

# Marking Behaviour of Secondary School Teachers in Relation to Gender, Marital Status, and Religion

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## Abstract

The present research paper aimed to study the marking behaviour of secondary school teachers with respect to certain personal variables like to gender, marital status, and religion. Sample consisted of 104 teachers from Government Schools and 100 teachers from Private Schools at secondary level. Mean, SD and 't' test were used to analyze the data. Findings revealed no significant difference between the marking behaviour of non-Muslim Teachers teaching in Government and Private Secondary Schools. Whereas, a significant difference was found between the marking behaviour of Unmarried Teachers teaching in Government and Private Secondary Schools.

**Keywords:** Mark, Examination, Reliability, Validity and Marking Behaviour etc.

## Introduction

Evaluation is done so that actual facts of situation may be ascertained and remedial action can be taken where it is necessary (Aggarwal, 1997). "Evaluation is a continuous process and forms an integral part of the total system of education, and is intimately related to educational objectives. It helps not only to measure educational achievement but also to improve it". (Education Commission, 1964-66). According to S.K. Kochhar, "It indicates all kinds of efforts and all kinds of means to ascertain the quality, value and effectiveness of the desired outcomes." During an academic session, when students are provided with different kinds of knowledge and experiences in the school, it is essential for teacher to be aware with the learning outcomes of the students. The technique used for knowing the learning outcomes is known as examination. According to Secondary Education Commission (1952-53) "the subject of examination and evaluation occupies an important place in the field of education. It is not only necessary for teachers but also for parents to know from time to time, how the pupils are progressing and what their attainments and achievements are at any particular stage. Examinations are the means adopted for achieving this purpose." The purpose of examinations and evaluations is to assess the students' performance. Emphasizing the importance of examination, University Education Commission (1948) has rightly remarked that "if they were to make a single recommendation, it would be that of examination reform." So, examinations are an important ingredient of an educational system. After examination, marking is the next step in which the teacher or examiner quantifies the performance level of the students. In fact "marks and marking have been very deeply imbedded in the educational culture. It has become the basis, in whole or in part, for a wide range of actions and decisions within a given educational institution, between levels in the educational structure, and in relations of the educational system to the outside world (Thorndike & Hagen, 1979). Mark is a term which is used to indicate raw scores on a test or examination." C.V. Good (1973) clarified the meaning of a mark as "a value or rating which indices how a performance is to be valued, especially, a rating of school work given by the teacher and a rating of achievement assigned on the basis of some scale." Marks are assigned to quantify the performance. Marks represent symbolized judgement of academic performance level.

The prime purpose of assigning marks is to communicate with the child's parents. Although, there are other methods to communicate, but are typically not permanent whereas marks remain in a child's file. The chief function of marks is to carry information concisely, without needless details. Marks are informative, they provide information about the students' performance and with the help of marks, strengths and weaknesses of a child in a specific subject can be ascertained and can be remedied. Teachers may benefit by reviewing marks. They can formulate new approaches for presenting material, consider new ways to instruct specific children or change a course in the future (Ali, 2001).

The examination system followed in India mostly consists of essay type examination. It is observed that, essay type examination has some drawbacks, like lack of validity, reliability. The most serious one is lack of reliability, it means marks of a student may vary from one examiner to another. There is subjectivity involved in it.

This study is aimed to study this variation due to certain personality variables like gender, marital status and religion.

## Marking Behaviour

Marking is defined as a system which assigns a numerical score used for evaluating and reporting achievement in students' work in the schools (Abdul & Jisha, 2014).

In the present research paper, investigator defined the marking behaviour operationally as "that type of

behaviour which an examiner exhibits while marking an answer book of a student.” It is a process of carefully reading a written response and thoroughly judging its accuracy and quality and assigning a numeral to quantify that judgement. The present study was planned to study the impact of examiner as a factor in determining marks awarded on the same essay test written by the same student.

#### **Dependent Variable**

Marks of students were taken as a dependent variable.

#### **Independent Variables**

The variables associated with examiners were taken as independent variables, such as gender, marital status, and religion.

#### **Government Schools**

Schools which are managed and fully funded either by the Central or State Government.

