

# Cover page

## A STUDY OF ATTITUDE

Of students towards grade systems in the current education system.

### PROJECT REPORT

Submitted to the Mumbai University  
In partial fulfilment of the requirements  
For the degree of  
Bachelor of Education.

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## Certificate

This is to certify that the project report entitled "A study of reasons for grammatical errors produced by secondary students." Has been prepared by Nafisa Akil Zaveri in partial fulfilment of the requirements for Bachelor Degree in Education of Mumbai University. It embodies materials collected and analysed by the candidate under my guidance and it is hereby approved as indicating the proficiency of this candidate.

Mrs. Pradnya Jadhav

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## Acknowledgement

I am sincerely thankful to all my teachers of Pillai college of Education and Research and also the teachers of Mahatma International School where I worked as a student teacher for their kind cooperation and guidance at every step throughout the preparation of this action report.

Place: Navi Mumbai

Date:

Nafisa Akil Zaveri

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## Introduction:

Generally, the grading system is the process by which educators evaluate the performance of the pupils in exams on the standard particular scales which is based on the points entirely and consists of the grades like A-F or range like 1-10 generally.

The main purpose of grading system is to give clearance to the learners and educators about the performance of the pupils in the respective subject field of study so that both can able to do work on weaknesses and achieve good results.

The grading system was invented by the William Farish, a teacher in Cambridge University, England. He actually wanted to know that what is going in the mind of the students. Actually grading system originated in the factories to rate up against the production quality whether the product which was made is of good quality or not.

Nowadays, every field of work has become advance so as the educational sector. The educational field has diverse change as compared to the gone times. New techniques which are introduced into system. The grading system is also one of the techniques which are used in education.

Grading is considerably imperfect way of determining how students understand a concept. People can still learn much information without necessarily scoring high grades. It is even said that students it is even said that students who place too much focus on scoring straight "A" might miss out on other aspect of learning. The main purpose of this action research is to find out grades are useful in current education system. The concern is about to check child learning and understating.

## Statement of the problem:

A study of attitude Of students towards grade systems in current education.

## Need of the study:

In so many ways our current grading system leaves much to be desired. But we have not yet formalized how to appraise a grading system. We can identify some criteria for evaluating grading system by sorting consequences.

- Grades helps to reflect students learning outcomes, unfortunately grades as we know them today do not reflect the learning outcomes hat students have or have not achieved. So if a better grading system is implemented then outcomes will be fruitful
- It helps to motivate students to learn, ideally a grading system would emphasize learning over grades and encourages a learning over a performance orientation, student would want to learn and grades will closely monitor learning.
- Motivates student to excel. A better grading system will build incentives for students to aim high, work hard and do their best.
- Discourage cheating, in current grading system cheating and plagiarism are popular. In fact some student put more effort and time to implement this strategies. An improvised grading system would make cheating very difficult, less appealing, or both it would rely more authentic assessment.
- Reduce student stress, apparently our system is hazardous to our mental health. In game of higher education, students stress over low grade because it may affect their precious future job.

Hence need for A study of attitude of students towards grades system is very much necessary to know students learning , knowledge and understanding and also top reduce fear of getting top grades in class. Our grades system should be revised according to student needs.

## Objectives of the study:

- 1) To study the difficulties of a study of attitude of students towards grade system in current education system.
- 2) To suggest measures for grade system in our current education.
- 3) To find out alternative of grade system in current education by involving students.

## Operational definitions:

- Study: the devotion of time and attention to gaining knowledge of an academic subject, especially by means of book.
- Attitude: is a way of feeling, acting towards a person, thing or situation. An attitude is a way of thinking that you can express just by standing a certain way.
- Education system: education system comprises everything that goes into educating public-school students at the federal, state, or community levels.
- Students: A student is a primarily a person enrolled in a school or other educational institution and who is under learning with goals of acquiring knowledge, developing profession and achieving employment at desired field.

## Importance of the study:

1. Grades or marks form a big influential element in a student's life. It helps to benefit education in best possible interest of a student and his or her learning ability.
2. The primary purpose of the grading system is to clearly, accurately, consistently, and fairly communicate learning progress and achievement to students, families etc.
3. Grading provides students with feedback on their own learning, clarifying for them what they understand, what they don't understand, and where they can improve.



## Scope of the study:

This research covers the difficulties faced by the students. To get good grades in class or exams this creates feeling of inferiority among them. This study is restricted to 7<sup>th</sup> standard students only and will assist teachers to some extent to plan their grading patterns accordingly.

## Sample size:

The sample size is defined as the number of observations used for determining the estimations of a given population. The size of the sample has been drawn from the population. Sampling is the process of selection of a subset of individuals from the population to estimate the characteristics of the whole population. The number of entities in a subset of a population is selected for analysis.

The sample size for this research is 42 students of 7<sup>th</sup> standard from Mahatma International School.

## Tools employed for study:

Data Collection tools refer to the devices / instruments used to collect data, such as a paper questionnaire for computer assisted interviewing system. Tools are the most important thing in the research field. There are various types of tools to collect data. In the present study, questionnaire is used as a tool for data collection. Questionnaire of the research instrument consisting of a series of questions for the purpose of gathering information from the respondents. Questionnaires can be thought of as a kind of written interview.

