

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

A grading system in education is a system that is used to assess the educational performance of students which is entirely based on pre-determined standards.

The word Grading came from Latin language 'Gradus' which means steps. Here steps mean level. The meaning of grade in education is to level of students learning. A process where in students may be classified on the basis of pre-determined standards is called grading.

A letter grading system is one that uses a letter scale, instead of number to categorize students into a certain band (denoted by the letter grade) according to their score.

'Grading in education is the process of applying standardized measurement of varying levels of achievement in a course. Grades can be assigned as letter, as a range, as a percentage, or as a number out of a possible total. In some countries grades are averaged to create a grade point average'.

There are seven types of grading system available. They are

1. Percentage Grading : From 0 to 100 percentage
2. Letter Grading and Variation : From A grade to F grade
3. Norm-referenced grading: comparing students each other by usually letter grades.
4. Mastery Grading: Grading students as "masters" or "passers" when attainment reaches a pre-specified level.
5. Pass/Fail: using the comma scale as pass/fail
6. Standards grading (or Absolute standards grading): Comparing student performance to a established standard (level) of performance.
7. Narrative grading: writing comments about students.

Professor of psychology Mark W. Drum used letter grading at first in Athens State

University Alabama. Later, 4.0 system was used in 1780 at Yale University. Real form of letter grading was used in 1897 at Mt. Holyoke College in detail. Similarly, Harvard University used it as point scale in 1830's.

Different countries of the world have used letter grading system in different pattern and scales. Majorly, Australia, Canada, France, Iran, Belgium, U.S.A, and India have used letter grading system. It not only used in college but also used in school education. It is divided 5 to 20 grades. 13 letter grade systems is used in Denmark. India also used letter grading system in secondary education. In some countries relative letter grading system somewhere absolute scale is used and some countries use both system. Task referenced or criterion-referenced system is called Absolute scale and form referenced or curved is called Relative Scale.(Adhikai, 2075 BS).

Curriculum Development Centre (2062 B.S.) gives importance to continuous Assessment system and find out students level along with teaching learning activities. For week students, formative or individual teaching can be adopted. It has tried to introduce the grading system in Nepal. It has divided students' outcomes into three grades. They are

1. A grade 70% to 100%.
2. B grade 40% to 69%.
3. C grade below 40%.

Formally, Nepal government introduced letter grading system in 2071 B.S. for technical school and in 2072 B.S. for TSLC and SLC in revised form. Now SLC is changed into SEE. SEE stands for Secondary Education Examination.

Table No. 1 Letter Grading System in SEE

S.no.	Marks internal in percentage	Grade	Description	Grade point
1.	90 to 100	A ⁺	Outstanding	4.0
2.	80 to 90 below	A	Excellent	3.6
3.	70 to 80 below	B ⁺	Very Good	3.2
4.	60 to 70 below	B	Good	2.8
5.	50 to 60 below	C ⁺	Satisfactory	2.4

6.	40 to 50 below	C	Acceptable	2.0
7.	30 to 40 below	D ⁺	Partially Acceptable	1.6
8.	20 to 30 below	D	Insufficient	1.2
9.	20 below	E	Very insufficient	0.8

Attitude as the degree of positive or negative feeling associated with some psychological object like symbol, phrase, slogan, person, institution, idea towards which people can differ in varying degree. The attitude scale is a special type of questionnaire designed to measure people opinion on any particular event and issue. An attitude is a psychological construct, it is a mental and emotional entity that inheres in, or characterized a person. It is the expressions of inner felling that reflect whether a person is favorably or unfavorably predisposed to some object.

Attitude is a feeling, opinion about something or someone or a way of behaving that is caused by this. The meaning of attitude is manner, disposition or felling. It is the way of thinking, acting or feeling, manner or cause.’’

From the above presentation we can come to the following conclusions.

- Attitude is a settled way of thinking or feeling about something.
- An attitude is an evaluation of an attitude object, ranging from extremely negative to extremely positive.
- An attitude can be as a positive or negative evaluation of people, events, activities, and ideas.
- Attitude is a feeling or an opinion of person about something or someone.
- It is a manner of a person how he/she responds with something or somebody.
- The attitude cannot be observed objectively but it is clearly realized from the conscious experience, expression. Open behavior and psychological indicators.

Therefore, teachers attitude towards the latter grading system in SEE is their opinion or feeling about the letter grading system, we can account the teachers attitude towards the grading system from their level of knowledge responding and ability to gain and classify towards the grading system.

1.2 Statement of the Problem

SEE grading system is introduced in Nepal. The government of Nepal introduced the grading system in 2071 B.S. for TSLC and in 2072 B.S. all over nation for the SLC.(CDC,2072). Every years most of the students who appeared inn SLC examination become fail due to hard and fast rule of numerical percentage evaluation system. There was compulsory to pass every subjects in the examination otherwise they are failed even they got distinction marks in most of the subjects. Teachers and community have also created negative pressure on students. They said that it is the Iron Gate, if they didn't, they would have no future. So, they would have more pressure about SLC exam.

Specially, for community school students, English is a very tough subject. They are worry about it. Even teachers have hard time to teach English subjects. Because of the failure in examination, some students commit suicide, get frustrated, grasp negative path in life. SLC result also created psychological and social problem in students due to gap of percentage between students. Government has also pressure to increase literacy rate if Nepal. So, all educationist, policy maker, professors, parents, teachers and students are arguing that current pass/fail evaluation system is not appropriate to reporting students 'competency level. To reform in the evaluating system, a comprehensive letter grading system is used. It is a new and modern technique for evaluating students' competency. (Acharya, 2016).

Letter Grading System is an innovative thought in Nepal. It has brought a positive thoughts and creative environment in school education. Students have no any psychological tension about SEE exam. Even parents and teachers are not worry about student examination due to grading system. Due to new concept of it, teachers, students, management, and parents have some challenges to implement it.

1.3 Objectives of the Study

The objectives of the study were as follows:

1. To find out the secondary teachers' attitude towards letter grading system.
2. To find out the challenges of implementation and educational management of letter grading system.

1.4 Research Questions

The research questions of the study are mentioned below:

1. What are the teachers' attitudes towards letter grading system in SEE?
2. What are challenges of the implementations and the educational management of letter grading system?

1.5 Significance of the Study

The study inquired the secondary teachers' attitude towards letter grading system of Jhapa district. It will help the teachers, students, educationist, policy makers to know about letter grading system and its challenges of implementation and educational management.

The significances of the study are as follows:

- I. The study will help to investigate secondary level teachers' attitudes towards letter grading system.
- II. It will also help to manage the challenges of implicational and educational aspects of letter grading system.
- III. It will improve the evaluation aspects of letter grading system.
- IV. It accounts the merits of letter grading system.
- V. The finding of the study will represent the whole nation so it can help to teachers, educationist, and policy maker to bring it in policy formation and implementation.

1.6 Delimitations of the Study

Delimitations are those characteristics that limit the scope and define the boundaries of study. This is the survey type research about letter grading system to explore the different attitudes among secondary level teaching teachers.

The limitations are as follows:

- I. The study was limited to Jhapa district.
- II. This study was limited to secondary schools only.
- III. This study was limited to only secondary teachers.
- IV. The data collections tool was questionnaire.
- V. This study was confined within fifty teachers of secondary level.

1.7 Operational Definition of the Key Terms

The following important terminologies are used throughout this study

CAS: Continuous Assessment System: The system in which the quality of a student's work is Judge by various pieces at work during a course and not by one final exam.

Attitude: A settled way of thinking or feeling about something.

Attitude Scale: It provide a quantitative measurement of attitude, opinions or values by summarizing numerical scores given by researchers to people responses to sets of statements exploring dimensions of an underlying theme.

Letter Grading System: A letter grading system is one that uses a letter scale, instead of numbers to a categorize students into a certain band according to their score

SEE: Secondary Education Examination

SLC: School Leaving Certificate

TSLC: SLC in Technical and Vocational Education

LGS: Letter Grading System

1.8 Ethical Considerations

The researcher promised to maintain these ethical considerations in his research. They are:

1. Research participants were not subjected to harm in any ways.
2. Respect for the dignity of research participants was prioritized.
3. The protection of the privacy of research participants was ensured.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Review of Theoretical Literature

Education and evaluation go side by side. Educational achievement will be incomplete without evaluation. From ancient time different methods and techniques are used to evaluate the student educational achievement. Different methods are oral examination, written examination, portfolios, case study etc. All those were old ones so new evaluation techniques emerged that is letter grading system. Letter grading system is a new concept in education. So Nepal government also introduced it in 2071 B.S. in TSLC and in 2072 B.S for SLC and TSLC all over the nation.

The letter grading system which was used in TSLC in 2071 B.S. mentioned below: (Adhikari,2075BS).

Table No. 2 Letter Grading System in TSLC in 2071B.S.

Interval in percentage	Grade	Description
90-100	A ⁺	Outstanding
80-89	A	Excellent
60-79	B	Very Good
40-59	C	Good
25-39	D	Poor
25-below	E	Very Poor

Table No. 3 Final Form of Letter Grading System According to 2072 B.S.

Mark Interval In Percentage	Grade	Description	Grade Point
90 above	A ⁺	Outstanding	4.0
80-90 below	A	Excellent	3.6
70-80 below	B ⁺	Very Good	3.2
60-70 below	B	Good	2.8
50-60 below	C ⁺	Satisfactory	2.4
40-50 below	C	Acceptable	2.0
30-40 below	D ⁺	Partially acceptable	1.6
20-30 below	D	Insufficient	1.2
20 below	E	Very Insufficient	0.8

Different methods that are used to find out the final mark of the students are below:

source: Secondary Education Curriculum Class 9-10, 2071 B.S.

1. For the subjects (without practical)

$$\text{Final Marks} = \frac{\text{studentsmark}}{\text{examfullmarks}} \times \text{subjects full marks}$$

For example, A students has scored 55 marks in final exam of math subject act 60 full marks, what is his final marks?

Solution:

$$\begin{aligned} \text{His final mark} &= \frac{\text{studentsobtainedmark}}{\text{examfullmark}} \times \text{subject full mark} \\ &= \frac{55}{60} \times 100\% \\ &= 91.66\% \\ &= 92\% \end{aligned}$$

Therefore, 92 marks is A⁺ grade.

2. For the practical subject

Following formula is used to find out the final marks

For example, A student has scored 24 mark in final exam of science subject out of 30 marks, his final marks is,

$$\begin{aligned} \text{Final Mark} &= \frac{\text{obtainedmark}}{\text{Examfullmark}} \times \text{subject theoretical full mark} \\ &= \frac{24}{30} \times 75 \\ &= 60 \end{aligned}$$

Therefore, 60 marks belong to B grade.

