

ATTITUDE OF TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION

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Abstract: *In recent years, there has been a growing concern for improving the quality of achievement of learners. But this aim to improve learners' quality and to universalize the improved quality is not being realized without the appropriate effort of teachers, perfect teaching learning processes and proper evaluation practices. This study was conducted on 80 secondary school teachers of Patna District, to know the attitude of secondary school teachers towards continuous and comprehensive evaluation. The Objectives of the study was to study the attitude of secondary school teachers towards continuous and comprehensive evaluation, to study the attitude of government and private secondary school teachers towards continuous and comprehensive evaluation and to study the attitude of male and female secondary school teachers towards continuous and comprehensive evaluation. Researcher had employed survey method and used self constructed attitude scale to collect the data. The main finding of the study reveals that, there were more than 60% teachers having highly favourable attitude towards CCE. All teachers possess same kind of attitude towards CCE irrespective of types of school and gender.*

Key Words: *Attitude, Teacher, Secondary school, Continuous and Comprehensive, Evaluation*

1. INTRODUCTION:

There has been a growing concern for improving the quality of achievement of learners at elementary and secondary level. But this aim to improve learners' quality and to universalize the improved quality is not being realized totally due to imperfect teaching learning processes and improper evaluation practices. The evaluation practices carried out in schools aim to measure the knowledge and understanding outcomes of learners, neglecting the evaluation of skills and higher mental abilities. Although holistic education demands development of all aspects of individual's personality including cognitive, affective and psychomotor domains, not much attention and emphasis is given to the development of interest, hobbies and passion of learners during evaluation. Focusing on excellence in academics alone undoubtedly results in only one sided development of personality. It is essential that due importance be given to participation in co-curricular activities like music, dance, art, dramatics and other areas of one's interest to make it more fruitful and enjoyable.

Thus, the scope of evaluation in schools must extend continuously to all the areas of learners personality development. It should include both scholastic and co-scholastic areas, i.e., it should be comprehensive in nature.

2. NEED & SIGNIFICANCE OF STUDY:

For carrying out continuous and comprehensive evaluation, multiple techniques have to be employed by the teachers. The teacher must be clear about the skills that help him to decide the content, appropriate strategy, teaching, teaching learning materials Evaluation techniques and also the remedial measures for those who fail to achieve the skills up to the mastery level. The teacher helps the learners to acquire the skills through continuous assessments by conducting written, oral and performance tests in scholastic areas and following the continuous observation and interactional techniques in the co- scholastic areas. Therefore, it is necessary to evaluate the learners continuously and comprehensively for making the teaching –learning process effective. These efforts would not turn to be effective and successful until and unless teachers are not willing whole-heartedly to implement such evaluation system in right manner and spirit. On the whole, it may be said that the success of continuous and comprehensive evaluation largely depends on the positive and favourable attitude of teachers. This study was an attempt to study the attitude of teachers towards continuous and comprehensive evaluation.

3. STATEMENT OF THE PROBLEM:

The present study was stated as “Attitude of Teachers towards Continuous and Comprehensive Evaluation”.

4. REVIEW OF LITERATURE:

Murugan S. P., Kumar R. S., Edward A. (2015) conducted a study to find out “*Teachers’ Perception about the Scheme of Continuous and Comprehensive Evaluation*” on 50 government school teachers from Sivaganga District. The objectives were, to study the teachers’ attitude towards CCE in Secondary Schools and to find out the teachers attitude towards CCE w.r.t. gender and educational qualification. Purposive and convenient sampling techniques were used. For data collection Questionnaire and Interview schedule were used. It was found that, the perception of government school teachers was average which indicates moderate acceptability of CCE by the teachers. Also large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE.