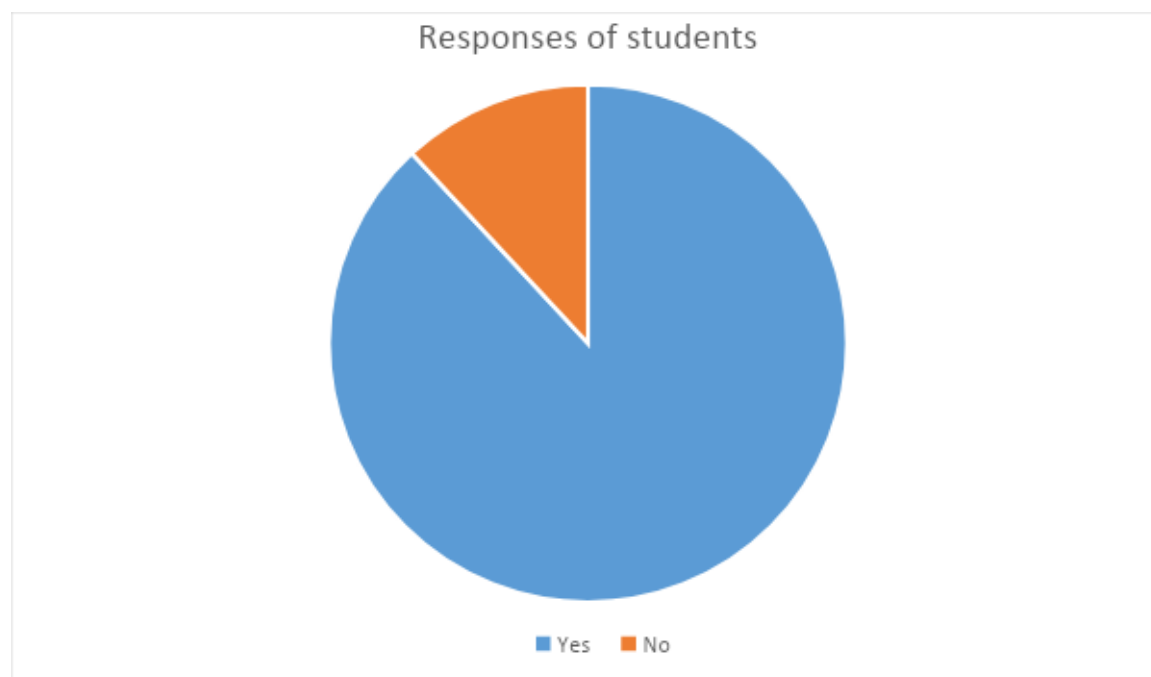
## Survey Methodology:

Methodology is a contextual framework' for research, a coherent and logical scheme based on views, beliefs, and values, that guides the choices researchers or other users make. In this study Survey Methodology is been used. Survey methodology studies the in-depth sampling of individual units from a population and administering data collection techniques on that sample. It includes instruments or processes that ask different question types to a predefined sample, to conduct data-collection, and increase the survey response rate.

## DATA ANALYSIS AND INTERPRETATION

Q1. Do you get good grades in exam?

Responses	Yes	percentage	No	Percentage
Students	37	88.1%	5	11.9%

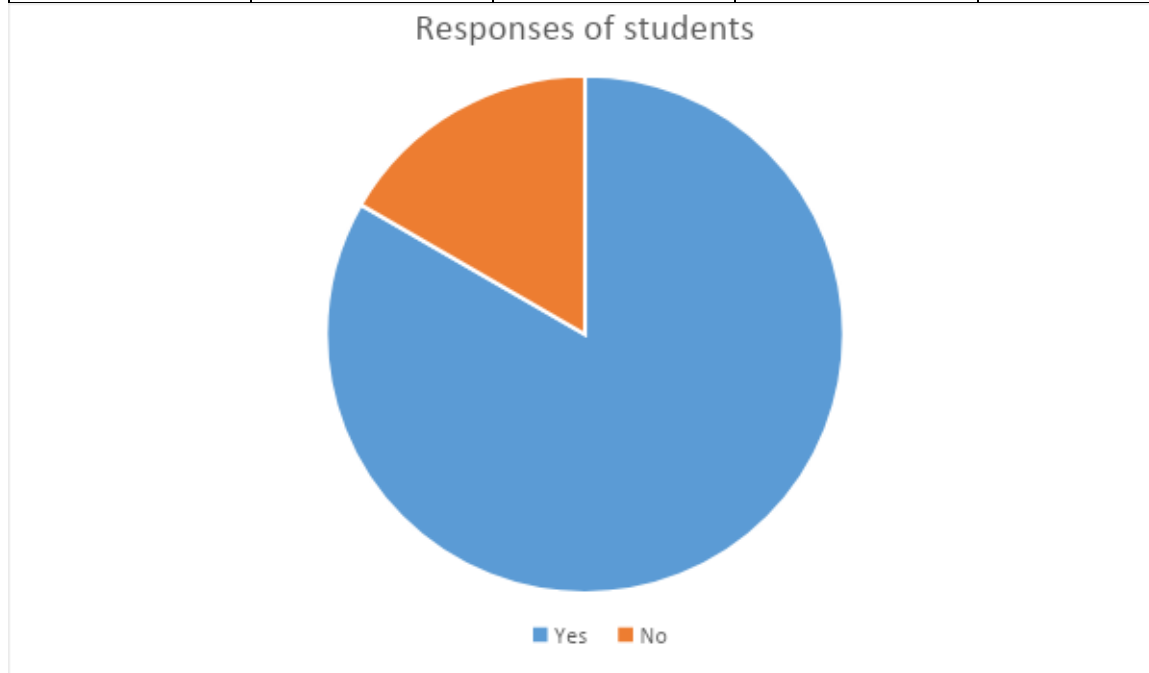


Interpretation: From the above interpretation 88.1% students gets good grade in exam whereas 11.9% students do not get good grades in exam.

Q2. Do you agree grades are important in education?

