



## A Survey of Academia's Preferences towards the Evaluation Process of B.Ed. Programme

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### Abstract

*Preferences of Teachers and Students towards the evaluation process of B.Ed. may have an important impact on holistic development of Academia. There are two types of testing format of evaluation process of B. Ed programme in DBRAU Agra named mixed type test (objective questions, short and long answer type questions) which is the old pattern and the new one is MCQ (Multiple choice Questions).*

*The objectives of this research paper are to know about preference of students and teachers about The MCQ Format and Mixed questions-based testing tools of Evaluation process.*

*Survey method is used and 160 and 80 samples of students and teachers are chosen respectively and a half of the sample of students is chosen from female candidates which are selected through stratified random sampling technique. A self-made questionnaire is prepared and a Google form is also created to approach the targeted sample.*

*The MCQ format is most preferred by students but is not preferred by teachers. The role of gender is not significant in deciding preferences towards assessment testing tools while the mixed questions-based testing format of evaluation is most preferred by teachers, but not as much by students.*

**Keywords:** *Testing, Evaluation, Examination, Preference and DBRAU Agra etc.*

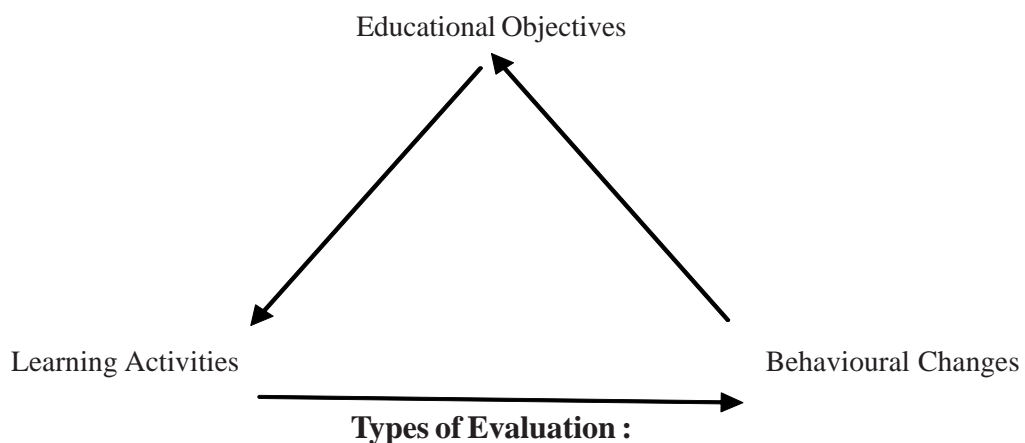
### Introduction

The evaluation process is an essential part of the education system as it is well known that the objective of education is all round or holistic development of learners and the evaluation process is directly associated in attaining this objective and testing which is a part of evaluation process is widely used in assessing the academic desirability level of learning which is defined

by H.H. Remmers & M.L. Gage- “evaluation assumes a purpose or an idea of what is ‘good’ or ‘desirable’ from the standpoint of the individual or society or both” so it is clear from this definition that evaluation process is that by which the desirable level of learning or objectives of education is decided and attained. the evaluation process may be of different types under different circumstances and at various stages or age of learners. In other words, it can be said that evaluation is a process of attaining overall grading and desirability level of learning which is pre-decided by the concerned authorities in the same environment. Additionally, in the education system, evaluation is to get feedback and insights from learners to improve the teaching and learning process so that problems of educational environment can be addressed and new innovative educational strategies, reformation and initiatives etc. also be applied based on it.

### Modern Concept of Evaluation

The modern concept of evaluation in education is comprehensive, dynamic, inclusive, multidimensional and above all digital technology oriented. It was introduced by B.S. Bloom in 1956 in his famous work ‘Taxonomy of Educational Objectives’. According to him, the function of evaluation is desirable or expected behavioural changes in learners and he established education process on Evaluation. He divided the evaluation process into three major part (I) educational objectives (II) learning activities and (III) behavioural changes. These are correlated and interdependent. First, education objectives are set to start learning activities which are measured in behavioural changes of learners by getting the feedback the pre decided or set educational objectives are reset and again learning activities are reorganised. Thus, this process continues till the expected behaviour is not attained. In Bloom’s Taxonomy, there are three mental domains of a person with its subdivisions are mentioned such as cognitive, affective, and psychomotor domain which are measured by evaluation process.