#### **Private Schools**

Schools managed by private businessmen, missionaries or societies. They are managed generally by two groups, first by those who are motivated to the cause of promoting education and secondly by those individuals/groups who are making their living through running educational institutions.

#### **Justification of the Study**

Investigator tried his best to explore the existing literature on marking behaviour of teachers, but despite best efforts investigator could not find even a single study studying the marking behaviour of secondary school teachers in relation to gender, marital status, and religion. However, a research study was conducted by the investigator, comparing the marking behaviour of Teachers teaching in Government and Private Schools at senior secondary level. To unearth more information, the present study was done at secondary level. It clearly shows that there is a research gap which motivated the investigator to conduct the present research study and is a humble attempt to fill in this research gap. The investigator strongly believe that studying the marking behaviour of teachers in relation to gender, marital status, and religion at Secondary level would be much helpful in identifying those factors that govern the marking behaviour of the teachers/examiners. It would bring about a substantial change in the marking behaviour of teachers towards evaluation. Therefore, present study is justified and hence while framing the objectives for the present research study, things like the distribution of marks awarded by different examiners to the same written response and finding out the difference in marking behaviour of teachers teaching in schools at secondary level, grouped with respect to their personal characteristics were taken into consideration like:

- a) Gender (Male or Female)
- b) Marital Status (Married or Unmarried)
- c) Religion (Muslim or non-Muslim)

#### **Objectives of the study**

The present study was aimed at achieving the following objectives:

1. To study the difference in marking behaviour of Male Teachers teaching in Government and Private Schools at Secondary level.
2. To study the difference in marking behaviour of Female Teachers teaching in Government and Private Schools at Secondary level.
3. To study the difference in marking behaviour of Married Teachers teaching in Government and Private Schools at Secondary level.
4. To study the difference in marking behaviour of Unmarried Teachers teaching in Government and Private Schools at Secondary level.
5. To study the difference in marking behaviour of Muslim Teachers, teaching in Government and Private Schools at Secondary level.
6. To study the difference in marking behaviour of non-Muslim teachers, teaching in Government and Private Schools at Secondary level.

#### **Hypotheses**

In tune with the objectives of study, hypotheses are formulated in null form;

1. There is no significant difference in marking behaviour of Male Teachers teaching in Government and Private Schools at Secondary level.
2. There is no significant difference in marking behaviour of Female Teachers teaching in Government and Private Schools at Secondary level.
3. There is no significant difference in marking behaviour of Married Teachers teaching in Government and Private Schools at Secondary level.
4. There is no significant difference in marking behaviour of Unmarried Teachers teaching in Government and Private Schools at Secondary level.
5. There is no significant difference in marking behaviour of Muslim Teachers teaching in Government and Private Schools at Secondary level.

6. There is no significant difference in marking behaviour of non-Muslim teachers teaching in Government and Private Schools at Secondary level.

### Methods and Materials

**Design:** This study falls under the category of descriptive research. Thus, survey design was adopted to carry out the present research work.

**Population:** In the present study all the teachers teaching subject English in all the Secondary Schools of District Aligarh constitute the population.

**Sample:** In the present study, sample consisted 204 teachers (104 teachers from Government Schools and 100 Teachers from Private Schools) taken through purposive sampling technique.

### Tools Used

1. Essay Answer. The title of the essay was “Importance of Discipline in Life.”
2. Personal Data Sheet (PDS) developed by the investigator, which include the following variables related to the teacher.
  - Gender (Male/Female)
  - Marital Status (Married/Unmarried)
  - Religion (Muslim/non-Muslim)

### Data Collection

The investigator visited the selected schools personally and administered the ‘Essay Answer’ on 30 sampled students of class IX and students were asked to write an essay independently in about two pages on title, “Importance of Discipline in Life.” 40 minutes were given to the students as time limit. After they have written their answers, the scripts were collected and out of these 30 scripts, one script was chosen randomly and used as one of the tools, known as ‘Essay Answer’. About 250 photocopies of this script were obtained and distributed among the teachers. The sample of teachers included only the subject English teachers of selected Government and Private Secondary Schools of Aligarh District of UP (INDIA). The teachers were asked to award the marks to the students’ essay type answer out of 25 marks. Out of 250 copies, 204 were received back. As only a single script was used in the present research resulting in control of many extraneous variables such as handwriting, language effect and other variables based on students. Human being has a large number of personal characteristics which influence behaviour. It is not feasible to include all such variables in a single study. However, the investigator has made an attempt to study three personal characteristics of teachers for the study. These are gender, marital status, and religion.