Responses	Yes	percentage	No	Percentage
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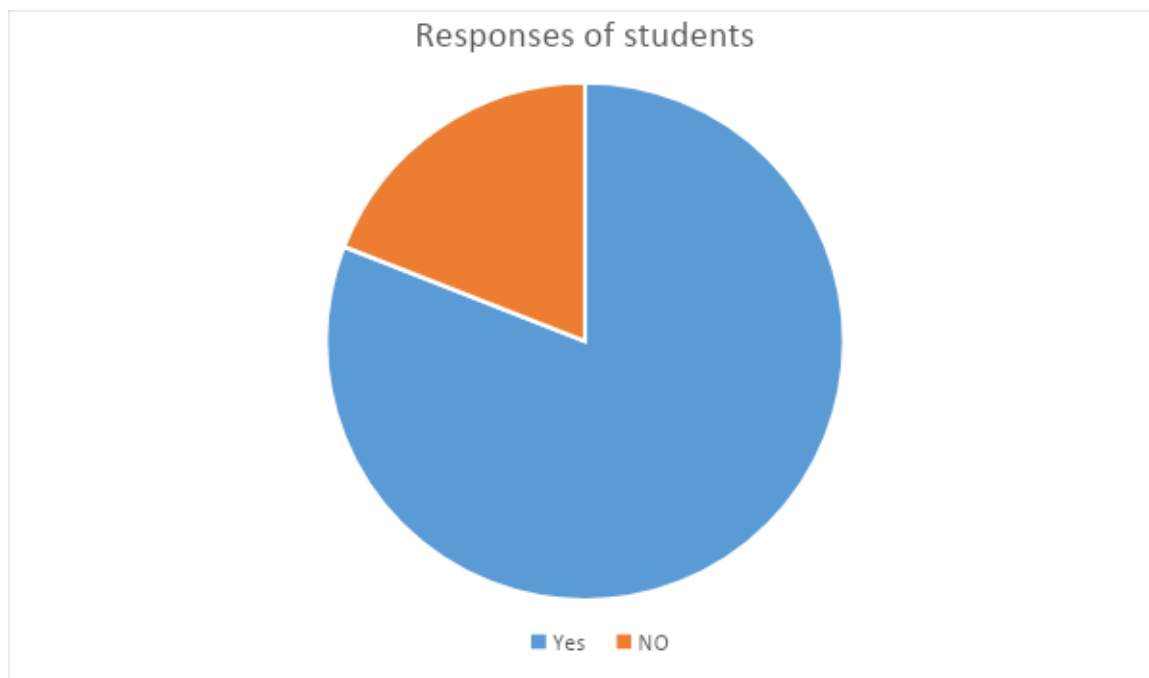
Students	35	83.3%	7	16.7%
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Interpretation: From the above interpretation 83.3% students agree that grades are important in education whereas 16.7% students do not agree that grades are important in education

Q3. Will you care more about your grades than learning?

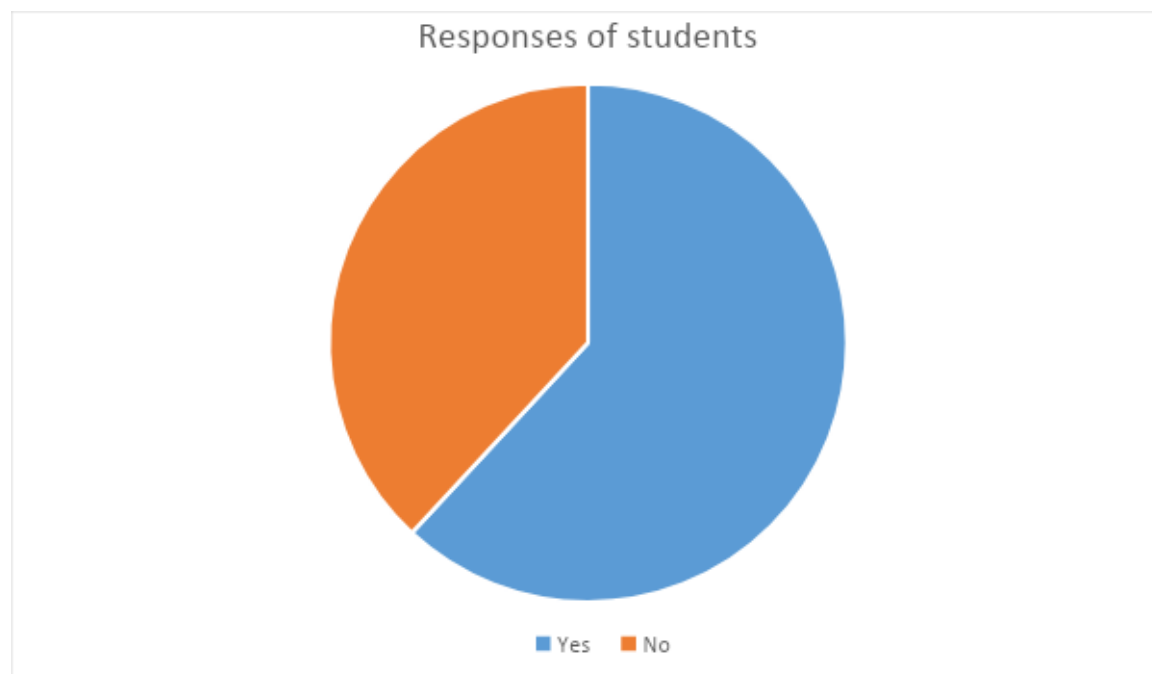
Responses	Yes	percentage	No	Percentage
Students	34	81%	8	19%



Interpretation: From the above diagram 34% of students care about their grades than learning whereas 19% Of students do not care about their grades.

Q4. Are you afraid of getting low grades in class?

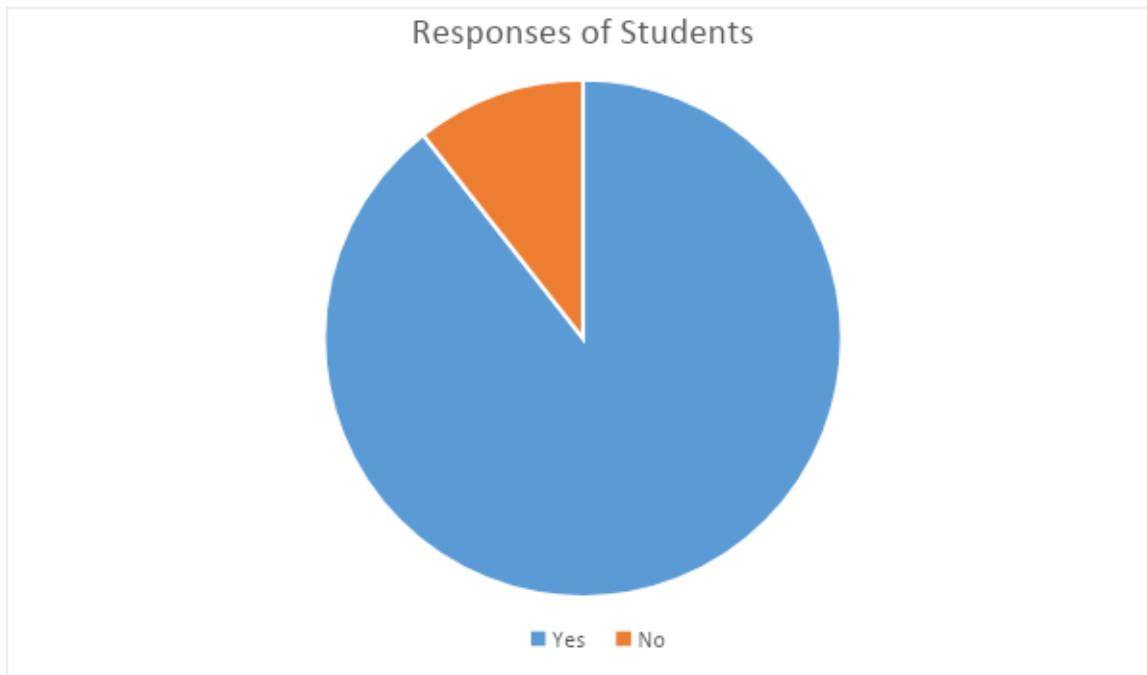
Responses	Yes	percentage	No	Percentage
Students	26	61.9%	16	38.1%