There are many tools and techniques which are used in evaluation systems. Sometimes, these tools and techniques are also called evaluation due to their importance. These are as below: (Dixit, Priya Nandini,2016)

<b>Technique</b>	<b>Tools</b>
Testing	Essay type test, Objective type test, Oral test Practical
Observation	Scales, Checklist, Cumulative Record, Anecdotal Record
Sociometry	Sociograms, Sociometry coefficient, Sociometric chart
Self-report	Questionnaire, Attitude Scales, Aptitude Scales
Interview	Structured Interview, Unstructured Interview
Projection	Perception of ink blots, Interpretation of Pictures, sentence completion

Evaluation process can be classified into several types based on age, availability of resources, educational level, facility, need and purpose etc. (Gupta, S.P. 2010)

1. Formative Evaluation
2. Summative Evaluation
3. Continuous-Internal Evaluation
4. Constant and Comprehensive Evaluation
5. Diagnostic Evaluation
6. Norm-Referenced Evaluation
7. Criterion-Referenced Evaluation
8. Ipsative Evaluation

### **Evaluation Process of the B.Ed. programme in DBRAU Agra**

There are almost 298 colleges of the B. Ed programme which are affiliated with Dr. Bhimrao Ambedkar University Agra. From the viewpoint of colleges and students, it is a big number in India. Generally, this course can be completed in two years and there are three parts

in evaluation system. First, much weightage is given to written examination as good presentation, deep understanding, critical thinking, and retention capacity is highly required for a teacher so, it is assessed by mixed questions-based achievements test in which more weightage and focus is given to long answer type questions. This is called testing, which is a major part of evaluation and sometimes interchangeably used. The second part has a practical examination in which teaching aptitude, Internal and External related works are evaluated. In the third part, internal works, academic activities, discipline etc are also evaluated. Thus, the combination of these three examinations is an evaluation process for the B.Ed. programme which is widely accepted among academia except some exceptions.

But during Covid pandemic, most of the educational institutions had to change in the way of imparting education as well as in the evaluation system. So, DBRAU Agra had to go through various changes and adopting MCQ tools for testing or evaluation is one of them. In those circumstances, it was feasible but after post pandemic its implementation arises some confusion among Teachers, Students, and other stakeholders as before this mixed tool in which essay types questions or long answer type questions are weighed much having some MCQ or very short answer type questions in the B.Ed. Evaluation system. It is also a fact that the MCQ Format is not suitable for assessing the presentation skill, deep understanding, critical thinking, and retention capacity etc. (MangalS.K.2019)

### **Literature review on Evaluation system**

A few current and relevant related literature reviews is being done on this topic so that the purpose and need for further research could be justified which is as follows:

Kathrin F. Stanger-Hall (2012) conducted this research to find the knowledge of assessment tools in increasing critical thinking of students of science courses. Using experimental design for this purpose one group was assessed by the traditional MCQ format, and the other was by constructed-response format. It was found that the MCQ Format was a hindrance in critical thinking of students in comparison of constructed-response format.

Basera, C. H. (2019) endeavoured to determine the perceptions of learners in relation to formative and summative assessment (assessment strategies) in higher education. An exploratory research design with a sample size of 46 students carried out at Great Zimbabwe University's Mashava campus. It was concluded from respondents' perceptions that Formative assessment methods were found crucial for effective learning in higher education.

Anita, Holezinger and others (2020) conducted this research study at the Medical University of Vienna and the main purpose of it was to assess perceptions and preferences of 2nd year undergraduate medical students towards Multiple-Choice Question (MCQ), Short Answer Question (SAQ) and oral examination from the sample of 459 out of which 41.8% preferred MCQs, 24.0% oral examinations, and 9.5% SAQs, and female students had higher preference for oral examination than the male students, if freedom is given to them to choose the assessment tools.

Kagan, Buyukkarci and others (2021) conducted research based on the aim to gain information about the relationship among traditional assessment, formative assessment, and self-assessment preferences of students from Cukurova University English Language Teaching Department in Türkiye. It was concluded by experimental study that the traditional type of assessments (MCQ) test was highly preferred by both the experimental and control group of language Students.

Kececi, A., Dogan, C. D., & Gonullu, I. (2022) tried to know the preferences of nursing and medical students for assessment for this purpose non-experimental of correlational design was used upon 641 participants (including 169 medical students with 472 nursing students) it was found by the use of linear regression statistical analyses approach that nursing students' choice was MCQ format while medical students preferred complex/constructive assessment.

Sekhon, Tegbir, and Others (2023) conducted this close-ended questionnaire-based cross-sectional research to get insight into dental undergraduate students' preferences towards Formative assessment and Multiple-choice questions (MCQs). A sample of 382 was taken out of which (214) 56.2% rated the MCQ Format very useful for dental students while (141) 36.8% preferred Formative assessment in India.

Raja and others (2023) studied the preference of 125 faculties of medical and dental undergraduate programmes of private and public sector institutes across Karachi regarding e-assessment. Almost 68% from the sample reported that their issues were not resolved effectively in conducting e-assessments.

These research works have been done about faculties and students' preference towards evaluation/assessment which present mixed results. Additionally, Empirical observations and scholars' discourse are also found to have mixed conclusions. Keeping in mind the findings of these research works and current testing procedures for B.Ed. course in DBRAU Agra, the following questions are to be answered at present for the very purpose of this research topic.

1. Is MCQ based testing tool preferred adequately by academia?
2. Is MCQ based testing tool preferred adequately by both sex of academia?
3. Is a mixed based testing tool preferred adequately by academia?