The formula of calculating GPA: $\frac{\sum(\text{Credit Hour} \times \text{Grade Point})}{\text{Total Credit Hour}}$

Table No. 4 Description of Grade

Grade	Grade Description	Elaboration of grade
A ⁺	Outstanding	Exceptional evidence of understanding and summarizing the subject matter, demonstration, Extraordinary performance in problem-solving, creativity, critical expression and participation, exceptionally independent in learning and organizing contents with superior communication skills.
A	Excellent	Strong evidence of understanding and summarizing the subject matter; demonstrate of exemplary performance in problem-solving, creativity, critical expression and participation; admirably independent in learning and organizing contents with sound communication skills.
B ⁺	Very Good	Very Good evidence of understanding and

		summarizing the subject matter; demonstration higher performance in problem-solving, creativity, critical expression and participation; independent in learning and organizing contents with sound communication skills.
B	Good	Good evidence of understanding and summarizing the subject matter; demonstration of reasonably good independent performance in problem-solving, creativity, critical expression and participation; very independent in learning and organizing contents with reasonable communication skills.
C ⁺	Satisfactory	Adequate evidence of understanding and summarizing the subject matter; demonstration of reasonably good but not particularly independent performance in problem-solving, creativity, critical expression and participation; reasonably independent in learning and organizing contents with sufficient communication skills.
C	Acceptable	Sufficient evidence of understanding and summarizing the subject matter; demonstration of acceptable performance independent performance in problem-solving, creativity, critical expression and participation; reasonably independent in learning and organizing contents with satisfactory communication skills.
D ⁺	Partially Acceptable	Some evidence of understanding and summarizing the subject matter; demonstration of limited performance in problem-solving, creativity, critical expression and participation; partially independent in learning and organizing contents with basic communication skills.
D	Insufficient	Minimal evidence of understanding and summarizing the subject matter; demonstration of deficient performance in problem-solving, creativity, critical expression and participation; needs close supervision in learning and organizing contents with minimal communication skills.
E	Very Insufficient	Negligible evidence of understanding and summarizing the subject matter; seriously deficient performance in problem-solving, creativity, critical expression and very minimal participation; needs constant supervision in learning and organizing contents with inadequate communication skills.

In **Denmark** the educational system has historically used a number of different systems of grading student performance. The current grading system is the 7-trins-skala (7- steps-scale) which replaced the 13-skala in 2006.(Academic Grading in Denmark,2007)

Grading System in Denmark:

It introduced in August 2007, compatible with the ECTS.

Table No. 5 Grading System in Denmark

Scale	Grade Description	US Grade
12.00	Excellent Performance	A ⁺
10.00-11.99	Very Good Performance	A
7.00-9.99	Good Performance	B
4.00-6.99	Fair Performance	C
2.00-3.99	Minimum Acceptable performance	D
0.00-1.99	Inadequate Performance	F
-3.00	Unacceptable Performance	F

13- point Scale: The 00-13 Grading Scale was used until July 2006 in all upper Secondary Education and until July 2007 in higher education and vocational education and training.

Table No. 6, 13-Point Grading Scale

Grade	Grade Description
13	Exceptionally independent and excellent performance
11	Independent and Excellent Performance
10	Excellent but not Particularly Independent Performance
9	Good Performance , a little Above average
8	Average Performance
6	Just Acceptable Performance
5	Hesitant and Not Satisfactory Performance
3	Very Hesitant, Insufficient and Unsatisfactory
0	Completely Unacceptable Performance

Academic Grading in Finland

Several grading systems are used in different educational institutions in Finland Comprehensive School. The school grade system has historically been a scale of 0 to 10, but all grades lower than 4 have been consolidated into a grade of 4. Thus, it is now divided between a failing grades. This is similar to the Romanian grading scale.

- ❖ 10- Excellent, represents about the top 5%.
- ❖ 9- Very good
- ❖ 8- Good
- ❖ 7- Satisfactory

- ❖ 6- Fair
- ❖ 5- Passable
- ❖ 4 or below: Failure

Upper Secondary Schools use the same grades for course and course exam as comprehensive schools do, but the inn Latin. The grading system uses bell curve grading.

Table No. 7 Matriculation Examination Grades

Grade	Abbreviation	Points	English Explanation	Literal translation	Percentage of participants
Landature	L	7	Outstanding	Landed (praised)	Top 5%
Examinati on laude approbatur	E	6	Excellent	Approved with exceptional praise	15%
Magna cum laude approbatur e	M	5	Very Good	Approved with great praise	20%
Cum laude approbatur e	C	4	Good	Approved with praise	24%
Lubenter approbatur e	B	3	Satisfactory	Gladly approved	20%
Approbatu re	A	2	Pass	Approved	11%
Improbatur e	I	0	Fail/unsatisfactory	Not approved	Bottom 5%

GPA is an abbreviation for Grade Point Average. It is a standard method of calculating a student's average grade over a stipulated period, like one term/semester. GPA is calculated by dividing the average grade points a student achieve by the total credit hours attended by the student.

CGPA stands for "Cumulative Grade Point Average". It is used to denote a student over average performance throughout their academic program, be it a high school, Bachelor's Degree, or a Master's Degree program.

To calculate a CGPA you simply divide your total score of grade points for all subjects throughout your semesters by the total number of a credit hours attended. GPA and CGPA are indicated by a number as opposed to the percentages or grades that are assigned under the Indian grading system.

GPA is standard grading method practiced across the US, Canada and Australia. However, the grading scale is different for every country. In the US and Canada, the GPA band is 0.0 to 4.0 points with 4.0 being the highest mark/score. Certain Schools in Australia use a GPA band from 0.0 to 7.0 where 7.0 is the highest mark/score.(Sutarwala,2019)

Students from an Indian education background will find the international GPA grading system used by schools abroad different from what they are used to. This is because Indian schools grade academy performance through one of these two systems,

- Percentage System
- A 10- point GPA system

In the percentage system, marks are converted to a percentage which is then assigned to a category of four ranks known as divisions: Distinction, which is 75% and above, 1st division which is between 60% and 75%, 2nd division, which is between 50% and 60% and 3rd division, which is between 40% and 50%. In the 10- point GPA system, letter grades are normally attached points, for instance, a grade point of 9 earns an ‘A’ letters grades.

Normally, letter grades and percentage can easily be converted to an international GPA. First, the percentages are translated to letter grades, and these letter grades are matched to the standardized international GPA score for example, a mark of 95% would be an ‘A’ grade which equals 4.0 a mark of 85% would be a B which equals 3.0; a C is 2.0 and a D is 1.0.

Here is a US GPA conversion table for your reference.

Table No. 8 US Grade Equivalent for Percentage and Grade Points Scored in Indian Schools.

Indian percentage grading system	Letter Grade	US 4.0 GPA System
60-100%	A	4

55-59%	B ⁺	3.5
50-54%	B	3
43-49%	C ⁺	2.5
35-42%	C	2
0-34%	F	0

2.2 Review of Empirical Literature

The researcher has reviewed the different sources available related to the study. Kanaack and Zawiocki(2012), three teacher researcher conducted an action research project for the completion of their degree of master of art in teaching and leadership from Saint Xavier University entitled ‘‘Using Standards Based Grading to address student’s strength and weakness’’. In this research include 138 students at 6th and 7th grade level at site A and 20 kindergarteners at site B for total of 158 students and 95 parents completing Surveys. Teacher researchers conducted both parents and students’ surveys in addition to a teachers survey an interview. Through this tool the teachers researchers found that students and parents alike agreed that they did not always understand why students received certain grades and were not able to identify their students’ strengths and weaknesses. Parents were not confident in the teacher’s abilities to explain grades. Teachers implemented a new way of grading that 84% of students agreed with the fairness of the grades that were assigned to them.

Michakudes and Kirshner (2005) conducted their research entitled ‘‘Graduate students’ attitude towards grading system’’. This study examined graduate students’ attitude towards letter and pass fail grading system in the law school and the school of education in a selective University in the United States 54 students completed a questionnaire on goal-orientation amount of effort and stress in each of the two grading environments. Students reported higher orientation towards ability comparison and higher level of effort and stress in letter-graded classes. Michaels (1972) on his thesis ‘‘A comparison of the effects between letter grades and pass/fail grades on the attitudes and achievement of 11th Grade United States History Students’’. He concluded the results of the study was that the study was designed to investigate whether or not students at the eleventh-grade level who are graded on a pass-fail basis in United States History, would show greater, the same, or less academy achievement than those of a similar group marked by the traditional ABCD-

F letter- Grade method. In addition, the study was to determine the effect, if any, of the pass- fail marking system on the study have its, study attitudes, and the over- all study orientation of the same students as compared with those being evaluated by the letter-grade system.

From the original sample of 2007 students taking the pre-test, complete results were obtained form 195 subjects, 94 males and 101 females. The control group was composed of 48 males and 58 females. Only those students who completed all the designated testing for both the Crary American History Test and the Survey of study habits and attitudes were included in the statistical treatment. Specific hypotheses tested were:-

1. There is no difference between the experimental and control groups in academy United States History achievement.
2. There is no difference between the experimental and control groups in academy study habits.

The summary and discussion of the study was that the key question in this research study is what effect, if any, does a pass- fail grading system have upon academic achievement and how does it influence classroom learning? Or, do students in a pass-fail system achieve at the same level as students who are on the regular grading system in relation to above question, the findings of this study would seem to indicate in a positive way that eleventh grade United States history receiving the traditional letter-grade mark. In coming to this conclusion one most consider the limitations of this particular study. However, the ramifications of these findings may take on larger proportions. In the case of this study, the pass-fail standards were related directly to the traditional letter-grade system in that all students involved, both in the experimental and control class were placed on the same curve in arriving back the decision to pass-fail or to receive the regular letter grade. In all the tests and examination students were to achieve at least 50% of the correct answer on a sale of 100 points. Those achieving less than 50% in the experimental pass-fail class on tests and examinations received a “fail” marks and those achieving above the 50% level received a “pass” mark. In the case of the control classes, those achieving less than 50% on the sale receive the ‘F ‘ grade and those achieving above the 50% level

receive a transitional letter grade following the general practice of a grade curve allowing for a distribution of approximately five to seven percent of A's, 20 to 24 percent receiving B's and D's, living approximately 38 to 50 percent receiving C's.

It would seem that a greater use of the pass-fail grading system would allow more flexibility in the entire grading process, which in turn, would enable to secondary students and teacher to be more concern with achievement and less concerned with problems hated to receiving graduated letter grades.

In addition to this, the more simplified pass-fail system on the secondary level might facility teaching methods that would enhanced a greater stress on intrinsic motivation in the learning environment gather than extensive use of a letter grade as an extrinsic device use as a motivation factor. Children could be better induced to seek higher goals in learning. Rather than being satisfied with performance at a given level, students with academic ability might be challenged to a performance of a higher level when that performance is not tied to a system of grade reward or punishment. Students with love potential perform better in atmosphere of encouragement and support, rather than one dominated by fear of failure. Reduction of threat among these students might also reduce problems of a disciplinary nature.

Greater use of the pass-fail grading system might tend to alleviate much of the unfairness inherent in the conventional system. One consequence of which is the alienation that often take place between students and teacher as a result of disappointment in receiving a lower letter grade than was anticipated. Sometimes the lower grade is the result of a point or two on an inflexible grade curve. Greater use of the pass-fail system would also de-emphasize the halo effect as an important variable in the conventional grading system that has long been a troublesome element to both teacher and students. In all of this, it would appear that greater use of the pass-fail grading system would help to reduce some of the conflict and tension that exist in the process of education and thus help to foster a greater threat-free learning environment.

As to the effect of the pass-fail grading system on attendance, the study at Rex Putnam High School revealed little. Unlike on the college level, as well as the secondary schools, class attendance at Rex Putnam High School is required; roll being

taken at regular intervals. The study shows no discrepancies in attendance patterns between the experimental pass-fail group and the letter grade control group when the number of absences from each class were compared.