Interpretation: From the above diagram 61.9% students are afraid of getting low grades in class whereas 38.1% of students are not afraid of getting low grades in class.

Q5. Does grades creates the feeling of competition in class?

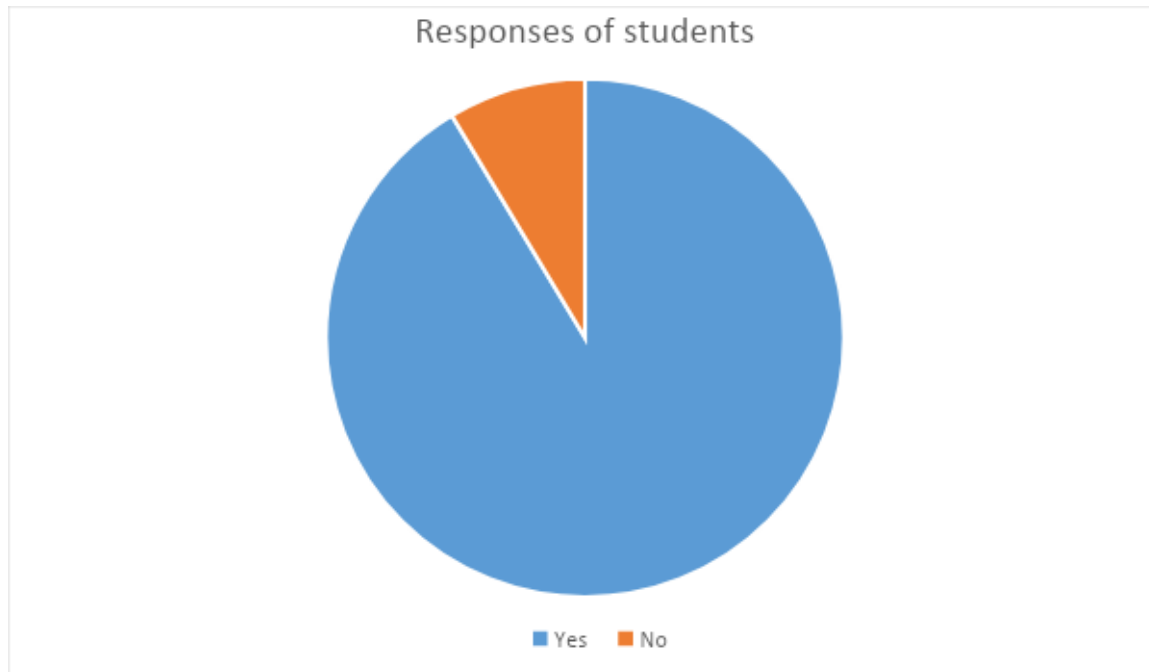
Responses	Yes	percentage	No	Percentage
Students	27	64.3%	15	35.7%



Interpretation: From the above figure 64.3% students feels grades creates the feeling of completion in class whereas 35.7% do not feel that grades create competition in class.

Q6. Do grades really motivates you to learn?

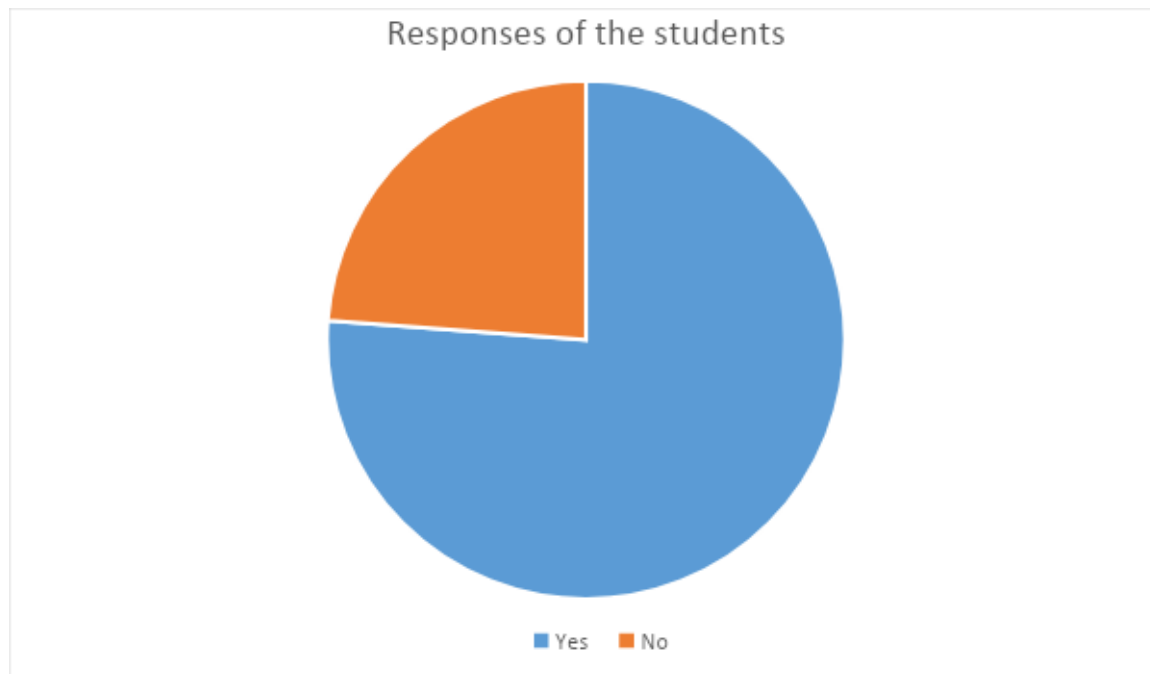
Responses	Yes	percentage	No	Percentage
Students	34	81%	8	19%



Interpretation: From the above pie chart 81% of students believe that grades really motivates them to learn whereas 19% students do not believe grades motivates them.