### **Hypotheses :**

Based on above questions, the following three null hypotheses are framed.

1. There is no difference between students and teachers' preferences on the MCQ based testing format.
2. There is no difference between male students and female students' preferences on the MCQ based testing format.
3. There is no difference between students and teachers' preferences on the mixed Questions based testing format.

### **Delimitation:**

1. A sample of Pupil Teachers (students) and their teachers from both aided and self-finance colleges affiliated to DBRAU Agra.
2. This research paper is restricted only to testing tools of the Evaluation process for B.Ed. programme in DBRAU Agra.

### **Methodology**

According to purpose and nature of the studying problem, Survey method is applied with stratified random sampling technique. First, A list of all aided and self-finance colleges from all four districts which are affiliated with DBRAU Agra was prepared and 160 students and 80 teachers were chosen randomly having 50% female students of the sample and approached with the help of phone call, WhatsApp, and face to face manner from each district seeking their preference on the B.Ed. evaluation process. A self-made questionnaire and its virtual form (google form) having three-point scales is prepared for convenience to approach target samples and chi-square test is used to deduct findings.

### **Data Analysis and Interpretation**

The above pre-decided three null hypotheses are to be tested and interpreted one by one after analysing the gathered data as follows:

1. There is no difference between students and teachers' preferences on the MCQ based testing format.

<b>Variable</b>	<b>Preferred</b>	<b>Not preferred</b>	<b>Neutral</b>	<b>Total</b>
<b>Students</b>	<b>134</b>	<b>15</b>	<b>11</b>	<b>160</b>
<b>Teachers</b>	<b>6</b>	<b>69</b>	<b>5</b>	<b>80</b>
<b>Total</b>	<b>140</b>	<b>84</b>	<b>16</b>	<b>240</b>

By Testing the above null hypothesis and analysing the tabulated data with the help of MS Excel-19, the following values are obtained:  $df=2$ , Computed value of chi-squared is 168.86 and critical value of it at 0.05 level is 5.991 that is much lower. So, it is significant at this level. Consequently, the null hypothesis is rejected. Thus, it can be said that the difference between students and teachers' preferences on MCQ based testing format is not the same.

2. There is no difference between male students and female students' preferences on the MCQ based testing format.

<b>Variable</b>	<b>Preferred</b>	<b>Not preferred</b>	<b>Neutral</b>	<b>Total</b>
<b>Male Students</b>	<b>71</b>	<b>6</b>	<b>3</b>	<b>80</b>
<b>Female Students</b>	<b>63</b>	<b>9</b>	<b>8</b>	<b>80</b>
<b>Total</b>	<b>134</b>	<b>15</b>	<b>11</b>	<b>160</b>

$df=2$ , Computed value of chi-squared is 3.09 and critical value of it at 0.05 level is 5.991 which is bigger than computed value. So, it is not significant. Consequently, the null hypothesis is accepted. Thus, it can be said that the difference between male students and female students' preferences are the same on the MCQ based testing.

3. There is no difference between students and teachers' preferences on the mixed questions-based testing format.

<b>Variable</b>	<b>Preferred</b>	<b>Not preferred</b>	<b>Neutral</b>	<b>Total</b>
<b>Students</b>	<b>21</b>	<b>126</b>	<b>13</b>	<b>160</b>
<b>Teachers</b>	<b>63</b>	<b>9</b>	<b>8</b>	<b>80</b>
<b>Total</b>	<b>84</b>	<b>135</b>	<b>21</b>	<b>240</b>

df=2, Computed value of chi-squared is 103.23 and critical value of it at 0.05 level is 5.991 which is much lower. it is significant. Consequently, the null hypothesis is rejected. Thus, it can be said that the difference between students and teachers' preferences on the mixed questions-based testing format is not the same.

### **Findings**

By the above analysis and interpretation the following findings are obtained as below:

1. Students' preferences towards MCQ format of assessment/ evaluation are greater than that of teachers.
2. Male and female students' preferences towards MCQ format of assessment / evaluation are technically the same.
3. Teachers' preferences towards mixed questions-based testing format of assessment/ evaluation are greater than that of students.

### **Recommendations**

Most of the students favour MCQ format that is supported by various researches which are mentioned earlier. In this context, conclusion of Kathrin F. Stanger-Hall (2012) indicates that MCQ format is hindrance in critical thinking and NEP-2020 is also focus on essential learning outcomes by encouraging both MCQ format and descriptive format of assessment. So, it would be highly important to implement both types or mixed type of assessment in B.Ed. evaluation process.

### **Conclusion**

It can be easily concluded from the interpretation of the tested hypotheses and observation that 83.75% of students have a high preference for the MCQ-based testing format, while only a small percentage (7.5%) of teachers share this preference. Gender Preferences are not found significant in deciding preference towards MCQ format of assessment/ evaluation. Teachers' preferences towards mixed types questions-based testing format are found high with low preferences of students.



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