

Effect of Intervention on the Level of Awareness of Higher Secondary Learners about Rubrics on the Basis of Socio-Economic Status

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Abstract: The student centered learning environment is effective when the learners are given comprehensive, objective, and constructive feedback about their assignments, projects and academic papers. The evaluation rubric acts as a scoring guide that explains the goals of learning and the aspirations of performance to the students. Thus the students must have information about the criteria for good quality of work. In support of this an interventional study was conducted to assess the level of awareness of higher secondary learners in regards to rubrics on the basis of their Socio-Economic status. The socio-economic context of the learners was analyzed with the help of Kuppuswamy Socio-Economic Scale (SES). A self-made standardized rubric awareness scale was used to collect data from the learners. It contains 50 items in 5-point Likert Scale. An experimental pre-test and post-test equivalent group design was used for this purpose. A total of 152 students were selected from six different schools. The control group and the experimental group contained 76 students each. A pretest was conducted on both the groups and the scores were recorded. The intervention was given to the experimental group through different kinds of activities like group discussion, workshops, poster presentations, seminars and debate. The control group received no such training. After the intervention the post-test was conducted in both the groups and the scores were recorded. The scores were calculated by Standard Deviation (SD), Mean and t-test. The results showed a significant difference on the effect of intervention on the level of awareness of higher secondary learners. There was no significant difference on the effect of intervention on the level of awareness of boys and girls. A significant difference was noted on the effect of intervention on the level of awareness of learners from high SES and low SES about rubrics. The urban students had more exposure to the rubric related awareness compared to rural students.

Index Terms - Intervention, Rubrics, Higher Secondary Learners, Socio Economic Status.

I. INTRODUCTION

Rubrics cover all the three stakeholders of educational institutions including teachers, students and parents. It helps the teachers to set certain criteria for evaluation. It helps in the self-assessment of the learners. It provides an overall assessment to the parents. Analytic rubrics define each criterion separately. Holistic rubrics describe all the criteria at the same time and enable an overall judgment about the quality of the work.

1.1 Rationale of the study:

This study basically creates awareness among higher secondary learners about the evaluation rubrics so that they can improve their performance. The students are divided into two groups according to their Socio-economic status. An intervention is given to the students in the experimental group.

1.2 Statement of the Problem: The present study was stated as:

“Effect of Intervention on the Level of Awareness of Higher Secondary Learners about Rubrics on the Basis of Socio-Economic Status.”

1.3 Objectives:

1. To study the effect of intervention on the level of awareness of higher secondary learners about rubrics.
2. To study the effect of intervention on the level of awareness of boys and girls about rubrics.
3. To study the effect of intervention on the level of awareness of learners from high SES and low SES.
4. To study the effect of intervention on the level of awareness of urban and rural students.

1.4 Hypotheses:

1. There would have been significant difference on the effect of intervention on the level of awareness of higher secondary learners about rubrics.
2. There would have been no significant difference on the level of awareness of boys and girls.
3. There would have been significant difference on the effect of intervention on the level of awareness of learners from high SES and low SES.
4. Urban students would have higher level of awareness about rubrics than the rural ones.

1.6 Conceptual Framework:

Intervention: Rubrics related interventions were given to the experimental group to see if the awareness level would be increased or not.

Rubrics: Rubrics act as the scoring guide for teachers to assess projects papers or assignments.

Higher Secondary Learners: School students belonging to classes XI or XII are referred here.

Socio-economic status: The socio-economic status of a learner is based on family income as well as status in the society.

1.7 Delimitations:

1. The research was conducted with 152 students from 6 schools of West Bengal Board.
2. This study was conducted within a limited period of time.
3. The learners may suffer from fatigue, anxiety, peer and parents pressure etc.

1.8 Significance of the study:

The knowledge of rubrics has emerged as a concept of utmost importance in the area of education. This particular study was done to improve the level of awareness of learners from diverse SES students in regards to rubrics.

II. REVIEW OF RELATED LITERATURE:

Reddy (2007) in her study explored that learning can be enhanced with proper knowledge of rubrics. Andrade (2008) suggested that rubric can be used for self-assessment which can help to enhance the skills of elementary school students. Reddy & Andrade (2010) found that the use of rubrics helped to identify gaps at the post-secondary level. Bilican et al (2010) revealed that the attitude scores of the teachers using rubrics for the development of students was higher compared to the teachers who were reluctant to use it. Howell (2011) found that the assignment performance of the learners can be defined with the help of grading rubric. Susan (2013) explained the use of rubrics while conducting formative assessment. Donlan (2014) explained that rubrics work as a positive aspect for teachers, students and parents. Similarly, Jhulas Uddin (2014) found a significant impact of rubrics on the performance of students. Marshall (2014) revealed that the rubrics cover all aspects of the job performance of teachers. Ruberg et al. (2017) described the instructors to focus on rubrics to accomplish student assessment. Wei Su (2020) found that students who received training on rubrics were able to attend multiple criteria of assessment.