Q7. Does student attendance matter to achieve good grades?

Responses	Yes	percentage	No	Percentage
Students	32	76.2%	10	23.8%

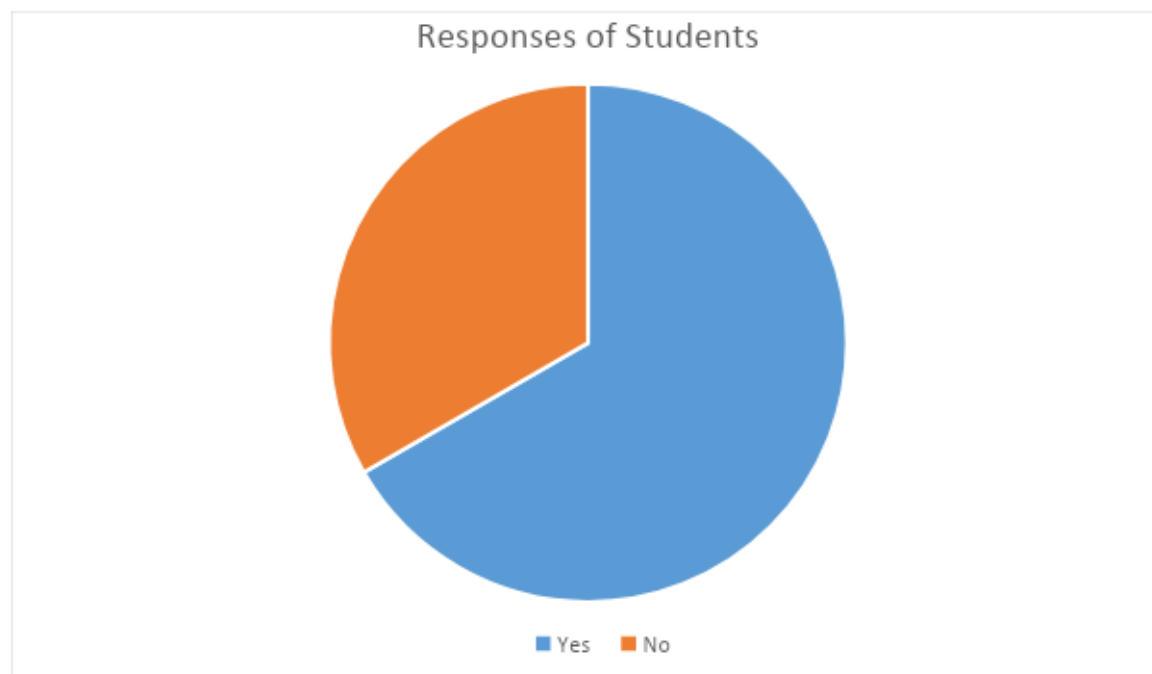


Interpretation: From the above figure 76.2% of students believe that attendance matter to achieve good grades whereas 23.8% of students do not believe that attendance matter to achieve good grades.



Q8. Was it easier for you to get passing grade in exam?

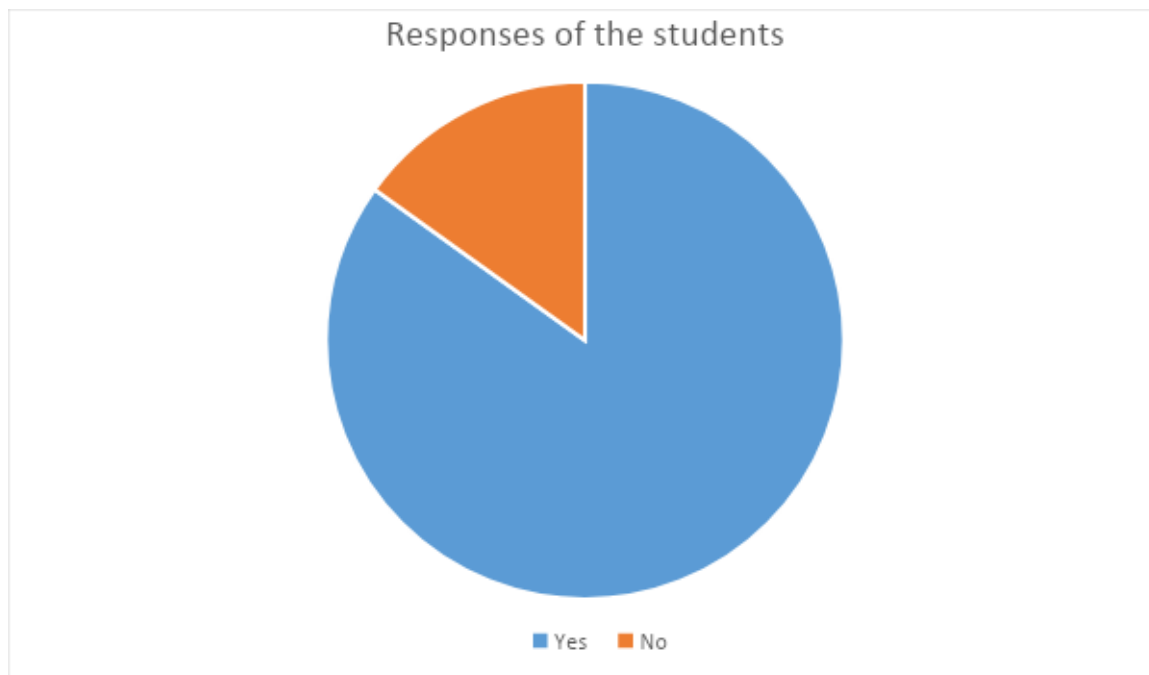
Responses	Yes	percentage	No	Percentage
Students	28	66.7%	14	33.3%



Interpretation: From the above diagram 66.7% of students find easy to get passing grades in exam whereas 33.3% Of students find difficult to get passing grades in exam.

