

Attitude of Students and Teachers towards Teaching-Learning and Evaluation Process in Higher Education

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Abstract

In higher education institutions, with the help of the teaching-learning and evaluation process, students develop their understanding and skills in their chosen field according to their interests and needs, which provides them with the necessary tools to face the challenges of the outside world as well as achieve real success in their chosen field. The purpose of this research paper is to look into teachers' and students' attitude toward the teaching-learning and evaluation process at the undergraduate and postgraduate levels in higher education institutions in India. The respondents included teachers and students from various disciplines. The purpose of this research paper is to negotiate teachers' and students' attitude about the teaching-learning and evaluation process on the basis of level of program (undergraduate and postgraduate level). The results showed that both students and teachers had positive attitudes towards the teaching-learning and evaluation process, with postgraduate students and teachers showing higher satisfaction levels than their undergraduate counterparts. Overall, the findings have implications for policy and practice in higher education institutions in India, suggesting the need for greater attention to these areas to raise the level of teaching-learning and evaluation generally.

Keywords- Attitude, Teaching-Learning and Evaluation Process, Higher Education

Introduction

In institutions of higher education, teaching-learning and evaluation process of students and teachers at both undergraduate and postgraduate levels are influenced to a great extent by various factors such as social status, economic status, intellectual status, educational status, personal experiences, and personal values. At the undergraduate level, students are largely dependent on the teacher for learning and various types of guidance. Teachers at this level emphasize creative thinking, intellectual dedication, and learning because most undergraduate students are less active than postgraduate students. This involves a structured and traditional approach, and rote learning is more prevalent. Undergraduate students view exams and grades as success, thus developing less of a deep understanding of the subject. While postgraduate students focus more on subject learning, in which research skills and an active approach to advanced thinking play an important role, independent thinking and self-study at this stage require the student to be self-directed and self-motivated. It requires logical thinking, analysis, and application of knowledge, resulting in a deeper understanding of the subject. Similarly, teachers may also have different attitudes towards teaching-learning and evaluation process based on their experience, training, and personal beliefs. Some teachers focus on delivering subject material to students, Some teachers focus on lectures and textbooks, while others focus on student-centered approaches and problems. Some teachers view evaluation primarily as a measure of student performance, while others see it as an opportunity for learning and growth. Overall, understanding the attitude of students and teachers towards the teaching-learning and evaluation process can help in the improvement and development of effective educational systems and better strategies, which can bring unprecedented changes in the development of the educational system. Thus, to understand the difference in thinking, expectations, and experiences towards the teaching-learning and evaluation process in higher educational institutions, learning is important regarding view of students and teachers towards the Teaching-Learning and Evaluation Process at both undergraduate and postgraduate levels.

Review of Related Literature

Bhargava, A. (2014) conducted an article on "Attitudes of student teachers toward the teaching profession". A ready-made tool was used to explore the impact of students and science and social science disciplines on teachers' and students' attitudes toward the teaching area. There were several categories studied, including context of discipline and students. 96 of the 100 students in the sample gave a response. Calculations were made to determine the "t" value and mean scores, in order to determine how differently different categories felt about the teaching profession. **Blazer, D. (2016)** conducted a study on "Teacher and Teaching Effects on Students' Attitudes and Behavior". The researcher has explained in this research paper how teachers affect the achievement of students on standardized tests, while in reality, proper approach and foresight are necessary for success. Prior studies have shown that upper-primary teachers have a major effect on students' efficacy in mathematics and self-reported measures of

