference between the two. Further, our study's result shows a significant difference in the attitudes of males and females, i.e., males have scored higher on the attitude scale. This finding was supported by prior studies (Reddy et al., 2014). However, a study shows that gender has not influenced their attitude towards the semester system (Garcha, 2017; Singh et al., 2013). Further, our study shows a significant difference in the attitude of student teachers belonging to different localities and types of colleges. Our finding is in line with prior studies (Anitha, 2014). Furthermore, it is also evident from the analysis that male, urban, and government teacher trainees have better attitudes towards Continuous internal assessment than female, rural, and private teacher trainees, respectively.

## 1.7 Conclusion

The finding revealed that the student teachers who belonged to the female, rural, and private categories had a less favorable attitude than their counterparts. Therefore, to encourage a highly favourable attitude toward Continuous Internal Assessment among the teacher trainees, they must be provided adequate guidance, teaching-learning materials, and appropriate infrastructure.

## 1.11 Conflict of interest

The authors declare no conflict of interest.

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