Q9. Was it harder for you to get A grade in exam?

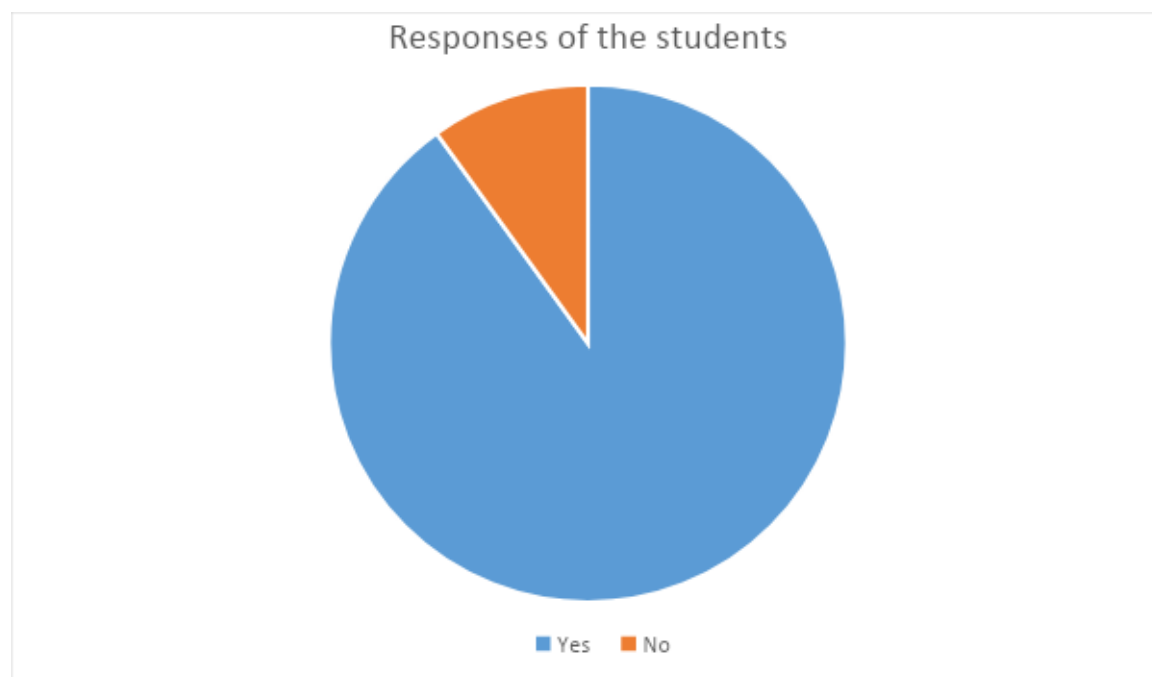
Responses	Yes	percentage	No	Percentage
Students	18	42.9%	24	57.1%



Interpretation: From the above pie chart 57.1% of students did not find difficult to get A grade in exam whereas 42.9% of students find it difficult to get A grade in exam.

Q10. Does grades provides reliable information about students learning?

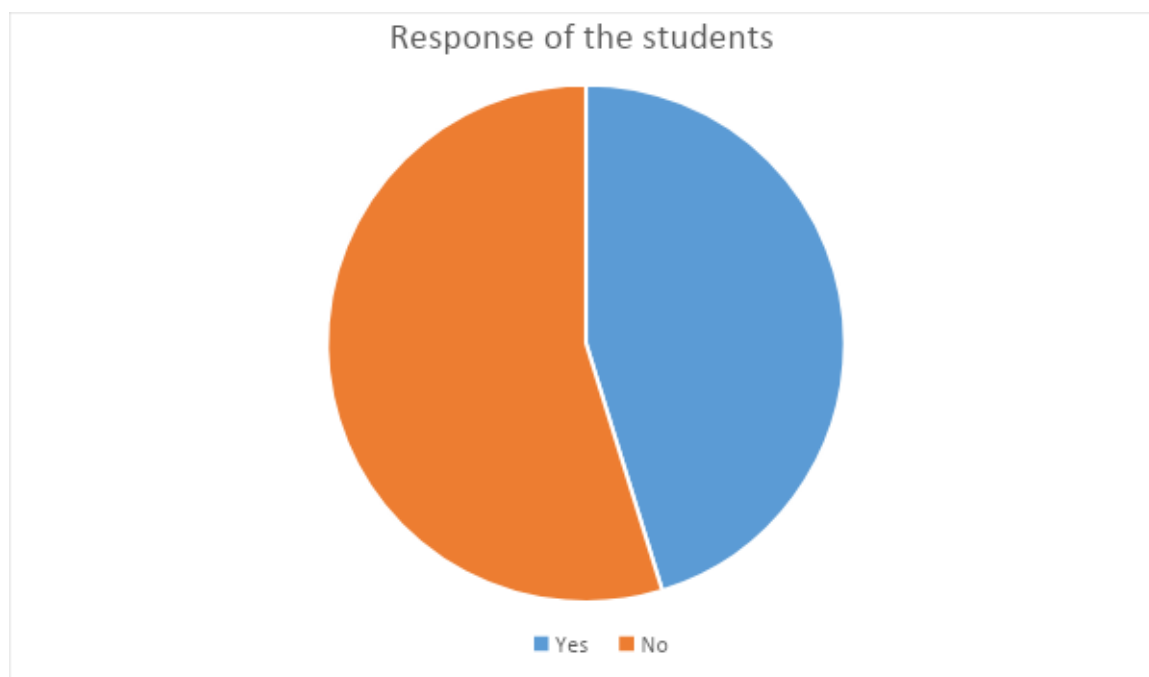
Responses	Yes	percentage	No	Percentage
Students	29	69%	13	31%



Interpretation: From the above diagram 69%of students agree that grades provides reliable information about students learning whereas 31% of students do not agree that grades provides reliable information about students learning.

Q11. Do you compare your grades with your classmate?