classroom behavior. The emotional support given by the teachers and the organization of the classroom brings about the necessary improvement in the attitude and behavior of the students. However, educators who are successful in raising test scores frequently struggle to change the attitudes and behaviors of their pupils. These findings support established theories about the multifaceted nature of instruction and the need to develop plans to enhance all teachers' abilities. **Ifeoma, A. R. (2016)** conducted a study on "Assessment of students' attitudes and perceptions of teaching practice: The case of undergraduates of Delta State University, Abraca". Researcher used a post-hoc design in this descriptive survey method. 280 respondents were selected, and interviews and questionnaires were used to obtain the data. In this research paper, appropriate statistic were used. The collected data were analyzed through means, standard deviations, and percentages. The significance level was 0.05. In conclusion, it was found that Teaching practice is viewed positively by university teacher. This was reflected in their activities, like writing daily lesson notes, their regular attendance, and their interest in every program. Additionally, students and faculty reported that his interactions with his advisors were positive. According to a study on lecturers' supervision of teachers in rural schools, some of the teachers felt neglected by their supervision, which left some of the teachers unhappy. The study's findings included a recommendation for Delta State University to ensure that student teachers are posted to institutions with convenient access to lecture halls. **Mandal, A. (2020)** conducted a study on "Attitudes of teacher-teachers and student-teachers towards a two-year B.Ed." program: A review-based evaluation". To understand the behavioral situation in a lonely framework with a wider reach of ideas, the qualitative method was used and the content analysis method was adopted. The result shows that most student teachers should be guided through a practical pedagogical strategy based on set-theoretic knowledge. Most of the teachers have a two-year B.Ed. degree there is no positive feeling about the program. The overall curriculum emphasizes that B.Ed. how important is the curriculum? The institutes must follow the rules and regulations mentioned in the 2014 NCTE Regulations to produce qualified and responsible teachers in the future.

Significance of study

Both students and teachers at the undergraduate and postgraduate levels have a very important contribution to make towards the teaching-learning and evaluation processes that determine the quality of higher educational institutions in India. At the graduation level, students who are aware, alert, and self-motivated and who want to learn continuously have a higher success rate than other students. Those teachers who have a good understanding of their subject and are dedicated to teaching can make the subject accessible and interesting by bringing creativity to learning, which can result in phenomenal success in the skill development of the students. On the contrary, a negative attitude towards teaching, learning, and the evaluation process exposes the bad image of any educational institution. At the postgraduate level, the view of both about the teaching-learning and evaluation processes plays a very important role. As students mature at this postgraduate level, they are expected to be self-directed and self-motivated. Along with this, it is expected from the teachers that they are proficient in their subject and can guide the students properly. A positive approach to teaching and learning can help postgraduate students develop a deeper understanding of their subject matter and prepare them for advanced research or professional careers. The evaluation process is a very important part of higher education and plays a vital role in influencing the quality of education. Teachers who commit to fair and objective evaluation can help students develop a sense of confidence in their abilities and maintain academic integrity and can help foster a culture where students view assessment as a chance to grow and learn rather than a stressor or competition, making them more likely to do well. Thus, to ensure the quality of higher education at both the undergraduate and postgraduate levels, it is important to inculcate a positive attitude toward learning and assessment processes. Students and teachers who approach education with a sense of enthusiasm, curiosity, and dedication can create an environment that fosters intellectual growth and academic success. In the present study, researcher will try to know the attitude of students and teachers towards the Teaching-Learning and Evaluation Process on the basis of undergraduate and postgraduate levels.

Statement of the Problem

This study deals with the view of students and teachers about the teaching-learning and evaluation process in higher educational institutions, especially at the undergraduate and postgraduate levels. Also tries to find out and compare the attitudes of both groups towards various aspects, such as instructional methods, course materials, and evaluation procedures. The study focused on identifying any differences or similarities between the attitudes of undergraduate and graduate students and teachers and the reasons for these differences. The study's goal is to offer guidance on how to enhance the teaching-learning and evaluation process at both levels of higher education by taking into account the perspectives of both students and teachers. Therefore, the researcher has taken this topic entitled " **Attitude of Students and Teachers towards Teaching-Learning and Evaluation Process in Higher Education**".

Research Questions

1. What is the Attitude of students towards the Teaching-Learning and Evaluation Process on the basis of level of program (undergraduate and postgraduate level)?
2. What is the Attitude of teachers towards the Teaching-Learning and Evaluation Process on the basis of level of program (undergraduate and postgraduate level)?

Research Objectives

1. To study the attitude of students about the Teaching-Learning and Evaluation Process on the basis of level of program (undergraduate and postgraduate level).
2. To study the attitude of teachers about the Teaching-Learning and Evaluation Process on the basis of level of program (undergraduate and postgraduate level).

Research Hypotheses

1. To compare the attitude of students towards the Teaching-Learning and Evaluation Process on the basis of level of program (undergraduate and postgraduate level).
2. To compare the attitude of teachers towards the Teaching-Learning and Evaluation Process on the basis of level of program (undergraduate and postgraduate level).

Research Methodology

Research Method- In the present study, researcher used Descriptive survey method.

