CORRELATION BETWEEN MARKS OBTAINED BY STUDENTS IN ASSIGNMENTS AND FINAL EXAMINATION OF MASTER OF EDUCATION CONDUCTED BY ALLAMA IQBAL OPEN UNIVERSITY

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ABSTRACT

The main objective of the research was to find out the correlation between the marks obtained by the students of Allama Iqbal Open University in assignments and final examination of M.A (Education) M.Ed in Autumn 2006.For this purpose, the result gazette of M.A (Education) M.Ed was got from regional campus Allama Iqbal Open University, Bahawalpur. All the students who appeared from this region were taken as sample. The value of correlation in the subject, Elementary Education was 0.228, in Secondary Education -0.033, in Higher Education was 0.069 and in Teacher Education in Pakistan was 0.154.There were 16 students who got more than 80 marks in assignments but they were fail in the final examination because they did not get at least 40 marks in the final examination.

Keywords: Correlation; Assignments; Final examination; Lowest marks; Highest marks; Education; Allama Iqbal Open University

INTRODUCTION

With the passage of time the curriculum became more diverse and the need of the regular training was felt for better teaching. When it was realized that the better training of children lays the foundation of the future society, the responsibility of preparing such special trainer was adopted by the society itself. So, at the present time, the teacher training programme has become very much important in the world because political and moral development of the members of the society is also the duty of teacher, so, harmony progress and prosperity can be achieved by effective functioning of the teacher.

In 1974, Allama Iqbal Open University established a department of Education for the professional development of teachers. The main aims and objectives of teacher training are the development of : teachers' ability to take care of himself, ability according to different level of students and age groups, good command of the subject content, skills, capacity to do, observe, infer and to generalize, an eye on maximizing the achievements from the sources, both material and human, appreciation of difficulties experienced by sympathetic response, and proper perception of problems of Universal enrolment, regular attendance, year to year promotion and holding capacity of the scroll till the end of the stage of education(Aggarwal,1988). According to Linn & Gronlund (2000) the assessment procedure implies that some useful

purpose is being served and user is clearly aware of this purpose or objectives. The procedure of assessment under Allama Iqbal Open University is that a student is required to submit four assignments for a full credit course and two assignments for half credit in one semester. The tutors evaluate these assignments and return these to students. Forty percent marks are compulsory to get the students to pass in assignments and total marks of the assignments are given 30% weight age in the final evaluation.

At the end of each semester, every student has to attend a week long workshop for every course. Attendance at the workshop is compulsory for all the students. A test of three hours of 100 marks is held at the end of each semester. Seventy percent marks of each paper are included in the final evaluation. In order to pass the subject 33% marks are required to be scored (Rashid, 1999).

It is often seen and observed that some students get high marks in assignments but fail in written examination and some students do not get high marks in assignments but secure very good marks in the examination as mentioned in different graph. It appears there is no correlation between the marks of assignments and examination. This study shows whether there is positive or negative correlation between the marks of assignments and examination of M.Ed students.

METHOD AND PROCEDURE

As the main purpose of the study was to find the correlation between marks obtained by the students in M.Ed of Allama Iqbal Open University in assignments and terminal examination. So, randomly one region of Allama Iqbal Open University was selected and that was Bahawalpur region and the result gazette of Autumn 2005 was got from the selected region.

The marks of individuals in assignments and terminal examination of Elementary education, Secondary education, Higher education and Teacher education in Pakistan were recorded from the result gazette. The data was analyzed with the help of mean, standard deviation, correlation and graphs between the assignments and terminal examination.

The total student enrolled in four different compulsory subjects of teacher education of Bahawalpur region was 853.Most of the students were working teacher in public or private schools.

Table: 1
Correlation between marks obtained in assignments and terminal examination

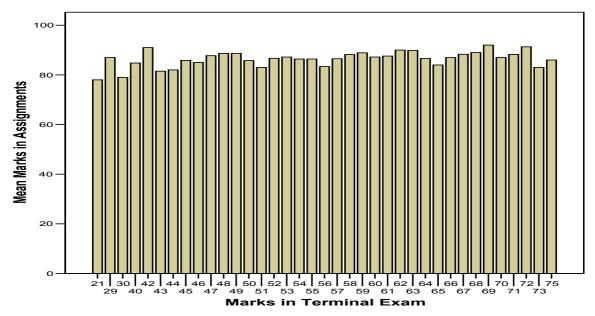| S.No	Subject	n	Marks in Assignment		Marks in Terminal Examination		r
			Mean	S.D	Mean	S.D	
1	Elementary Education	219	86.74	5.004	55.27	8.358	0.228
2	Secondary Education	221	88.07	4.406	49.57	7.067	-0.033
3	Higher Education	207	87.32	5.904	49.28	7.053	0.069
4	Teacher Education in Pakistan	206	85.79	5.737	48.43	6.739	0.154

Above table reveals that the performance of the students is better in assignments than the final examination in the subject of Elementary Education. The value of

correlation is 0.0228, which shows there is no correlation in assignments' marks and final examination marks.

The highest value of mean 86.74 shows that the students are getting highest marks in assignments, while the least value of mean 55.27 shows that students are getting lowest marks in final examination.

It further reveals that the performance of the students is better in assignments than the final examination in the subject of Secondary Education.