In addition to the finding concerning academic achievement, this research was also concerned about study habits, attitudes, and the study orientation of the eleventh grade United States history students at Rex Putnam High School. Again the finding of the study in these areas was in agreement with the hypotheses postulated prior to the actual classroom learning process. The study habits, study attitudes, and overall orientation of the United States history students at Rex Putnam High School did not appear to be affected by the pass-fail grading system as compared to the letter grade method of assessing student progress. In contradistinction to the increase in academic achievement throughout the time period of the research; however it was noticed that there was a decline in total score gain for the same period in study habits, study attitudes and study orientation for both experimental and control groups involved in the study.

University of Kentucky, Knowledge (2016). Published an article ‘‘ A Century of Grading Research: Meaning and Value in the most common Education Measure’’ the finding of the study was:

Systematic investigations of teachers’ grading practices and perceptions about grading began to be published in the 1980s and were summarized in Brookhart’s (1994) review of 19 empirical studies of teachers grading practices, opinions, and beliefs. Five themes were supported. First, teachers use measures of achievement, primarily tests, as measures determinants of grades. Second teachers believe it is important to grade fairly. Views of fairness included using multiple source of information, incorporating effort, and making it clear students what is assessed and they will be graded. This suggests teachers consider school achievement to include the work students do in school, not just the final outcome. Third, in 12 of the studies teachers included-cognitive factors in grades, including ability, effort improvement, completion of work, and, to a small extent, other students behaviors. Fourth, grading practices are not consistent across teachers, either with respect to purpose or the extent to which non-cognitive factors are considered, reflecting differences in teachers’ beliefs and values. Finally grading practices vary by grade level. Secondary teachers emphasize achievement products such as tests; whereas, elementary teachers

use informal evidence of learning along with achievement and performance assessments. Brookhart's (1994) review demonstrated an upswing in interest in investigating grading practices during this period, in which performance-based and Portfolio classroom assessment was emphasized and reports of the unreliability of teachers' subjective judgment about student work also increased. The findings were in accord with policy-makers' increasing distrust of teachers' judgment about student achievement.

Compare to the number of studies about teachers' grading practices, relatively few studies focus directly on perpetual constructs such as importance, meaning, value, attitudes, and beliefs. Several studies used Brookhart's (1994) suggestion that Messick's (1989) construct validity framework is a reasonable approach for investigation perceptions. This focuses in both the interpretation of the construct (what grading means) and the implication and consequences of grading (the effect it has on students). Sun and Cheng (2013) used this conceptual framework to analyze teachers' comment about their grading and the exchange to which values and consequences were consider. The result showed that teachers interpreted good grades as a reward for accomplished work, based on both effort and quality, student attitude toward achievement as reflected by homework completion, and progress in learning. Teachers indicated the need for fairness and accuracy, not just accomplishment, saying that grades are fairer if they are lowered for lack of effort or participation, and that grading needs to be strict for high achievers. Teachers also considered consequences of grading decisions for students' future success and feelings of competence.

Fairness in an individual sense is a theme in several studies of teacher perceptions of grades (Bonner and Chen, 2009; Grimes, 2010; Hay and MacDonald, 2008; Kunnath, 2016; Sun and Cheng, 2013; Svennberg et al., 2014; Tierney, Simon and Charland, 2011). Teachers perceive grades to have value according to what they can do for individual students. Many teachers use their understanding of individual student's circumstances, their instructional experience, and perceptions equity, consistency, accuracy and fairness to make professional judgments, instead of solely relying on a grading algorithm. This suggest that grading practices may vary with in a single classroom, just as it does between teachers, and that this valued at least by

some teachers as a needed element of accurate, fair grading , not a problem . in contrast, Simon et al. (2010) reported in a case study of one high school mathematics teacher in Canada that standardized grading policy often conflict with professional judgment and had a significant impact on determining students' final grades. This reflects the impact of policy in that country, as important contextual influence.

Some researchers (Liu, 2008b; Liu, O'Connell, and McCoach, 2006; Wiley, 2011) have developed scales to assess teachers' beliefs and attitudes about grading, including items that load on importance, usefulness, effort, ability, grading, habits, and perceived self-efficacy of the grading process. These studies have corroborated the survey and interview finding about teachers' beliefs in using both cognitive and non-cognitive factors in grading.

Guskey (2009b) found differences between elementary and secondary teachers in their perspectives about purpose of grading. Elementary teachers were more likely to view grading as a process of communication with students and parents and to differentiate grade for individual students. Secondary teachers believed that grading served a classroom control and management function, emphasizing student's behaviors and completion of work.

In, short finding from the limited number of studies on teacher perceptions of grading are largely consistent with findings from grading practice and show that teachers view grading as a means to have fair, individualized, positive impact on students' learning and motivation, and to a lesser extent, classroom control. Together, the research on grading practices and perceptions suggests the following four clear and enduring findings. First, teachers idiosyncratically use a multitude of achievement and non-achievement factors in their grading practices to improve learning and motivation as well as document academic performance. Second, student effort is a key element in grading. Third, teachers advocate for students by helping them achieve high grades. Finally teacher judgment is an essential part of fair and accurate grading.

Grades in higher education differ markedly among countries. As a case in a point, four dramatic differences exist between the U.S and New Zealand. First,

grading practices are much more centralized in New Zealand where grading is fairly consistent across universities and highly consistent within universities. Second, the grade scales start with a passing score of 50 percent, and 80 percent and above score an A. Third, easy testing is more prevalent in New Zealand than multiple choice testing. Fourth, grade distributions are reviewed and grades of individual instructors each semester at department-level meetings. These are at best rarities in higher education in the U.S.

An examination of 35 country and university websites paints a broad picture of the diversity in grading practices. Many countries use a system like that in New Zealand, in which 50 or 51 is the minimal passing score, 80 and above (sometimes 90 and above) is considered A level performance. Many countries also offer an E grade, which is sometimes a passing score and other times indicates a failure less egregious than an F. If 50 percent is considered passing, then skepticism toward multiple choice testing (where there is often a 1 in 4 chance of a correct guess) becomes understandable. In the Netherlands, a 1 (lowest) to 10 (highest) system is used, with grades 1-3 and 9-10 rarely awarded, leaving a five-point grading system for most students (Nuffic, 2013). In the European Union, differences between countries are so substantial that the European Credit Transfer and Accumulation System was created (European Commission, 2009).

Grading in Higher Education varies within countries, as well. In the U.S., it is typically seen as a matter of academic freedom and not a fit subject for external intervention. Indeed, in an analysis of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) survey of grading in higher education in the U.S., Collins and Nickel (1974) reported "...there are as many different types of grading systems as there are institutions" (p.3). The 2004 version of the same survey suggested, however, a somewhat more settled situation in recent years (Brumfield, 2005). Grading in higher education shares many issues for grade meaning with the K-12 context, which have been addressed above. Two unique issues for grade meaning remain: grading and student course evaluations, and historical changes in expected grade distributions.

Grade and students course evaluations; Students in higher education routinely evaluate the quality of their course experiences and their instructors' teaching. The relationship between course grade and course evaluations has been of interest for at least 40 years (Abrami, Dickens, Perry, and Leventhal, 1980; Holmes, 1972) and is some-question in the general research about student evaluations of course (e.g., centra, 1993; Marsh, 1984, 1987; McKeachie, 1979; Spooren, Brockx, and Mortelmans, 2013). The hypothesis is straightforward: students will give higher course evaluations faculty who are Lenient graders. This grade-leniency theory (Love and Kotchen, 2010; Mckenzie, 1975) has long been lamented, particularly by faculty who perceive themselves as rigorous graders and does not enjoy favorable student evaluations. This assumption is so prevalent that it is close to accepted as settled science (Ginexi, 2003; Marsh, 1987; Salmons, 1993). Ginexi posited that the relationship between anticipated grades and course evaluation ratings could be a function of cognitive dissonance (between the student's self- image and anticipated low grade), or of revenge theory (retribution for an anticipated low grade). Although Maurer (2006) argued that revenge theory is popular among faculty receiving low course elevations, both his study and an earlier study by Kasten and Young (1983) did not find this to be the case. These authors therefore argued for the cognitive dissonance model, where attributing poor teaching to be perceived lack of student success is an intrapersonal face saving device.

A Narrative Report of Proceeding of the national seminar on Letter grading System: Implication and its impacts in Higher Education; (TU 2016)

Generally, formal education system can be classified into three distinct levels. These levels are basic, secondary or intermediate and higher level of education. The purpose of basic education is to equip the students by the basic abilities which are essential for his/her normal functioning in the society. Intermediate level is a preparatory level for higher education. It links the basic abilities of an individual in his or her strive to higher education.

Higher education, also known as post-secondary education or third level education is an optional final stage of formal learning that occurs after secondary

education. Often deliver at universities, academics, colleges, seminaries and institutes of technology, higher education also available through certain college-level institutions, including vocational school, trade schools and other career colleges that award academic degrees or professional certifications. This level is aims towards the development of sound disciplinary base among the students and also to prepare them for the world of work. It converts them as the human resource essential for uniform, reporting system about the terminal performance of student at higher level, which is essential to rate their achievement in a reliable and valid, manner. In this way, the letter grading system can be considered more powerful in comparison to a numerical grading system.

The Justification for employing grading system in higher level of education can be indicated as followed.(TU Seminar, 2016).

- i. It is a thumb rule of statistics that any analysis system should analyze a quality in a continuum, which has enough discrimination power and also capable of being interpreted so that it can clearly communicate the amount of quality. Letter Grading System categorizes students in the continuum which have both of the above quantities. For example when we use A, B, C, D, F System, it is further expanded in A^+ , A and A^- and so on, which is more powerful in comparison to the first I, II, III division and fail system in terms of discriminating power and in to the percentage system in terms of interpretation capacity.
- ii. It is more understandable for the common people and society. It presents the quality of students' performance in more analytical and understandable manner.
- iii. It has higher degree of communicability for the recruiting organization such as different offices, business organizations, Public Services Commission about the quality of students' performance. It will help them for the selection of candidate who fit their requirement in sufficient manner.
- iv. Different academic and training programs according to the requirement of their courses. Since grading system gives clear indication about the quality of students' performance at global level and also at the level of different subjects,

educational and training institution can select candidates according to their specification based on these information.

- v. Grading System is also a source of intrinsic motivation for the learners. It can encourage the students for the achievement of higher grades. It is obvious there is large gap of score in division system than grade system. Therefore, grading system can more encourage the students for achieving better grade.
- vi. If GPA and CGPA system is also included with grading system, it also ensures the quality of the curricular process along with its products.
- Vii, Grading system is being practices globally. Implementation of grading system at higher level will increase the power of generalization of an academic or training program of higher level, which is very much essential for the present era of globalization.

Challenges towards the implementation of grading system

Grading system is not only a reporting system for judging the final performance of an academic program; it also ensures the quality of implementation of that particular program. It also requires a reliable and valid examination system with standardization in test preparation, its administration and standardization inn the scoring and interpretation of test score. In this light implementation of grading system in Nepal at higher education level may face following challenges: National Seminar, TU (2016).

- i. There is great challenge for ensuring the reliability and validity of examination system in higher level. Even the lack of ‘‘Specification grid’’ for the formation of items poses great threat for the validity of tests used in these examination.
- ii. Standardization administration of test all over the country is also an area of great challenge.
- iii. High subjectivity in item preparation and scoring is also a great threat for the implementation of qualitative grading system.
- iv. Assurance of uniformity in the implementation of courses in terms of duration of course implementation may pose a threat to the quality of grading system.
- v. Availability of human resource for the implementation of grading system may be also another challenge.