III. METHODOLOGY:

3.1 Independent Variable: Level of awareness of higher secondary learners about rubrics

3.2 Dependent Variable: Gender, locality and socio-economic status.

3. Design: Pre-Test Post-Test Equivalent Group Design

3.4 Sample: Out of total 152 students from 4 schools 76 were taken in Control Group and 76 in Experimental Group. The students were matched by their Socio-Economic Status.

3.5 Tool: Kuppaswamy Socio-Economic Status Scale (SES) was used to understand the Socio-Economic Status of the learners. A questionnaire containing 50 questions related to awareness of rubric was used as pre-test and post-test.

3.6 Treatment: The Socio-Economic Status of both the groups was noted. They were given a questionnaire containing 50 statements related to rubrics related awareness as Pre-test. The Experimental Group was given intervention. The Control Group received no such training. The Post-test was then conducted.

IV. ANALYSIS AND INTERPRETATION:

Hypothesis 1: Mean, SD and t value are as follows:

Experimental Group			Control Group			t value
M_1	N_1	SD	M_2	N_2	SD_2	
39.21	76	13	37.82	76	12.23	0.6789

The obtained t value 0.6789 is less than the critical t value 2.57 for 150 degrees of freedom at 0.01 level of significance. Hence, the hypothesis was accepted. Thus the intervention helped in improving awareness about rubrics.

Hypothesis 2: Mean, SD and t value are as follows:

Boys			Girls			t value
M_1	N_1	SD_1	M_2	N_2	SD_2	
35.32	43	12	31.23	33	11.54	1.4973

The obtained t value 1.4973 is less than the critical value of 2.6 for 74 degrees of freedom at 0.01 level of significance. Hence, the hypothesis was accepted. Thus there was no significant difference between boys and girls in regards to awareness about rubrics.

Hypothesis 3: Mean, SD and t value are as follows:

High SES	Low SES	

M_1	N_1	SD_1	M_2	N_2	SD_2	t value
49.44	47	10	47.29	29	9	0.9451

The obtained t value 0.9451 is less than the critical t value of 2.6 for 74 degrees of freedom at 0.01 level of significance. Hence, the hypothesis was accepted. Thus the students from high SES had higher level of awareness of than the low SES students.

Hypothesis 4: Mean, SD and t value are as follows:

Urban			Rural			t value
M_1	N_1	SD_1	M_2	N_2	SD_2	
59.78	50	15	56.45	26	14	0.2225

The obtained t value 0.2225 is less than the table t value of 2.6 for 74 degrees of freedom at 0.01 (level of significance). Hence, the hypothesis was accepted. Thus the urban students had higher level of awareness about rubrics than the rural students.

V.MAJOR FINDINGS:

1. The study revealed that the higher secondary students need information about rubrics.
2. It also showed that the level of awareness did not depend upon the sex of the learners.
3. The students staying at urban locations had a greater level of awareness than the rural students.
4. The students from the high SES are found to be more aware about rubrics than the students of rural backgrounds.

VI.EDUCATIONAL IMPLICATIONS:

1. Rubrics help the teachers to be consistent in grading and evaluation.
2. It acts as means for assessment of learning.
3. It reviews assessment results to improve teaching-learning.
4. It identifies the criteria for evaluation.
5. It can remove the stress and anxiety of the learners.

VII.CONCLUSION:

Evaluation is an important phase of education. The effectiveness of a teaching learning program depends upon the learning outcomes. The teachers should be clear while explaining the objectives of the teaching and learning and about their expectations from the students. In midst of competitions the students should be made aware about the evaluation techniques. Thus the purpose of this study is to make the students aware of the evaluation techniques to help with their overall development.

VIII.RECOMMENDATIONS:

1. The study can be conducted with increased number of students from different districts and cities.
2. The study can be used to check on the awareness levels of parents and teachers as well.
3. The study can be progressed with various levels of variables.
4. For the intervention to be effective, it should be given for a longer period of time.

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