**Statistical Techniques Used.** Mean, Standard Deviation and t-test were applied as per the need of the objectives of the study.

### Analysis and Interpretation of Data

Statistical Package for Social Science (SPSS) Version 16 was used for the analysis of data. Hypothesis wise analysis is as follows:

In order to test the Ho1, t-test was applied.

**Table No.1 showing the comparison of marking behaviour of male teachers teaching in government and private schools at secondary level**

Basis	N	Mean	SD	df	t-value
Male Teachers Teaching in Government Schools	58	18.12	2.51	100	-.965*
Male Teachers Teaching in Private Schools.	44	18.61	2.62		

\*Not Significant at 0.01 level

Table 1 reveals that the ‘t-value’ -.965 is not significant at 0.01 level. This means there is no significant difference in marking behaviour of Male Teachers teaching in Government and Private Secondary Schools. Hence, the hypothesis is rejected. This finding is in line with the finding of Parvez & Shakir (2012) who have reported no significant difference in marking behaviour of male teachers teaching in government senior secondary schools and male teachers teaching in private senior secondary schools.

In order to test the Ho2, t-test was applied.

**Table No. 2 showing the comparison of marking behaviour of female teachers teaching in government and private schools at secondary level**

Basis	N	Mean	SD	df	t-value
Female Teachers Teaching in Government Schools	42	18.69	2.40	92	-.694*
Female Teachers Teaching in Private Schools.	52	19.04	2.43		

\*Not Significant at 0.01 level

Table 2 shows that the ‘t-value’ -.694 is not significant at 0.01 level. This means there is no significant difference in marking behaviour of Female Teachers teaching in Government and Private Secondary Schools. Hence, the hypothesis is accepted. This is supported with the finding of Parvez & Shakir (2012) who have reported no significant difference in marking behaviour of female teachers teaching in government senior

secondary schools and female teachers teaching in private senior secondary schools.  
 In order to test the Ho3, t-test was applied.

**Table No. 3 showing the comparison of marking behaviour of married teachers teaching in Government and Private Schools at Secondary level**

Basis	N	Mean	SD	df	t-value
Married Teachers Teaching in Government Schools	62	18.71	2.49	114	-1.007*
Married Teachers Teaching in Private Schools.	54	19.17	2.37		

\*Not Significant at 0.01 level

Table 3 shows that the 't-value' -1.007 is not significant at 0.01 level. This means there is no significant difference in marking behaviour of Married Teachers teaching in Government and Private Secondary Schools. Hence, the hypothesis is accepted. This finding is in conflict with the finding of Parvez & Shakir (2012) who have found a significant difference in marking behaviour of married teachers teaching in government senior secondary schools and married teachers teaching in private senior secondary schools.

In order to test the Ho4, t-test was applied.

**Table No. 4 showing the comparison of marking behaviour of unmarried teachers teaching in Government and Private Schools at Secondary level.**

Basis	N	Mean	SD	df	t-value
Unmarried Teachers Teaching in Government Schools	38	17.34	2.23	78	-3.307*
Unmarried Teachers Teaching in Private Schools.	42	19.43	2.74		

\*Significant at 0.01 level

Table 4 shows that the 't-value' -3.307 is significant at 0.01 level. This means there is a significant difference in marking behaviour of Unmarried Teachers teaching in Government and Private Secondary Schools. Hence, the hypothesis is rejected. The present finding confirms the findings obtained by the researchers (Parvez & Shakir, 2012) who have reported a significant difference in marking behaviour of unmarried teachers teaching in government senior secondary schools and unmarried teachers teaching in private senior secondary schools.

In order to test the Ho5, t-test was applied.