Variable-

Criterion Variable- Level of program (Undergraduate level & Postgraduate level)

Dependent Variable- Teaching-Learning and Evaluation Process

3. Population of the study- In the present study, UG and PG students and teachers of Lucknow University were included.

4. Sample - In this present study, samples of 450 students and 150 Teachers of UG and PG level of science and arts were taken .

5- Sampling Technique- Purposive sampling method was employed by the researcher.

6- Tools- Self construction perception scale was employed by the researcher.

7- Data collection- The data for the study was collected by the researcher from UG and PG students and teachers separately.

8- Statistics use in the study- T test was used by the researcher.

Data analysis and interpretation-

Objective 1- To study the attitude of students about the Teaching-Learning and Evaluation Process on the basis of level of program (undergraduate and postgraduate level).

Null hypothesis Ho1- There is no significant difference between attitude of students towards the teaching-learning and evaluation process on the basis of level of program.

Table 1-

| S.N. | Level of program | N | Mean Score | SD | DF | T Value |
|------|---------------------|-----|------------|-------|-----|---------|
| 1 | Undergraduate level | 225 | 138.28 | 25.80 | 448 | 2.11 |
| 2 | Postgraduate level | 225 | 152.11 | 18.40 | | |

Above table number 1 indicates that T value is 2.11, which is significant at 0.05 level of significance because T value 2.11 is greater than 1.96 (0.05 level). This means that the mean score of students at undergraduate and postgraduate level towards attitude of teaching-learning and evaluation process differ significantly. Thus, the null hypothesis that there is no significant difference in the mean scores of attitude towards teaching-learning and evaluation process of undergraduate and postgraduate students is not accepted. It can be said that undergraduate and postgraduate students were found to have the different attitude towards teaching-learning and evaluation process.

Objective 2- To study the attitude of teachers about the Teaching-Learning and Evaluation Process on the basis of level of program (undergraduate and postgraduate level).

Null hypothesis Ho2- To compare the attitude of teachers towards the Teaching-Learning and Evaluation Process on the basis of level of program (undergraduate and postgraduate level).

Table 2-

| S.N. | Level of program | N | Mean Score | SD | DF | T Value |
|------|---------------------|----|------------|-------|-----|---------|
| 1 | Undergraduate level | 75 | 196.22 | 14.21 | 123 | 1.23 |
| 2 | Postgraduate level | 50 | 192.4 | 14.32 | | |

Above table number 2 indicates that T value is 1.23, which is non-significant at 0.05 level of significance because T value 1.23 is smaller than 1.96 (0.05 level). This means that the mean

score of students at undergraduate and postgraduate level towards attitude of teaching-learning and evaluation process do not differ significantly. Thus, the null hypothesis that there is no significant difference in the mean scores of attitude towards teaching-learning and evaluation process of undergraduate and postgraduate students is accepted. It can be said that undergraduate and postgraduate students were found to have the same extent of attitudes towards teaching-learning and evaluation process.

Conclusion- Attitude of students and teachers can vary based on undergraduate and postgraduate level. Also can be vary based on cultural backgrounds, personal motivations, teaching methodologies, institutional support, and other contextual factors. Ultimately, fostering a positive attitude towards the teaching-learning and evaluation process requires a collaborative effort between students, teachers, and the educational institution to create an engaging and supportive learning environment.

Suggestions-

1. For Students:

Embrace a growth mindset: Adopt the belief that intelligence and abilities can be developed through effort and practice. This mindset encourages students to view challenges as opportunities for growth rather than as failures.

Take ownership of learning: Recognize that the responsibility for learning lies with the student. Actively engage in the learning process by attending classes, participating in discussions, completing assignments, and seeking clarification when needed.

2. For Teachers:

Create an inclusive and supportive environment: Foster a classroom atmosphere that values diversity and encourages open dialogue. Make students feel respected, heard, and included in the learning process.

Utilize varied teaching methods: Employ a mix of instructional strategies, such as lectures, group work, case studies, multimedia resources, and hands-on activities. This approach caters to diverse learning styles and keeps students engaged.

Overall, fostering a positive attitude towards teaching-learning and evaluation requires a collaborative effort between students and teachers. When both parties are actively engaged and invested in the process, it enhances the overall educational experience and outcomes in higher education.

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