- vi. Overall, traditional thinking against change always poses threat to any idea.

Suggestions for the implementation of a sound grading system at higher educational level

The above mentioned challenges are only the ‘‘process specific challenges’’ which can be overcome by improving the process. Since, shifting towards letter grading system has become an urgency to link our academic programs to the global practice, we have only limited choice. In this situation for the implementation of a sound grading system, following suggestion should be materialized:

- i. Improve the examination system by the implementation of a clear-cut specification grid ensuring the preparation of well-balanced items in the terms of both content area and level of learning, knowledge, comprehension, application, analysis and evaluation.
- ii. Ensure the objectivity both in term preparation and scoring.
- iii. For the incorporation of qualitative items, develops items banks.
- iv. Ensure the standardized administration of test.
- v. Ensure not only the quantity of examination system but also the implementation of a curriculum.

2.3 Implications of the Review for the Study

The above review works are related to my study. After reviewing these works, the researcher got lots of ideas grading the letter grading system. Specially, the researcher got information on survey research design from different researchers’ study. The above reviewed thesis gave theoretical basis to conduct this research. Likewise, they have used questionnaire as a tool of data collection and the researcher will use same tool of data collection.

2.4 Conceptual Framework of the Study

The conceptual framework is presented either in graphical or narrative forms, which depicts the relation between the variables, brings clarity, focus to see and organize the research questions more clearly. The theoretical and empirical reviewed of the literature helped the researcher to draw meaningful conclusion. The following conceptual framework was constructed with the help of above mentioned literature review.

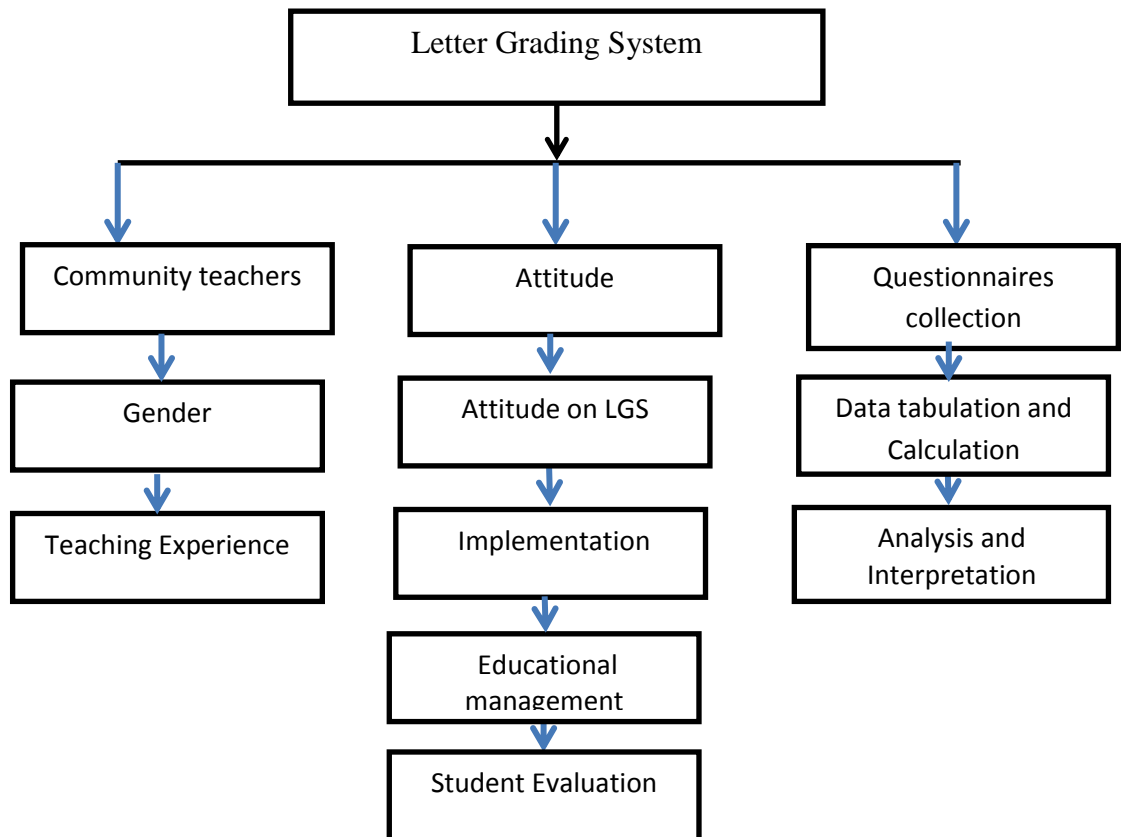


Fig No. 1 Conceptual Framework

The above diagram relates the secondary teachers' attitude to the four disciplines on the basis of provision and assessment, the administrative, academic and professional support. Teachers have different attitudes towards overall letter grading system and attitudes towards implementation, educational management, and evaluation of letter grading system.

In this study, the researcher intended to find out the attitudes of secondary level teachers towards letter grading system based on research reports in the field of

attitude. The researcher used the questionnaire to investigate respondents' attitudes towards letter grading system in SEE.

CHAPTER THREE: METHOD AND PROCEDURES OF THE STUDY

This chapter presents the method and procedures of the study which carried out to achieve the objectives of the study. This unit deals with the sampling process, population, data collection tools and procedures.

3.1. Research Design

The design of the study is survey type. It is the most commonly used method of investigation ranging from large-scale investigation to a small scale study. To collect the data, the researcher distributed the questionnaire. Data are collected through primary sources. All the information from the primary sources are analyzed and interpreted on the following procedure to conduct the study.

3.2 Sources of Data

The primary sources of data were obtained by questionnaire from the teachers and secondary source of data are related thesis, article, journal, news, book different links and subject experts, teacher, curriculum development center so on

3.3 Population and Sample of the Study

Survey research demands a large number of population. The population of the study was secondary level teachers of community schools of Jhapa district. The researcher selected Jhapa district because of his professional area. Fifty teachers were selected as the sample of the study.

3.4 Sampling Procedure

District and schools were selected purposively because of professional area of the researcher. English teachers were selected purposively all the secondary level English teachers who intended to reply and returned the questionnaire.

3.5. Tools for Data Collection

Questionnaire was the major tool for the data collection in this research. The collection of reliable data is very essential part of all types of research. For the questionnaire, 18 statements were prepared for the teachers based on the objectives of the study.

It was developed and constructed under the guidance of supervisor, which consist of 18 statements having five options strongly agree, agree, neutral, disagree, strongly disagree for each statement. This questionnaire consists of different aspects of letter grading system such as teachers' attitude towards letter grading system, educational management, implementation and evaluation. The collection of data for research was done with the help of sets of questionnaire about the attitude of secondary level teachers.

3.6 Date Collection Procedure

The researcher visited the sample schools with a structural questionnaire for the data collection. The researcher took the permission of head teacher and distributed the questionnaire to the teachers and requested them to complete the questionnaire. After getting the response of all the teachers, questionnaires were collected with the thanks. Then collected data were tabulated.

3.7 Data Analysis and Interpretation Procedure

To analyze the data, the researcher collected all the sampled questionnaires and put the teachers' responses in the tables of each Likert scale i.e. strongly agree, agree, neutral, disagree and strongly disagree and counted the responses and converted into percentage of each scale of each statement.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Teachers' Demographic Information

Table No. 9 Teachers' Gender and Teaching Experience

Gender					Teaching Experience					
M		F		Total	Below 5 yrs		5-10 yrs		10 yrs above	
No.	%	No.	%		No.	Percentage	No.	Percentage	No.	Percentage
40	80	10	20	50	8	16	20	40	22	44

Altogether fifty teachers were participated in this survey research. Among them, forty teachers were male and ten were female. Teaching experience of participants was categorized into three levels. They are below five years, five years to ten years and above ten years. Forty four percent participants had above ten years experiences of teaching.

4.2 Analysis and Interpretation of the Data

This is a survey research related to find out the teachers' attitude towards letter grading system of secondary level. Quantitative method was used to measure the attitude of teachers. This unit presents the results of statistical analysis of collected data which were collected from the secondary teachers of Jhapa District. Fifty teachers were sampled from six government secondary schools for the study. This part deals with statistical analysis and interpretation of the data. For analyzing the data, percentage was used. The different aspects of letter grading system were analyzed and interpreted as follows.

4.2.1 Teachers' Attitude towards Letter Grading System

There are five statements related to letter grading system. The following pie chart, bar graph and table consists the teachers, attitude towards letter grading system and it corresponds to the percentage value of the questionnaire.

Figure no.2 shows the responses of the teachers towards the statement "Letter grading systems is appropriate in SEE level in the present context.

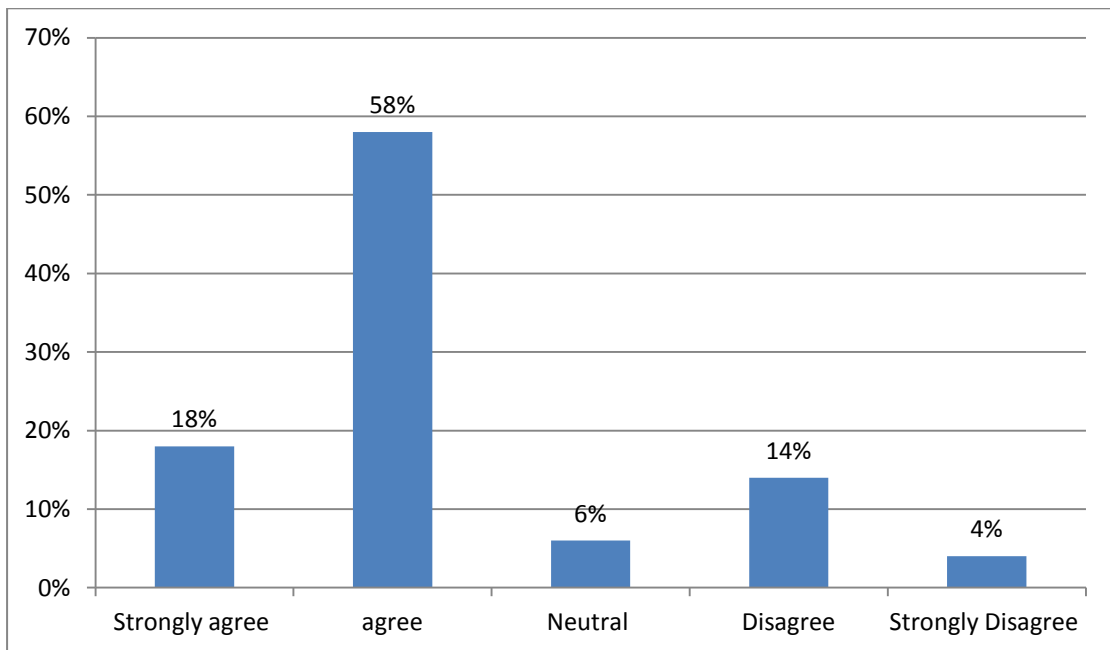


Figure No. 2 Appropriateness of Letter Grading System in SEE

Figure no.2 presents that 18 percent teachers strongly agree, 58 percent agree, 6 percent neutral, 14 percent disagree and 4 percent strongly disagree for the statement, letter grading system is appropriate in SEE level. It can be summarized that altogether 76 percent teachers have positive attitude towards the statement. National seminar on letter grading system: Implications and its impacts in higher education, (TU, 2016) also support this statement. It states that grading system is being practiced globally so it is appropriate in SEE level.