**Table No. 5 showing the comparison of marking behaviour of Muslim teachers teaching in Government and Private Schools at Secondary level**

Basis	N	Mean	SD	df	t-value
Muslim Teachers Teaching in Government Schools	48	18.33	2.42	114	-1.938*
Muslim Teachers Teaching in Private Schools.	68	19.25	2.57		

\*Not Significant at 0.01 level

Table.5 shows that the 't-value' -1.938 is not significant at 0.01 level. This means there is no significant difference in marking behaviour of Muslim Teachers, Teaching in Government and Private Secondary Schools. Hence, the hypothesis is accepted. This finding is corroborated by the finding of Parvez & Shakir (2012) who have reported that no significant difference in marking behaviour of Muslim teachers teaching in government senior secondary schools and Muslim teachers teaching in private senior secondary schools.

In order to test the Ho6, t-test was applied.

**Table No.6 showing the comparison of marking behaviour of non-Muslim Teachers teaching in Government and Private Schools at Secondary level**

Basis	N	Mean	SD	df	t-value
non-Muslim Teachers Teaching in Government Schools	52	18.02	2.15	78	-1.466*
non-Muslim Teachers Teaching in Private Schools.	28	18.82	2.65		

\*Not Significant at 0.01 level

A close examination of Table 6 reveals that the 't-value' -1.466 is not significant at 0.01 level. This means there is no significant difference in marking behaviour of non-Muslim Teachers teaching in Government and Private Secondary Schools. Hence, the hypothesis is accepted. This finding is supported by the finding of Parvez & Shakir (2012) who have found no significant difference in marking behaviour of non-Muslim teachers teaching in government senior secondary schools and non-Muslim teachers teaching in private senior secondary schools.

**Findings of the Study:**

1. No significant difference was found in the marking behaviour of Male Teachers teaching in Government and Private Secondary Schools.
2. No significant difference was found in the marking behaviour of Female Teachers teaching in Government and Private Secondary Schools.
3. No significant difference was found in the marking behaviour of Married Teachers teaching in Government and Private Secondary Schools.

4. A significant difference was found in the marking behaviour of Unmarried Teachers teaching in Government and Private Secondary Schools.
5. No significant difference was found in the marking behaviour of Muslim Teachers teaching in Government and Private Secondary Schools.
6. No significant difference was found in the marking behaviour of non-Muslim Teachers teaching in Government and Private Secondary Schools.

### **Conclusion**

The aim of present research work was to investigate the marking behaviour of marking behaviour of teachers by taking into account a few personal characteristics like Gender (Male or Female), Marital Status (Married or Unmarried), and Religion (Muslim, non-Muslim). It is concluded that, there was no significant difference between the marking behaviour of Male Teachers teaching in Government and Private Secondary Schools, between the marking behaviour of Female Teachers teaching in Government and Private Secondary Schools, between the marking behaviour of Married Teachers teaching in Government and Private Secondary Schools, between the marking behaviour of Muslim Teachers teaching in Government and Private Secondary Schools, between the marking behaviour of non-Muslim Teachers teaching in Government and Private Secondary Schools. Whereas a significant difference was found between the marking behaviour of Unmarried Teachers teaching in Government and Private Secondary Schools.

### **Educational Implications**

The findings of present study are significant in many ways. Firstly, findings of the study have been able to expose the marking behaviour of secondary school teachers in relation to gender, marital status, and religion. The findings would also serve as bases for offering useful suggestions to all stakeholders in the process of examination and evaluation. The second significance of the study is that findings will offer the opportunity to compare evaluation methods and procedure of essay type answers and resulting in evaluating copies with international standards. The findings would open the door for improvement in marking techniques adopted by examiners while evaluating essay type questions. Teachers must be made aware through in-service programmes regarding the best and innovative techniques of evaluation. In the present study, unmarried teachers teaching in private secondary schools have awarded more marks to the students in comparison than to their married counterparts, concrete directions regarding the means to make marking more objective and scientific need to be thought upon and implemented more specifically at the secondary school level. Administrators and policy makers need to think about the implementation of right marking system. This study has wide implications for educational institutions and professionals in the field. The findings can be used as a consultant model with a wide spectrum of implications for teachers and examiners, who can be trained properly for school-based evaluation and to review current literature theory, research and best practices used in marking. What are the factors responsible for deviations in marks by different examiners needs further research.

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