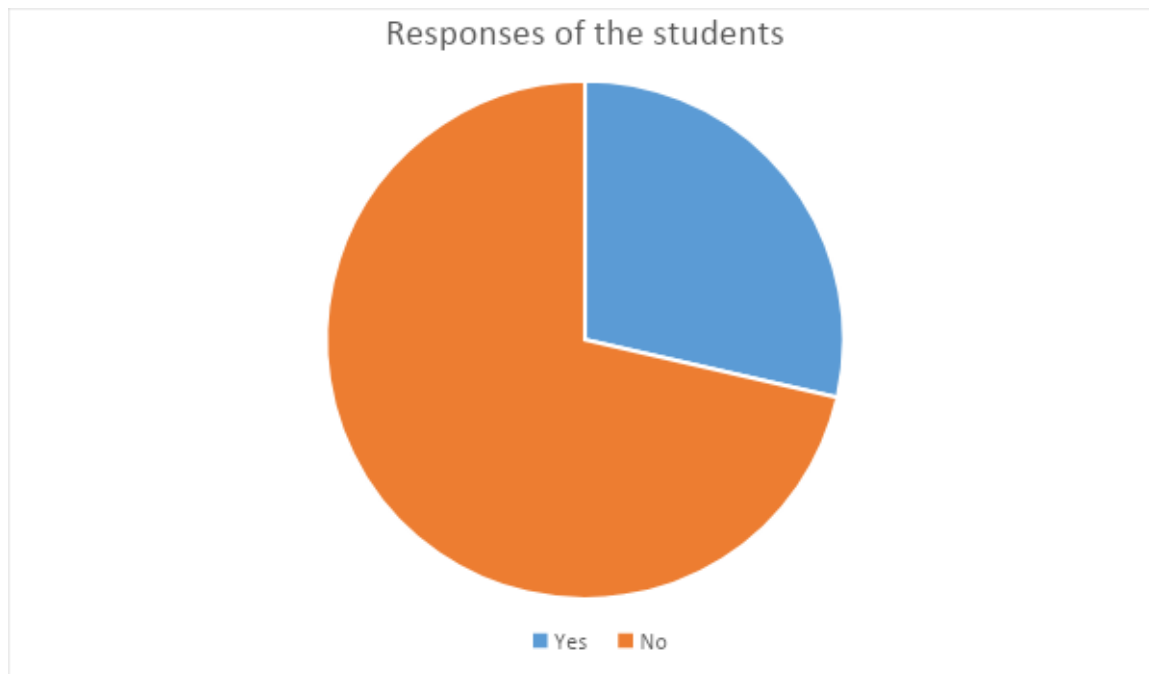
Responses	Yes	percentage	No	Percentage
Students	19	45.2%	23	53.8%



Interpretation: From the above diagram 53.8% of students do not agree in comparing grades with the classmates whereas 45.2% of student agree with comparing grades with classmates.

Q12. Do poor grades make your self-esteem low?

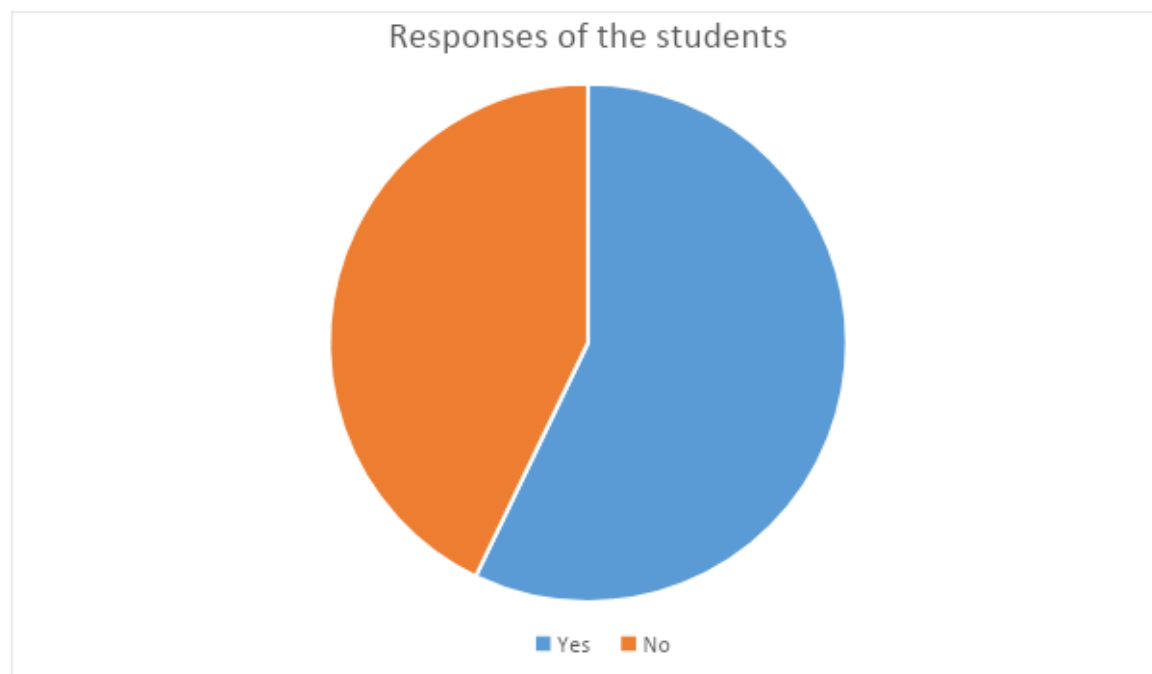
Responses	Yes	percentage	No	Percentage
Students	12	28.6%	28	71.4%



Interpretation: From the above figure 71.4% of students do not agree that grades make your self- esteem low whereas 28.6% of students believe grades make self-esteem low.

Q13. Do you think grades cause pressure to perform well?