The pie- chart presents the responses of the teachers towards the statement, " Teachers and parents have clear concept of GPA " .

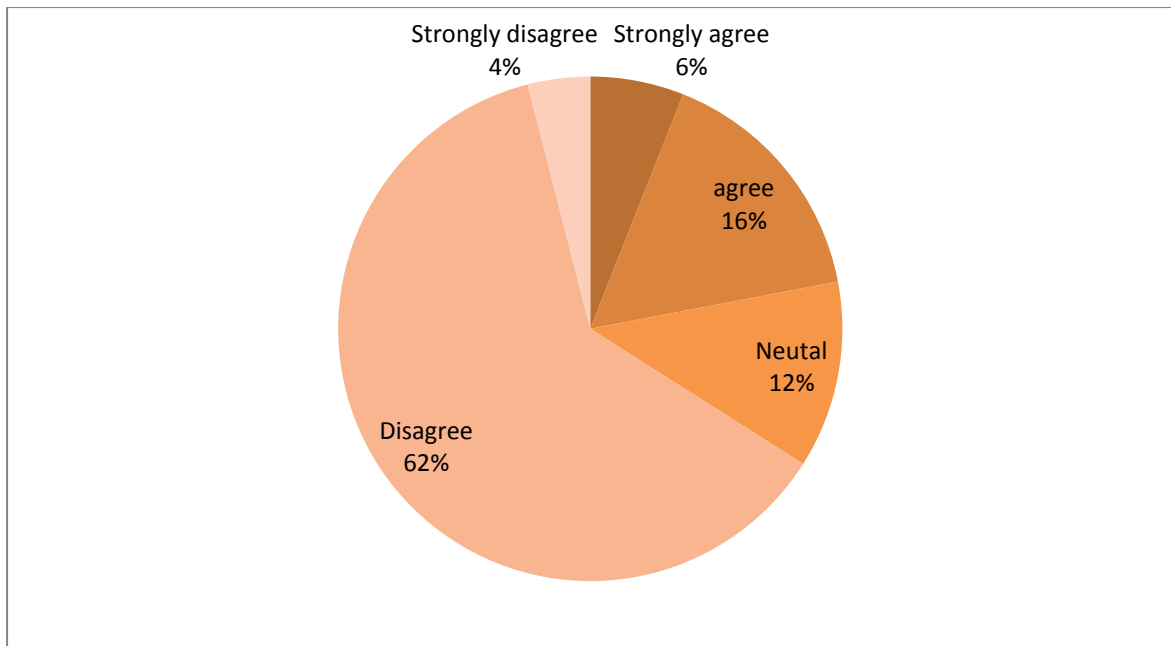


Figure No.3 Teachers and Parents Concept of GPA

Figure no.3 shows that six percent teachers strongly agree, 16 percent agree, 12 percent neutral, 62 percent disagree and 4 percent strongly disagree for teachers and parents and have clear concept of GPA. Altogether 66 percent teachers disagree with the statement. It shows that teachers and parents do not have clear concept of GPA.

Another study found that students and parents did not always understand why students received certain grades and were not able to identify their students' strength and weakness. (Kanaack and Zawiocki, 2012).

Reponses of the teachers towards the statement "All subjects are equally important in letter grading system."

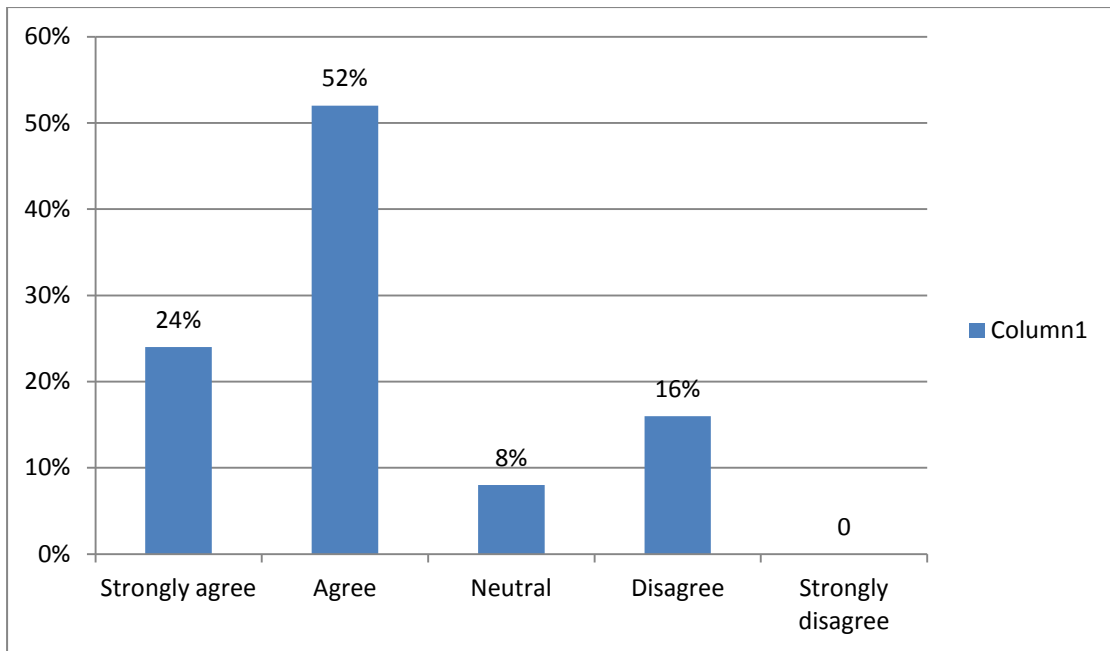


Figure No.4 Equally Importance of Subjects in Letter Grading System

Figure no.4 shows 24 percent teachers strongly agree, 52 percent agree, 8 percent neutral, 16 percent disagree and nobody has any opinion towards strongly disagree, 76 percent teachers agree with the statement. It seems that majority of the teachers prefer that all subject are equally important in LGS.

Table No. 10 LGS is Favorable for Weak Students

Q.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4	Letter grading system is favorable for weak students.	26%	44%	12%	16%	2%

Table no.10 shows that 26 percent teachers strongly agree, 44 percent 12 percent neutral, 16 percent disagree and 2 percent strongly disagree. Almost seventy percent teachers support that LGS is favorable for weak students.

The Pie- Chart below shows the responses of the teachers for the statement." Letter grading system is better than percentage and numerical system."

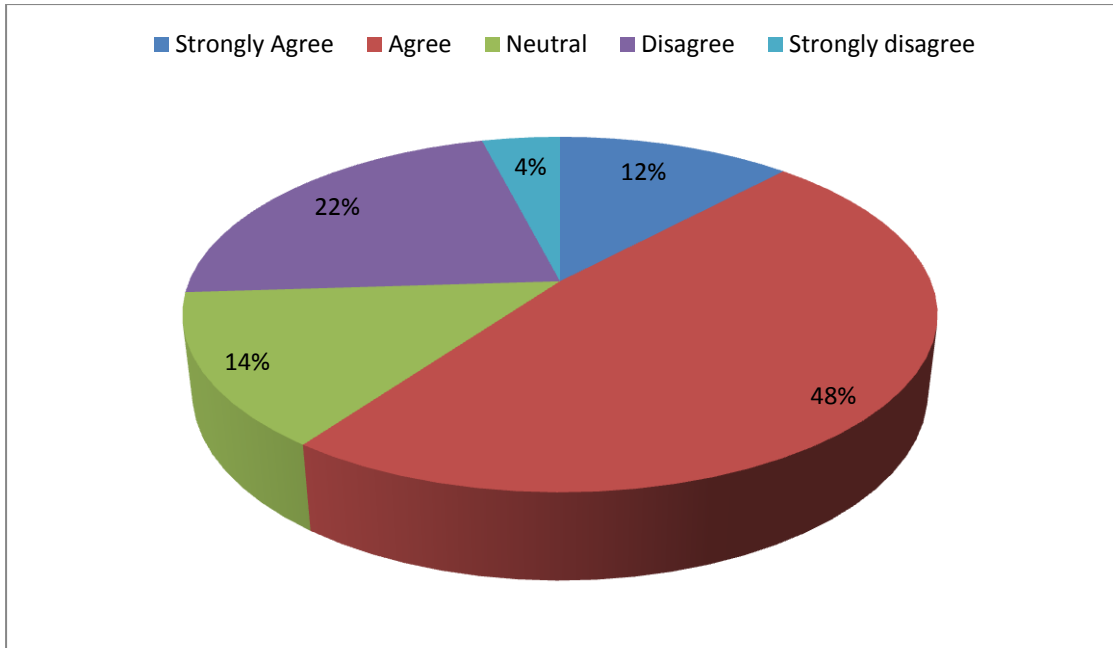


Figure no.5 LGS is Better than Percentage and Numerical System

Figure no.5 letter grading system is better than percentage and numerical system shows that 12 percent teachers strongly agree, 48 percent agree, 14 percent neutral, 22 percent disagree and 4 percent strongly disagree. It seems that 60 percent teachers have positive attitude for the statement. The research 'Attitude of teachers and students towards letter grading system in SLC also shows 76 percent teachers support the statement. (Acharya, 2016).

Similarly a thesis 'A comparison of the effects between letter grades and pass/fail grades on the attitude and achievement of 11th grade United States History Students' says that pass/fail system would enhance a greater stress on intrinsic motivation in the learning environment rather than letter grades.

4.2.2 Teachers' Attitude towards the Implementation of Letter Grading System

There are five statements related to the implementation of letter grading system. The following graph, pie chart and table consist the teachers' attitude and it corresponds to the percentage of questionnaire.

The responses of the teachers for the statement present curriculum is effective for letter grading system.

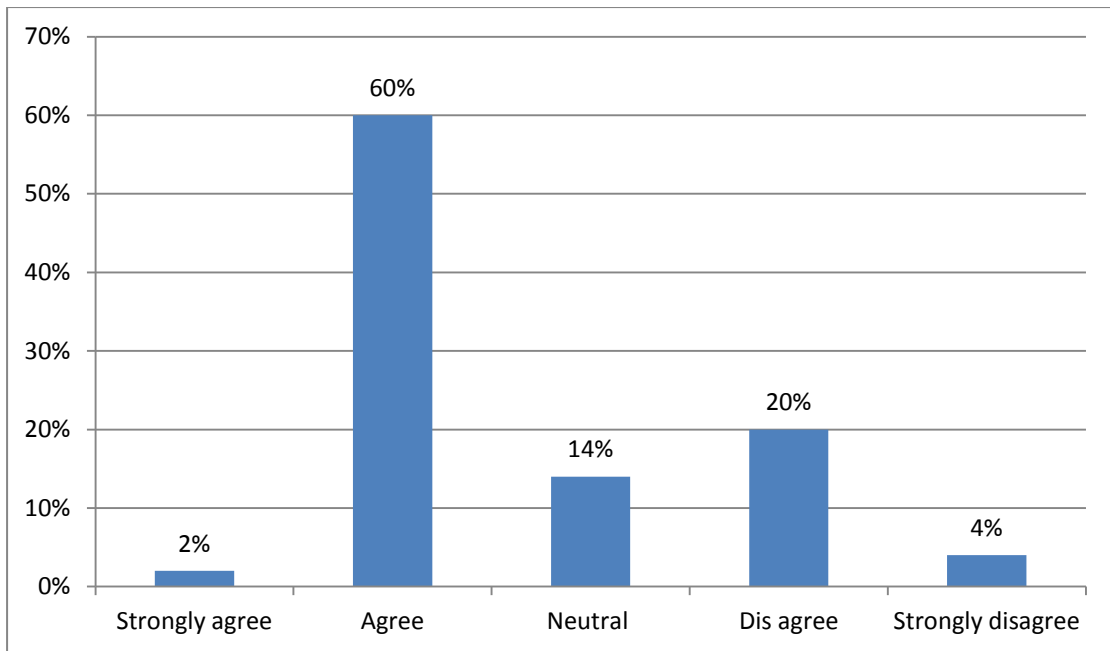


Figure No.6 Effectiveness of Present Curriculum for LGS

Figure no.6 present curriculum is effective for LGS shows that 2 percent teachers strongly agree, 60 percent agree, 14 percent neutral, 20percent disagree and 4 percent strongly disagree. It can be concluded that most of the teachers have positive thought for the statement. However, other research also favors the statement. Fifty percent teachers have positive attitude towards the statement.(Acharya, 2016).