Mishra, S. And Malik, P. (2014) conducted a study on “*Perception of Teachers, Parents and Students about Continuous and Comprehensive Evaluation at Elementary School Level in Odisha*”. This study related to perception of teachers, parents and students about continuous and comprehensive evaluation. A questionnaire for teachers and an interview schedule for students were developed by the investigator to collect relevant data. It was found that most of the teachers said that they are aware about CCE, but the way they responded the items shows that they were not much aware about CCE. Similarly, parents and community members were also not aware about CCE. Lack of adequate teachers was one of the major reasons for not implementing CCE scheme in true spirit.

Thote, P. (2014) conducted a Study of “*Attitude of Teachers towards Faculty Development Programmes of CCE*”. The sample included 200 primary school teaches of Central India selected by using random sampling technique, self constructed attitude scale developed by authors was used for the collection of required data. During the course of training on CCE researchers observed that teachers were not clear about the various aspects of CCE. It was concluded that there was no significant difference between Rural and Urban, Male and Female and Teaching Experience (1-10 and 11-20+) teachers attitude towards in-service training programs of CCE.

Rathee, I. (2014) conducted a study on “*Teachers’ Attitude about the System of Continuous and Comprehensive Evaluation*”. It consist 100 teachers as sample from government and non-government schools of Dist. Sonapat, Haryana. For data collection, the investigator used, “Teachers attitude scale towards continuous comprehensive evaluation” developed by Dr. Vishal Sood and Dr. Arti Anand. The result of the study revealed that most of the teachers have highly favourable attitude towards CCE. In addition, teachers have a same kind of attitude towards CCE in relation to their subjects and teaching experience.

5. OPERATIONAL DEFINITIONS OF THE TERMS USED:

- Attitude: By the term “Attitude” researcher means, the personal feeling and opinion as the person thinks or behaves.
- Secondary School Teacher: By the term “Secondary School Teacher” researcher means, the teacher possessing basic qualification of B.ED and teaching secondary classes in secondary school.
- Continuous and Comprehensive Evaluation: By the term “Continuous and Comprehensive Evaluation” researcher means, a system of evaluation that proceed throughout the academic session and covers all the aspects of students’ development.

6. OBJECTIVES OF THE STUDY:

1. To study the level of attitude of teachers towards continuous and comprehensive evaluation.
2. To study the attitude of government and private school teachers towards continuous and comprehensive evaluation.
3. To study the attitude of male and female teachers towards continuous and comprehensive evaluation.

7. HYPOTHESIS OF THE STUDY:

The study was conducted with the following hypotheses.

1. There is no significant difference between the attitude of government and private school teachers towards continuous and comprehensive evaluation.
2. There is no significant difference between the attitude of male and female school teachers towards continuous and comprehensive evaluation.

8. DELIMITATION OF THE STUDY:

The study was limited to only 80 secondary school teachers of Patna District. Out of which 40 teachers were from government school and 40 teachers from private school.

9. METHODOLOGY:

The present study was a descriptive survey type study. Here the researcher had applied survey method to gather information.

9.1 POPULATION AND SAMPLE

All the secondary school teachers of Patna District come under the population of the study. In this research study, researcher had taken 40 governments and 40 private secondary school teachers as sample by using random sampling method.

9.2 TOOL USED

For this study researcher has taken self constructed three point Likert type attitude scale ranging from agree to undecided to disagree. The continuous and comprehensive evaluation attitude scale was consisted three dimensions, i.e. Child- related dimension of CCE, Teacher- related dimension of CCE and Process - related dimension of CCE. The reliability was computed through “split- half Method”. The reliability coefficient for half of the scale was found to be 0.6997. After applying Spearman-Brown Prophecy formulae, the reliability coefficient (r) for whole scale came out to be 0.8233 which also indicates a fairly high index of intrinsic validity of the attitude scale.

9.3 PROCEDURE OF DATA COLLECTION

For the present study data were collected from both government and private secondary school teachers of Patna District. The Researcher them self proceeded to different secondary schools for data collection after due permission and developed the rapport with the principal and teachers.

9.4 STATISTICAL TECHNIQUES EMPLOYED

Mean, standard deviation and t-test was used for testing the attitude of teachers towards continuous and comprehensive evaluation.