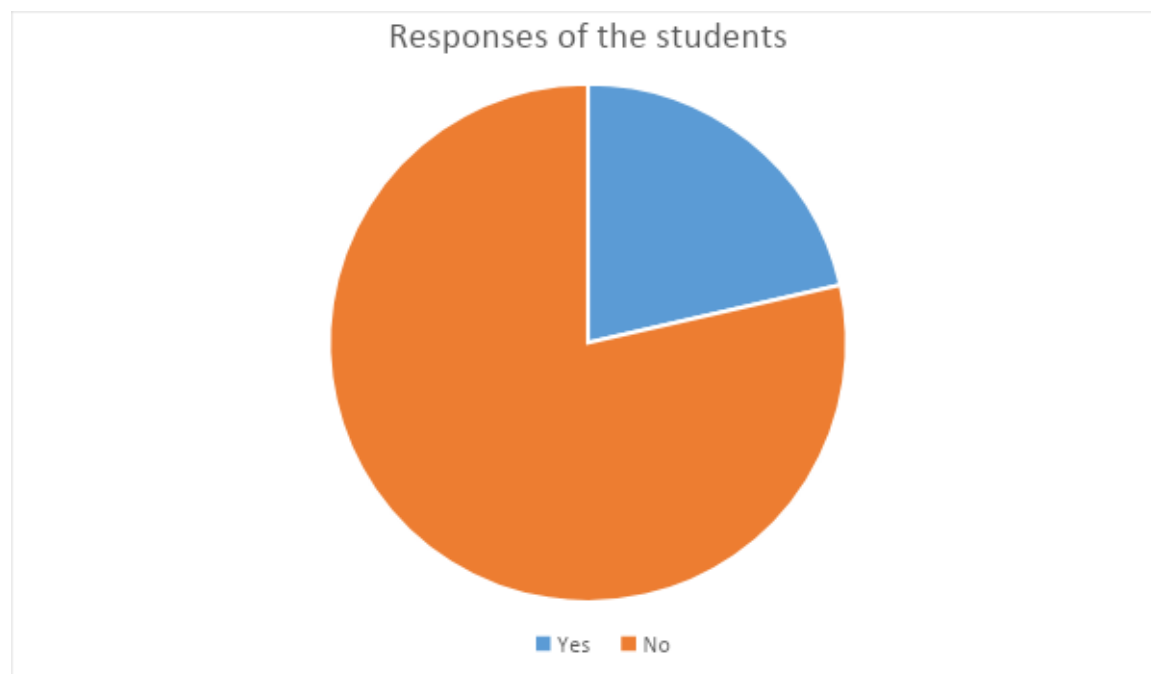
Responses	Yes	percentage	No	Percentage
Students	24	57.1%	18	42.9%



Interpretation: From the above pie chart 57.1% of students think grade causes pressure to perform well in exam whereas 42.9% of students do not think that grade causes pressure to perform well.

Q14. Do you think grades discourages risk-taking ability of students?

Responses	Yes	percentage	No	Percentage
Students	9	21.4%	33	78.6%



Interpretation: From the above diagram 78.6% of students disagree that grades discourages risk taking ability of students whereas 21.4% of students agree that grades discourages risk taking ability of students.

## Major findings of the study:

1. All the students agree that grades are important in current education system. As it helps students to be motivated towards their learning.
2. Almost all the students are afraid of getting low grades in class or exams. Due to which it creates the feeling of competition in students.
3. Most of the students feels that attendance do matter to achieve good grades, and also for most of the students it was easy to get passing grades and for major group of students it was difficult to get A grade.
4. Students often believe that grades certainly provides reliable information about students learning.
5. Most of the students feels comparing grades are not useful and also they feel grades do not cause any pressure on them.
6. Almost all students feels that grades helps to build risk taking ability amongst students.
7. Students often believe that grades system helps them to build their self-esteem and perform well in class.



## Suggestions:

Most schools follow standard grading systems, with a letter scale of A through F, and a corresponding numerical value used to calculate students' grade point averages. Although this system helps us to understand and track student performance on a universal scale, there are some drawbacks to the method.

Some critics argue that assigning numerical or letter values to student performance can actually be damaging to students. As a possible solution to the problem, some educators are looking to alternative practices to foster positive student development without the "F is for Failure" stigma.

Here there are some suggestion given by teachers for the changes we can have in current grading system.

By giving students feedback and constructive criticism on their work, as they work, teachers guide their students along a more collaboratively-focused development, rather than judging their performance as a final result. This encourages growth in accordance with students' individual needs, rather than punishing them with negative grades for taking longer to master the material.

By giving students the reins in their education, you're teaching them responsibility and self-motivation. Asking students how they thought they performed or how much effort they exerted puts them in a position of reflection and inspiration to live up to their own high standards.

Rather than assigning students a numerical grade on their assessment, it can be far more beneficial to select some highlights of areas in which they excel, and point out some areas which could use further development. By then supplying them with some advice for how to improve in the future, the student goes home with a focus on positive growth for the future, rather than feelings of guilt or futility from negative criticism.

Hence these are the above suggestion given by students and teachers for grade system and is alternative in the current education system.

## Conclusion:

According to many teachers and students, grading system is a good initiative and providing valuable advantages such as: Reduced score pressure: The grading system has reduced the scoring pressure of students. ... Easier Studies: The grading system has made studies easier in many ways.

Grades or marks form a big influential element in a student's life. Grades benefit education in best possible interest of a student and his or her learning ability. ... Backbone can be used as a metaphor for grade in the academic society. It acts a motivational factor for students to get a better grade.

Thus, the grades are a great help for students to prove their caliber and in turn pave a bright a bright future for themselves. Always remember your grades cannot define you, so do not fall prey to them. Your grades however acts as stepping stone for your future , so do not ignore them completely.

## Appendix:

- 1) Do you get good grades in exam? Yes/No
- 2) Do you agree grades are important in education? Yes/No
- 3) Will you care more about your grades than learning? Yes/No
- 4) Are you afraid of getting low grades in class? Yes/No
- 5) Does grades create the feeling of competition in class? Yes/No
- 6) Do grades really motivates you to learn? Yes/No
- 7) Does students attendance matter to achieve good grades in exam? Yes/No
- 8) Was it easier for you to get passing grade in exam? Yes/no
- 9) Was it harder for you to get A grade in exam? Yes/No
- 10) Does grades provides reliable information about students learning? Yes/No
- 11) Do you compare your grades with your classmate? Yes/No
- 12) Do poor grades make your self esteem low? Yes/NO
- 13) Do you think grades cause pressure to perform well? Yes/No
- 14) Do you think grades discourages risk-taking ability of students? Yes/No

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