Table No. 11 Clear Guidelines to Implement LGS

Q.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2	There are clear guidelines to implement letter grading system.	4%	42%	16%	38%	-----

Table no.11 there are clear guidelines to implement letter grading system.' For it, 4 percent teachers strongly agree, 42 percent agree, 16 percent neutral and 38 percent disagree. Nobody has any opinion to strongly disagree. It shows that 46 percent teachers have positive attitude and 38 percent teachers have negative attitude for the statement. Similarly other research shows 57 percent teachers disagree with the statement. (Acharya, 2016).

Data is presented in bar graph for the statement “the course can be completed within the allocated time”.

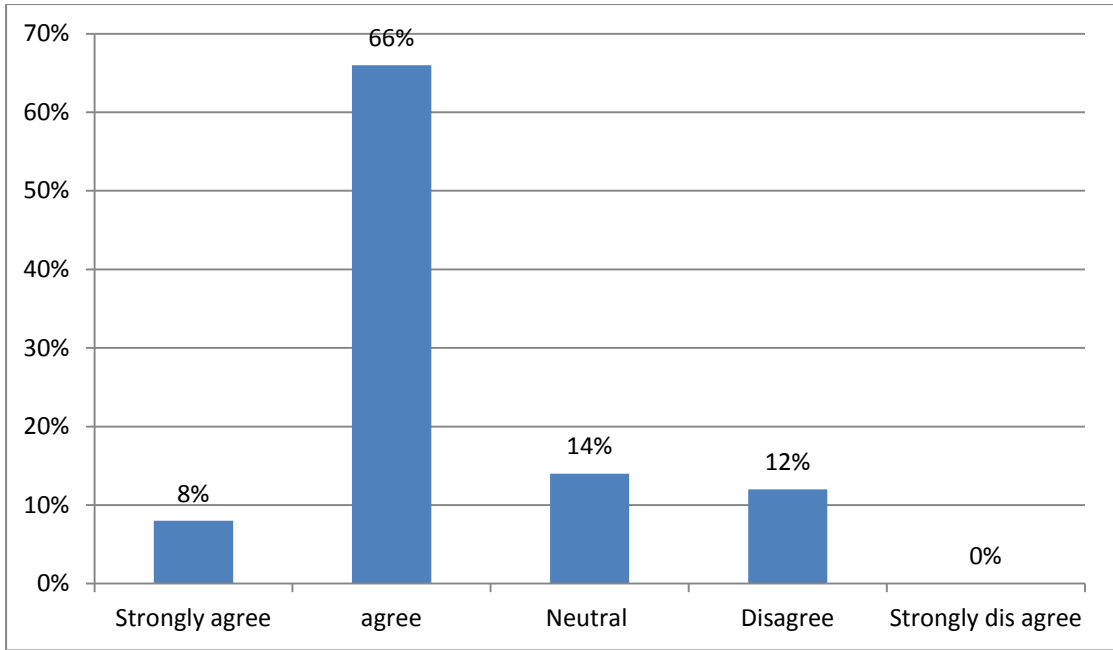


Figure No.7 Completing the Course within Allocated Time

Figure no.7 presents that eight percent strongly agree, 66 percent agree, 14 percent neutral, 12 percent disagree about it. From the above graph, it is found that altogether 74 percent teachers support the statement.

The figure no.8 represents the responses of the teachers for the statement." there are challenges to implement the letter grading letter system.

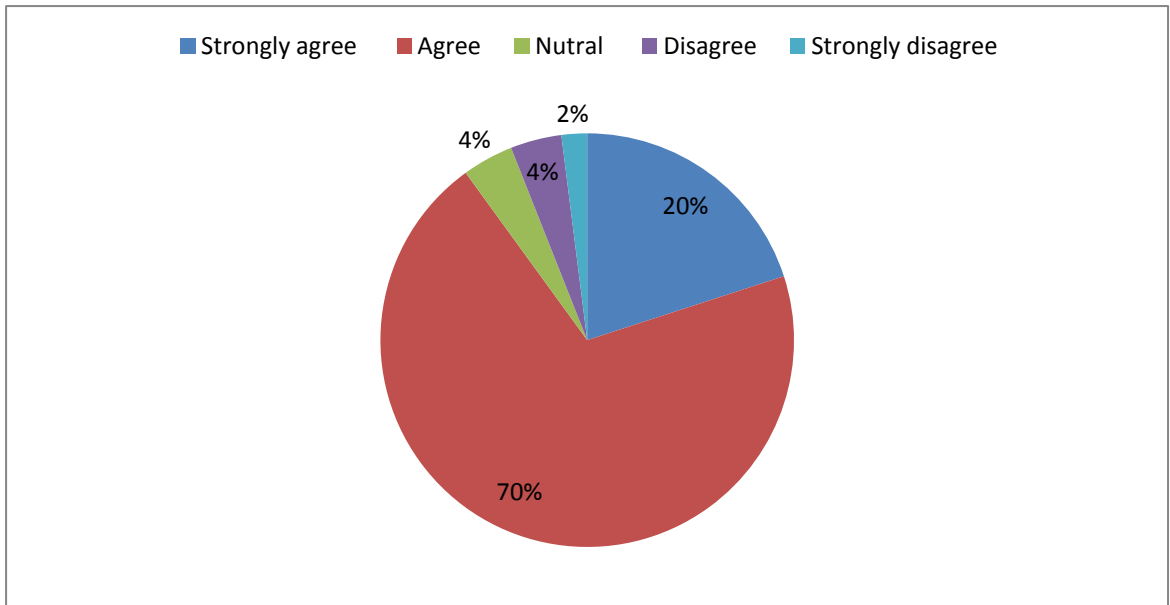


Figure No. 8 Challenges to Implement the LGS

From figure no.8, it can be summarized that 20 percent teachers strongly agree, 70 percent agree, 4 Percent neutral, 4 percent disagree and 2 percent strongly disagree. For the above mentioned statement, altogether 90 percent teachers agree with the statement.

Other research presents 80 percent teachers believe that there are challenges to implement the letter grading system. (Acharya, 2016). Similarly a narrative report of the national seminar on letter grading system: Implication and its impacts in higher education; (TU 2016) reports the some challenges towards the implementation of grading system. They are as follows;

- I. There is a great challenge for ensuring the reliability and validity of examination system in higher level. Even the lack of “specification grid” for the formation of items poses great threat for the validity of tests used in these examinations.
- II. Standardization administration of test all over the country is also an area of great challenge.
- III. High subjectivity in item preparation and scoring is also a great threat for the implementation of qualitative grading system.
- IV. Assurance of uniformity in the implementation of course in terms duration of course implementation may pose a threat to the quality of grading system.
- V. Availability of human resource for the implementation of grading system may be also another challenge.

Table No. 12 Transparencies in LGS

Q.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	Assessment and overall evaluation is transparent in letter grading system.	4%	40%	10%	36%	10%

For table no.12 'Assessment and overall evaluation is transparent the letter grading system.' A total number of 4 percent strongly agree, 40 percent agree, 10 percent neutral, 36 percent disagree and 10 percent strongly disagree. It shows 50 percent teachers have positive attitude and 50 percent have negative attitude for the

statement. It can be concluded that assessment and overall evaluation is transparent in LGS.

4.2.3 Teachers' Attitude towards the Educational Management

There are four statement related to the teachers attitude towards the educational management. The following table, pie- chart and bar graph consist the teachers` attitude and it corresponds to the percentage of questionnaire.

Percentage of teachers' response towards the statement.

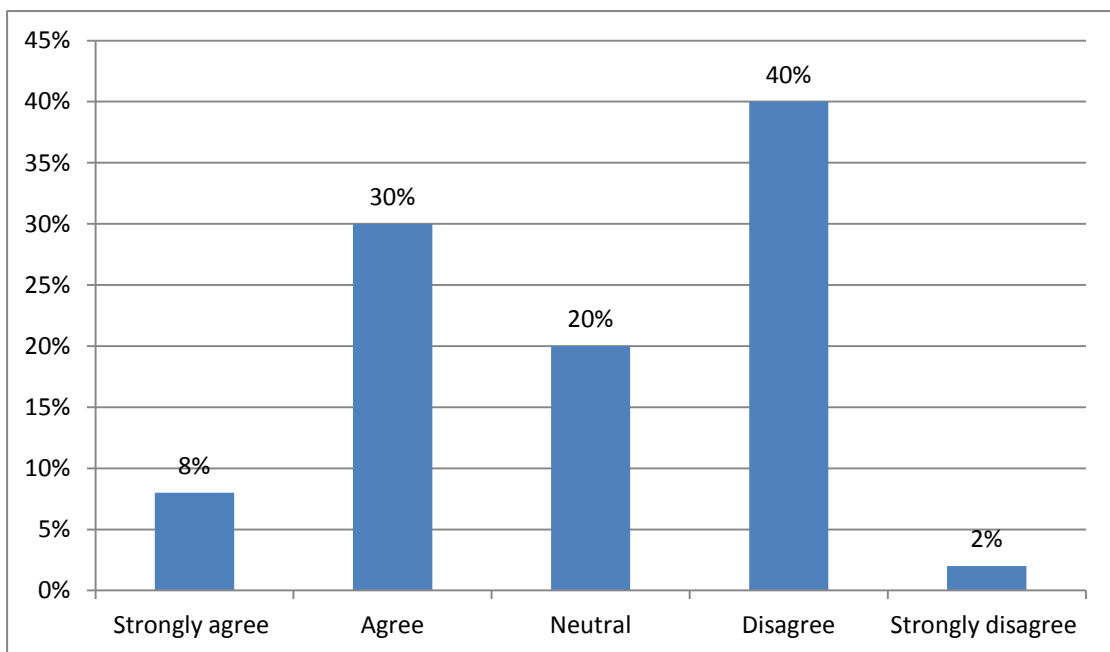


Figure No.9 Managing the Regular Class in LGS

The statement, ' It is easy to manage regular class in letter grading system.' About it, 8 percent teachers strongly agree, 30 percent agree, 20 percent neutral, 40 percent disagree and 2 percent strongly disagree. Altogether 38 percent agree and 42 percent disagree. It shows that most of the teachers have negative attitude towards the statement.

The pie- chart in figure no.10 presents the responses of the teachers for statement.