10. ANALYSIS AND INTERPRETATION OF DATA:

Table -1
Level of teachers’ attitude towards CCE

Level of teacher’s attitude	Number of Teachers	Percentage of Teachers
Highly favourable	6	7.50
Above average favourable	19	23.75
Average favourable	26	32.50
Below Average favourable	21	26.25
Highly unfavourable	8	10.00

Table 1 shows that out of 80 teachers 7.50% having highly favourable attitude about continuous and comprehensive evaluation. 23.75% of the teachers having above average favourable, 32.50% teachers possess average favourable and 26.25% having below average favourable attitude towards CCE. Only 10% teachers were not having positive attitude towards CCE.

Table-2
Mean standard deviation and “t” value of attitude of teachers with regard to type of school

Sr. no.	Type of School	No. of Teachers	Mean	Standard Deviation	t-value
1	Government	40	61.55	8.24	0.75
2	Private	40	60.35	5.99	

Degree of freedom - 78

The Table-2 revealed the mean score of government and private school teachers were 61.55 and 60.35 with SD 8.24 and 5.99 respectively. The calculated “t” value 0.75 was smaller than the table value 1.99 at 0.05 and 2.64 at the 0.01 level of significance. It was inferred from the above table that there was no significant difference between government and private teachers’ attitude towards Continuous and Comprehensive Evaluation. Also it was clear that mean value of government teachers’ attitude were higher than private teachers’ attitude, but the difference was not significant so the hypothesis, “There is no significant difference between the attitude of government and private secondary school teachers towards continuous and comprehensive evaluation” was accepted.

Table-3
Mean, s. d. and “t” value of attitude of teachers with regard to gender

Sr. no.	Gender	No.	Mean	Standard Deviation	t-value
1	Male	45	60.82	7.69	0.12
2	Female	35	61.11	6.57	

Degree of Freedom - 78

The Table-3 revealed the mean score of male and female teachers were 60.82 and 61.11 with SD 7.69 and 6.57 respectively. The calculated “t” value 0.12 was less than the table value 1.99 at 0.05 and 2.64 at the 0.01 level of significance. It was shown from the above table that there was no significant difference between male and female teachers’ attitude towards Continuous and Comprehensive Evaluation. Also it was clear that mean value of female teachers’ attitude were higher than male teachers’ attitude, but the difference was not significant so the hypothesis, “There is no significant difference between the attitude of male and female secondary school teachers towards continuous and comprehensive evaluation” was accepted.

11. FINDING OF THE STUDY:

- The present study revealed that more than 60% teachers were having favourable attitude towards CCE.
- There was no significant difference between Government and private teachers’ attitude, but government teachers’ possess slightly higher attitudes than private teachers towards Continuous and Comprehensive Evaluation.
- All teachers possess same kind of attitude towards CCE irrespective of their gender.

12. EDUCATIONAL IMPLICATION :

- Teachers should not be discriminated on the basis of government and private school.
- Teachers should not be discriminated on the basis of being male and female for the effect of work load on their teaching effectiveness.
- The study was able to elucidate the suggestions and the remedial measures from the teachers to overcome the barriers that come in the way of proper execution of CCE.
- The study can further help the state and the school administration to identify the major problems that the teachers encounter in the classes while executing CCE and take up the appropriate steps in the areas where teachers seek help.

13. LIMITATIONS:

In the present study, the investigator found the few limitations. The limitations were as given below:

- Due to paucity of time and resources a sample of only 80 secondary school teachers were taken which restricted the scope of generalization.
- There were many variables which may affect the awareness of teachers towards CCE like some socioeconomic variables, intellectual level, and maturity level and so on. These were not taken as consideration.
- Since the awareness was measured on the basis of fixed responses, the teachers may have given socially accepted responses instead of giving correct responses.
- The biggest limitation was that some teachers consulted with each other while making their choice. So the result might have got affected due to this.

By viewing these limitations, it was suggested that a similar but more elaborate study may be conducted using a larger sample and covering broader areas.

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