The value of correlation is -0.033, which shows there is negative correlation in assignments' marks and final examination marks. The highest value of mean 88.07 shows that the students are getting highest marks in assignments, while the least value of mean 49.57 shows that students are getting lowest marks in final examination.. The performance of the students is better in assignments than the final examination in the subject of Higher Education.
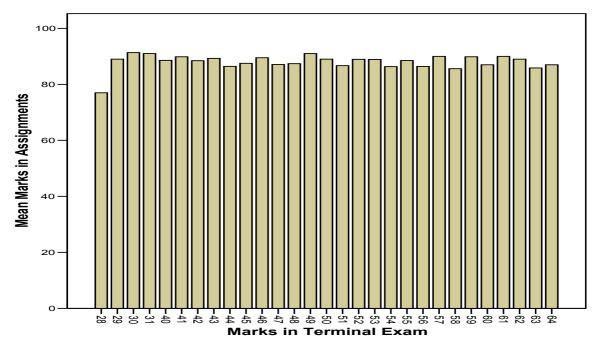

Graph: 1
Marks of students in assignments and final examination in Elementary Education

The value of correlation is 0.069, which shows there is no correlation in assignments' marks and final examination marks. The highest value of mean 87.32 shows that the students are getting highest marks in assignments, while the least value of mean 49.28 shows that students are getting lowest marks in final examination. The performance of the students is better in assignments than the final examination in the subject of Teacher Education in Pakistan. The value of correlation is 0.154 which shows there is no correlation in assignments' marks and final examination marks.
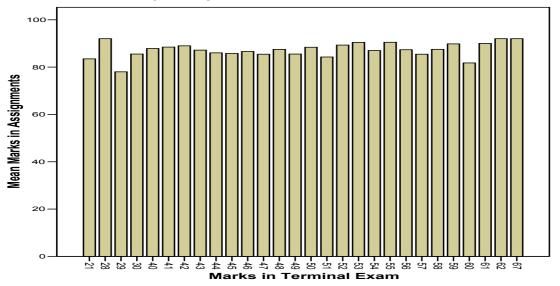
The highest value of mean 85.79 shows that the students are getting highest marks in assignments, while the least value of mean 48.43 shows that students are getting lowest marks in final examination.

Graph: 1 shows that minimum marks in the subject of Elementary Education regarding assignments are 78 and maximum marks are 90. while in final examination minimum marks are 21 and maximum marks are 75, where as three students are failed by getting 21,29,and 30 marks in final examination, while they got 80,80 and 85 marks in assignments.

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Graph: 2
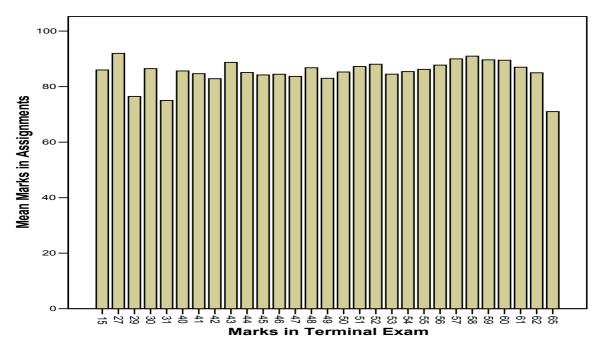**Marks of students in assignments and final examination in Secondary Education**

Graph: 2 shows that minimum marks in the subject of Secondary Education regarding assignments are 78 and maximum marks are 90 and 99% students got more than 85 marks in assignments. On the other hand minimum marks in final examination are 28 and maximum marks are 64. It also reveals that three students are failed in final examination by getting 28, 29, 30 and 30 marks where as in assignments they got 78, 84, 85 and 85 marks respectively.

Graph: 3
Marks of students in assignments and final examination in Higher Education

Graph: 3 reveals that minimum marks in the subject of Higher Education regarding assignments are 78 and maximum marks are 90.

Graph: 4
Marks of students in assignments and final examination in Teacher Education in Pakistan

On the contrary minimum marks in final examination are 21 and maximum marks are 67. It also shows that four students are failed by securing 21, 28, 29 and 30 marks, while they got 78, 82, 85 and 90 marks in assignments respectively. Graph: 4 shows that minimum marks in the subject of Teacher Education in Pakistan regarding assignments are 70 and maximum marks are 90 and 98% students got more than 80 marks in assignments on the contrary minimum marks in final examination are 15 and maximum marks are 65. this graph also reveals that five students could not get at least 40 marks and failed by getting 15, 27, 29, 30 and 31 marks, while on the other hand they got 78, 78, 84, 84 and 90 marks in assignments respectively.

DISCUSSION

- ➢ The performance of the students in the subject Elementary Education in assignments is better than final examination. But there was no correlation between the marks obtained in assignments and final examination. There was not a single student who was failed in assignments but there were three students who failed in final examination as mentioned in graph 1.
- ➢ The performance of the students in the subject Secondary Education in assignments is better than final examination. But there was negative correlation between the marks obtained in assignments and final examination. There was not a single student who was failed in assignments but there were four students who failed in final examination as mentioned in graph 2.
- ➢ The performance of the students in the subject Higher Education in assignments is better than final examination. But there was no correlation between the marks obtained in assignments and final examination. There was not a single student who was failed in assignments but there were four students who failed in final examination as mentioned in graph 3.
- ➢ The performance of the students in the subject Teacher Education in Pakistan in assignments is better than final examination. But there was no correlation between the marks obtained in assignments and final examination. There was not a single student who was failed in assignments but there were five students who failed in final examination as mentioned in graph 4.

RECOMMENDATIONS

By keeping in view the findings of this study following recommendations are made:

- ✓ Allama Iqbal Open University should devise a mechanism for the evaluation of assignments in such a way that these short falls (i.e great difference of marks in assignments and final examination) should not occur again and repeatedly.
- ✓ Tutors of Allama Iqbal Open University should be trained in this respect, how to evaluate the assignments.
- ✓ Allama Iqbal Open University should prepare a guideline for the tutors for the evaluation of the assignments.
- ✓ A study should be conducted in order to know the reasons of this short fall. Why it is happening so?

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