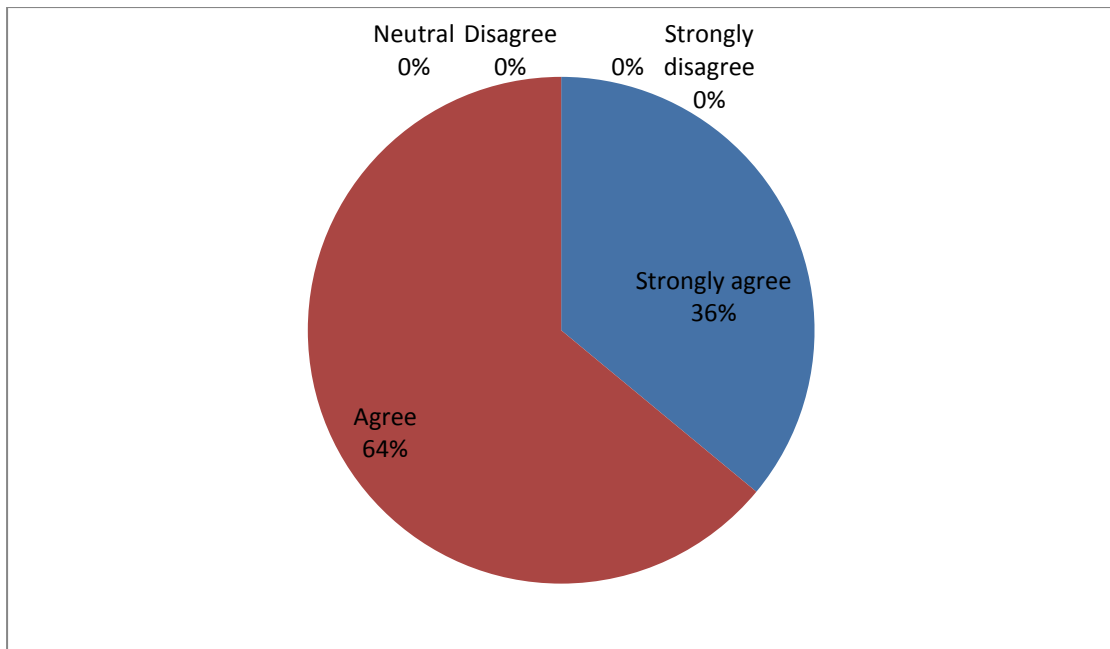


Figure No.10 Teacher Training Programs Needed for LGS

For figure no.10, 'Effective teachers training programs are needed for letter grading system.' About it, 36 percent teachers strongly agree and 64 percent agree, Altogether 100 percent teachers agree with the statement. It can be concluded that teacher training programs are very necessary for the letter grading system. The study "Attitude of teachers and students towards letter grading system in SLC" has similar ideas about the statement. This study shows 100 percent teachers have positive attitude towards the statement.(Acharya,2016).

Table No. 13 LGS Needs more Materials to Manage Educational Activities

Q.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Letter grading system needs more materials to manage educational activities.	26%	58%	12%	4%	-----

For table no.13, letter grading system needs more materials to manage educational activities, a total number of 26 percent teachers strongly agree, 58 percent agree, 12 percent neutral and 4 percent disagree. Altogether 84 percent teachers have positive attitude regarding the statement.

Table No. 14 LGS needs Effective and Skillful Manpower to Prepare Result in GPA

Q.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	It needs effective and skillful manpower to prepare result in GPA.	50%	46%	4%	----	----

The statement, ' It needs effective and skillful manpower to prepare results in GPA.' About it, fifty percent teachers strongly agree, 46 percent agree and 4 percent neutral. Altogether 96 percent teachers agree with the statement. It shows that effective and skillful manpower are needed to prepare result in GPA.

4.2.4 Teachers' Attitude towards the Evaluation of Students in Letter Grading System

There are four statements related to teachers' attitude towards the evaluation at students in LGS. The following pie- chart and graph contain the teachers' attitude and it corresponding to percentage of questionnaire.

The Pie- charts shows the responses of the teachers for the statement.

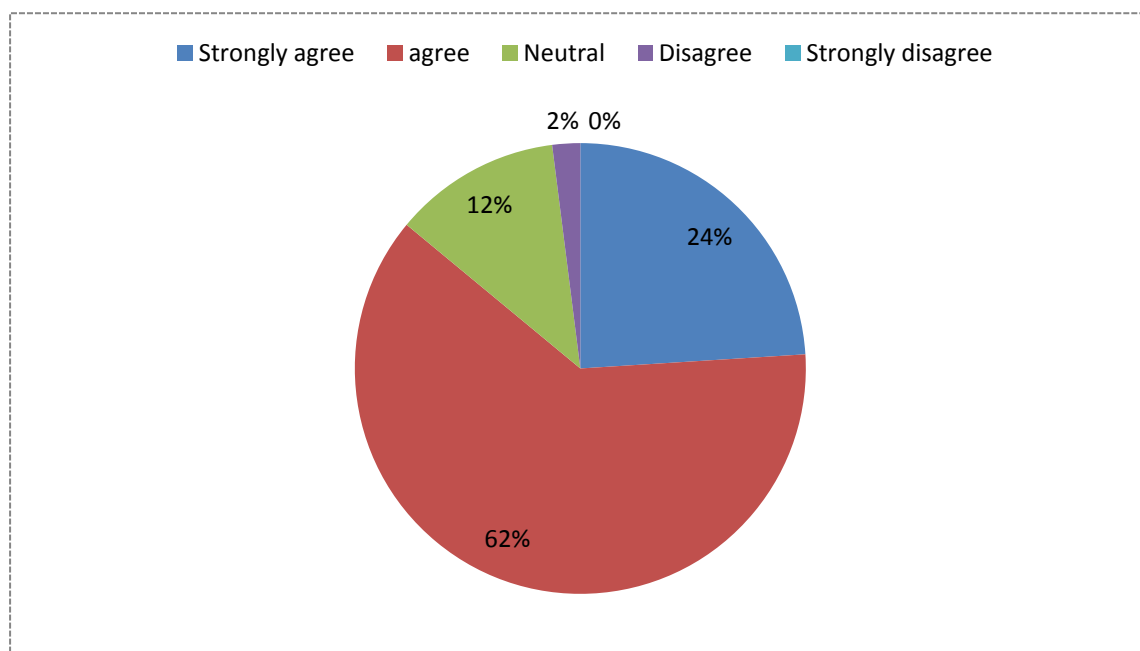


Figure No.11 Achievements of Students on LGS

Figure no.11 presents that 24 percent teachers strongly agree, 62 percent agree, 12 percent neutral and 2 percent disagree. Nobody shared the attitude towards the strongly disagree. Altogether 86 percent teachers agree that average achievement of student is higher than numerical system. It seems that most of the teachers have positive for the statement.

The pie chart in figure no.12 represents the responses of the teachers towards the statement, “Letter grading system helps to improve student’s achievement.”

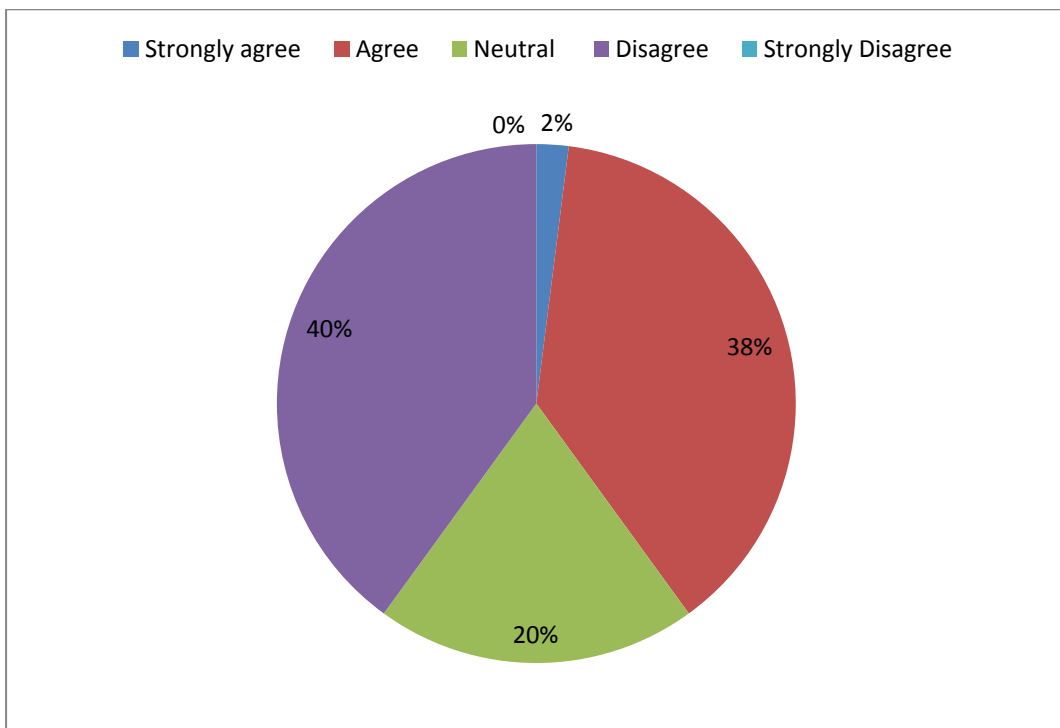


Figure No.12 LGS helps to Improve Students’ Achievement

Figure no.12 shows that 2 percent teachers strongly agree, 38 percent agree, 20 percent neutral and 40 percent disagree. Fifty percent teachers have positive attitude and 50 percent have negative attitude towards the statement. It helps students to score good grade.

The graph shows the responses of teachers towards the statement.

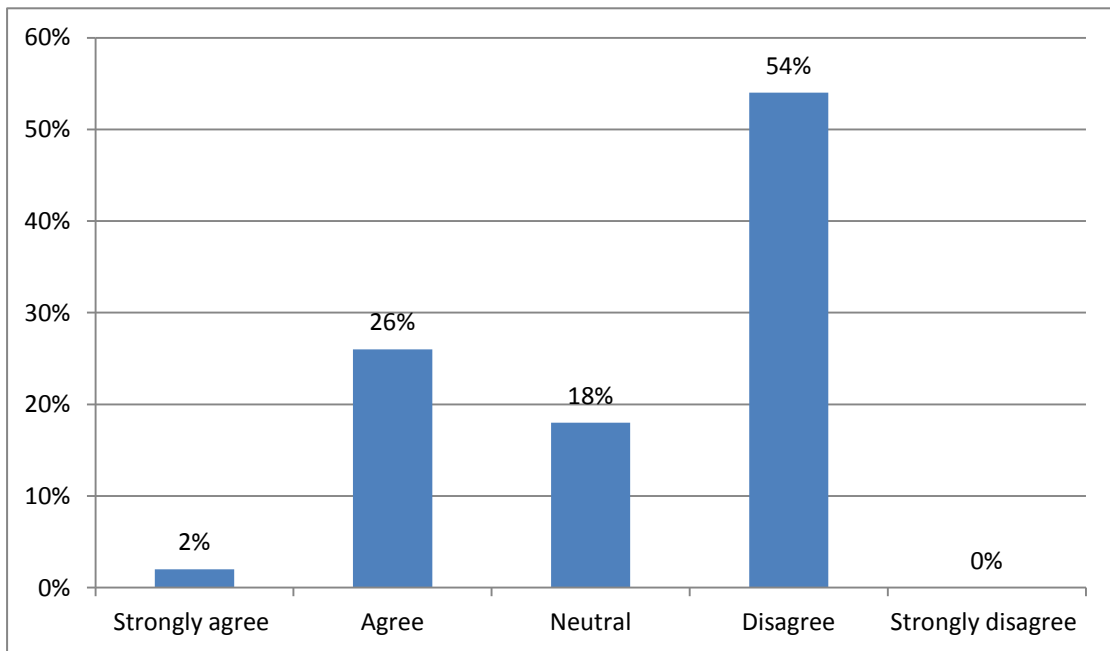


Figure No.13 Evaluating the Actual Proficiency

Figure no.13 shows that 2 percent teachers strongly agree, 26 percent agree, 18 percent neutral and 54 percent disagree. It shows that 28 percent teachers have positive attitude and 54 percent have negative attitude for the statement. It means letter grading system doesn't evaluate the actual proficiency of the students.

The following graph presents the responses of the teachers towards the statement letter grading system motivates the learners towards learning.

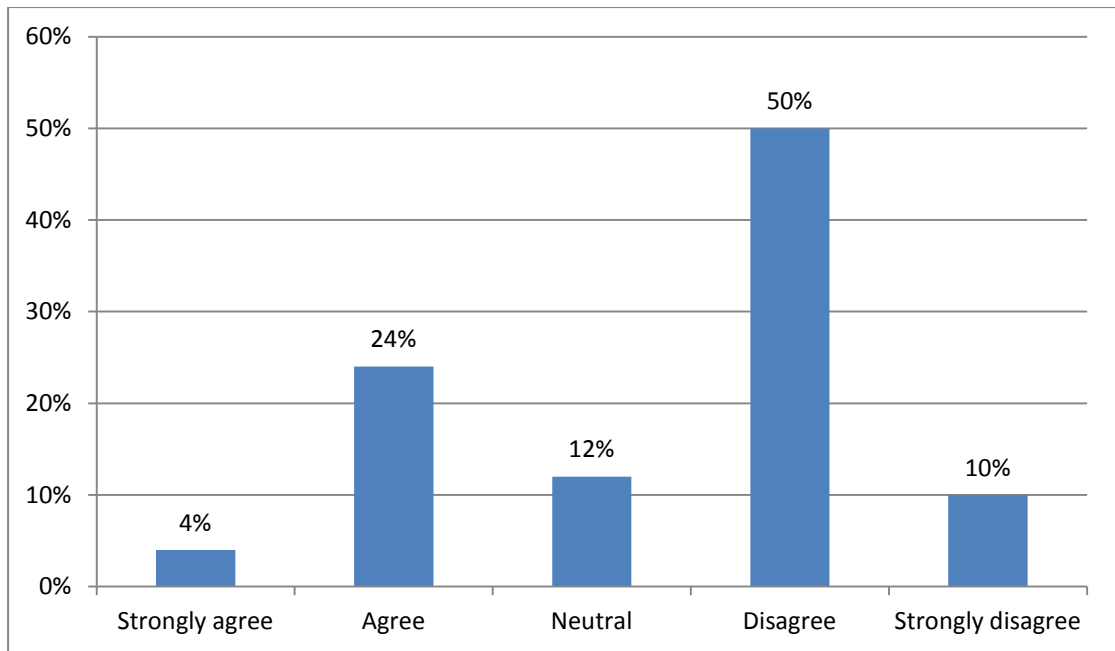


Figure No.14 Motivating the Learners towards Learning

Figure no.14 is summarized that 4 percent teachers strongly agree, 24 percent agree, 12 percent neutral, 50 percent disagree and 10 percent strongly disagree. Altogether 60 percent teachers have negative attitude regarding the statement LGS motivates the learners for learning but another report says that grading system is also a source of intrinsic motivation for the learners. It can encourage the students for the achievement of higher grades. It is obvious there is large gap of score in division system than grade system. Therefore, grading system can more encourage the students for achieving better grade. (National seminar on letter grading system, TU 2016)

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND IMPLICATIONS

This unit deals with the summary of major findings, conclusions and implications for the future study.

5.1 Summary

The study was carried out to examine the attitude of secondary level teachers' towards different aspects of letter grading system. The questionnaire was major tool of data collection. The population of study was six government secondary schools of two municipalities, Barhdashi and Haldibari of Jhapa district. Altogether 50 teachers were sampled for the study, most of the teachers have positive attitude towards the letter grading system.

The summary/findings of the study are mentioned below:

1. Eighteen percent teachers strongly agree, 58 percent agree and 18 percent teachers disagree that letter grading system is appropriate in SEE level in the present context.
2. Six percent teachers strongly agree, 16 percent agree, 12 percent neutral and 66 percent teachers disagree that teachers and parents have clear concept of GPA.
3. Twenty six teachers strongly agree, 44 percent agree, 12 percent neutral and 18 percent disagree that LGS is favorable for weak students.
4. Twelve percent teachers strongly agree, 48 percent agree, 14 percent neutral and 26 percent teachers disagree that letter grading system is better than percentage and numerical system.
5. Forty six percent teachers agree, 16 percent neutral and 38 percent teachers disagree that there are clear guidelines to implement the letter grading system.
6. Twenty percent teachers strongly, 70 percent agree and 6 percent disagree that there are challenges to implement the letter grading system.

7. Thirty six percent teachers strongly agree and 64 percent agree, altogether 100 percent agree that effective teacher training programs are needed for letter grading system.
8. Fifty percent teachers strongly and 46 percent agree, altogether 96 percent agree that effective and skillful manpower needs to prepare result in GPA.
9. Twenty four percent teachers strongly agree, 62 percent agree and 12 percent neutral that the average achievements of students on letter grading system are higher than numerical system.
10. Twenty eight percent teachers agree, 18 percent neutral and 54 percent disagree that letter grading system evaluates the actual proficiency of the students.
11. Twenty eight percent teachers agree, 12 percent neutral, 50 percent disagree and 10 percent strongly disagree that letter grading system motivate the learners towards learning.

5.2 Conclusions

The major conclusions of the study are mentioned below:

1. Almost all the teachers agree that letter grading system is appropriate in SEE level in the present context.
2. Most of the teachers and parents do not have clear concept of GPA.
3. Letter grading system is better than percentage and numerical system.
4. There are clear guidelines to implement LGS.
5. There are some challenges to implement letter grading system.
6. Training programs should be conducted on LGS and GPA for teachers.
7. Skillful manpower needs to prepare results in GPA.
8. The average achievement of students on LGS is higher than numerical and percentage system.
9. Letter grading system demotivates the learners for learning.

5.3 Implications

On the basis of the above mentioned conclusions, the following things have recommended for implication.

5.3.1 Policy Level

The implications for policy level are mentioned below.

1. Concern authority should ease the evaluation of grading level.
2. Challenges of letter grading system should be addressed.
3. Teacher training programs should be adopted.

5.3.2 Practice Level

The implications for practice level are mentioned below.

1. The concern authority of education should conduct training session on GPA for parents and teachers.
2. Teacher training programs should be conducted on letter grading system
3. Teachers should motivate the learners for learning.

5.3.3 Further Research

The other possible areas or topics for further investigation in this topic could be:

1. Study on private secondary school teachers' attitude towards letter grading system should carry to establish the findings of the research.
2. Study on students' attitude towards letter grading system should carry.
3. Study on parents' attitude towards letter grading system should carry.
4. Study on basic level teachers' attitude towards letter grading system should carry.

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Appendix-i
Questionnaire

Dear Teachers,

I am **Pramod Kumar Thakur** as a student of Master Degree in English Education, I am going to conduct a "**A study on teachers' Attitude towards Letter Grading System**" for thesis. For this purpose I distribute 18 statements concerned with the attitude, please give your own opinion by putting tick marks (√) on any one of the following rating of each statement. I promise I will use the data only for the research purpose and not reveal it for any other context.

Name of teacher:

.....
.....

Name of the school:

.....
.....

Teaching

experience.....

Section-A: - Teacher attitude towards letter grading system

Q.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Letter grading system is appropriate in SEE level in the present context.					
2	Teachers and parents have clear concept of GPA.					
3	All subjects are equally important in letter grading system.					
4	Letter grading system is favorable for weak students .					
5	Letter grading System is better than percentage and numerical system					

Section-B: - Teacher attitude towards the implementation of letter grading system

Q.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6	Present curriculum is effective for letter grading system					
7	There are clear guidelines to implement letter grading system					
8	The course can be completed within the allocated time					
9	There are challenges to implement the letter grading system					
10	Assessment and overall evaluation is transparent in letter grading system.					

Section-C: - Teacher attitude towards the educational management

Q.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11	It is easy to manage regular class in letter grading system					
12	Effective teacher training programs are needed for letter grading system .					
13	Letter grading system needs more materials to manage educational activities.					
14	It needs effective and skillful manpower to prepare results in GPA					

Section-D: - Teacher attitude towards the evaluation of students in letter grading system

Q.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15	The average achievement of students on letter grading system is higher than numerical system,					
16	Letter grading system helps to improve student's achievement.					
17	Letter grading system evaluates the actual proficiency of the students.					
18	Letter grading system motivates the learners towards learning.					

Appendix -ii

Questionnaire

Dear Teachers,

I am **Pramod Kumar Thakur** as a student of Master Degree in English Education, I am going to conduct a "**A study on teachers' Attitude towards Letter Grading System**" for thesis. For this purpose I distribute 18 statements concerned with the attitude, please give your own opinion by putting tick marks (√) on any one of the following rating of each statement. I promise I will use the data only for the research purpose and not reveal it for any other context.

Name of the teacher.....

Name of the school:
.....

Teaching experience:
.....

Section-A: - Teacher attitude towards letter grading system

Q.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Letter grading system is appropriate in SEE level in the present context.	18%	58%	6%	14%	4%
2	Teachers and parents have clear concept of GPA.	6%	16%	12%	62%	4%
3	All subjects are equally important in letter grading system.	24%	52%	8%	16%	-
4	Letter grading system is favorable for weak students .	26%	44%	12%	16%	2%
5	Letter grading System is better than percentage and numerical system	12%	48%	14%	22%	4%

Section-B: - Teacher attitude towards the implementation of letter grading system

Q.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6	Present curriculum is effective for letter grading system	2%	60%	14%	20%	4%
7	There are clear guidelines to implement letter grading system	4%	42%	16%	38%	-

8	The course can be completed within the allocated time	8%	66%	14%	12%	-
9	There are challenges to implement the letter grading system	20%	70%	4%	4%	2%
10	Assessment and overall evaluation is transparent in letter grading system.	4%	40%	10%	36%	10%

Section-C: - Teacher attitude towards the educational management

Q.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11	It is easy to manage regular class in letter grading system	8%	30%	20%	40%	2%
12	Effective teacher training programs are needed for letter grading system .	36%	64%			-
13	Letter grading system needs more materials to manage educational activities.	26%	58%	12%	4%	-
14	It needs effective and skillful manpower to prepare results in GPA	50%	46%	4%		-

Section-D: - Teacher attitude towards the evaluation of students in letter grading system

Q.N.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15	The average achievement of students on letter grading system is higher than numerical system.	24%	62%	12%	2%	-
16	Letter grading system helps to improve student's achievement.	2%	38%	20%	40%	-
17	Letter grading system evaluates the actual proficiency of the students.	2%	26%	18%	54%	-
18	Letter grading system motivates the learners towards learning.	4%	24%	12%	50%	10%