



An analysis of attitude of high school teachers towards continuous and comprehensive evaluation

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Abstract: Continuous Comprehensive Evaluation (CCE) is the tinkle word being in the air since the talks of the examination reforms being given greatest importance as far as the Indian Education System is concerned. According to University Education Commission (1948-49) that, "If we are to suggest a single reform in the system of education then it would be that of examination." The remark was followed by formation of number of committees and commissions. They had given several recommendations after observing the whole education system and were revealed that evaluation is the missing link of our education system. So realizing the importance of continuous comprehensive evaluation as an important criterion of the present study was undertaken by the investigator with the objectives like to study the difference in the attitude of male and female, government and private, married and Unmarried and rural and urban high school teachers towards continuous comprehensive evaluation. As such data was collected from 100 high school teachers of District. East Godavari of Andhra Pradesh through administration of a self-developed tool study the significance of difference between various groups 't' test was applied. The study reports the findings like the male and female, government and private, married and Un-married, and rural and urban high school teachers do not differ on their attitude towards continuous comprehensive evaluation.

Keywords: Attitude, High school teachers, Continuous Comprehensive Evaluation.

Introduction

The concept of Continuous and Comprehensive Education (CCE) has emphasized on learner focused evaluation rather than teacher focused. It aims at all round development of the learner. It is called as continuous because it consists continuity and regularity of assessment during the whole session comprehensive evaluation means assessment of both the scholastic and co-scholastic areas of personality. This CCE is multidimensional as it involves multiple techniques and different persons like teacher, pupil, peer group, parents, community etc. It is helpful in achieving the desired standard of achievement through diagnostic and remediation. It

also included the assessment of the contribution of teachers, supervisor and other educational workers in the development of teaching learning process along with evaluation. Thus, on the basis of the gained results it will be possible to modify the teaching methods and advancement of text books. Performance in scholastic area is assessed through oral test, written test, project work and practical test. Assessment of co-scholastic area i.e. social personal qualities is done through observation and interview techniques. Co-curricular activities have also been included in the curriculum. The reporting of this evaluation is done through grading. Principal and teachers of the schools are accountable for the



implementation of this system. It is pertinent to collect data about the attitude of the teachers towards this system. The present work aimed to study the attitude of secondary teachers towards continuous comprehensive system.

Need and Significance of the study:

In the context of modern society, the function of education is not merely to supply some amount of knowledge to the students, but to develop desirable habits, interest attitudes and skills among students. To attain these objectives, we have to provide appropriate learning experiences to the students. The true implementation of this evaluation system depends upon the active participation of the teachers. The performance of the teachers greatly depends upon their attitude. A positive attitude makes the work not only easier but more satisfying also and professionally rewarding. A negative attitude makes the teaching task harder, tedious and unpleasant. So, the knowledge of the attitude of the teachers will be helpful to the policy makers for the true implementation and to know the success of the system. If some deficiency exists, can be eliminated and this will help in providing quality education to the learners.

Review of related literature:

Dr. Jyoti Sankar Pradhan & Gopal Singh. (2015) A study on attitude of secondary school teachers towards continuous and comprehensive evaluation. In this studies results .There is no significant difference between the attitude of male and female secondary school teachers towards continuous and

comprehensive evaluation. There is no significant difference between the attitude of rural and urban secondary school teachers towards continuous and comprehensive evaluation. There is significant difference between the attitude of government and private secondary school teachers towards continuous and comprehensive evaluation.

Ms.Pooja Singha (2013)study on

Continuous and comprehensive evaluation-a study of teacher's perception. In the study results of the study indicate moderate acceptability of CCE by the government school teachers. Most of the teachers are still unaware of the concept of CCE. There was no significant difference between male and female teachers perception of CCE. No significant difference was found in the perception towards CCE among primary and secondary government school teachers. There was no significant difference between graduate and post-graduate teachers perception of CCE. There was a significant difference in the in teachers' perception of CCE among moderate and highly experienced teachers•

Bhattacharjee Archana and Sarma Nirmala (2009)

A study was conducted on the Status of Co-Scholastic activities in the school programme of the elementary schools. The sample of the study consisted of 50 elementary school from three educational blocks of the district. Primary data was collected through interview schedule, observations recorded in the invigilator's diary,



focused group discussions with the respondent teachers of the sample schools and interview with various school functionaries. The study revealed that co-scholastic activities have not earned a proper place in the school routine. The teachers did not have any kind of formal training to handle the co-scholastic activities. There was also no evaluation of these activities either half yearly or annually. Co-scholastic part of the curriculum was totally ignored in the school programme.

Jaiswal (2010) conducted a study of teachers' attitude towards new evaluation system. The findings of the study were that there was a significant difference in the attitude of regular and contractual/Para teachers. Some teachers have negative attitude towards this system due to unsuccessful implementation of this system. The findings revealed that para teachers' had less positive attitude towards this system than regular teachers. The para teachers were untrained for this system. To make the teachers attitude towards this system, it is needed that a proper training should be organized to all the teachers, so that they can understand its various aspects. It had also been found that there was a significant difference between male and female teachers with respect to their attitude towards this system. Observation of their mean values revealed that male teachers had more positive attitude than female teachers. The reason behind this was that the execution of this system needed to have mathematical skill, which is generally lacking in female teachers. So to ensure the active participation of female teachers, it is needed that the procedure

should be made somewhat easy to deal with.

Objectives: The following objectives were achieved in this study:

1. To study the attitude of male and female high school teachers towards continuous comprehensive evaluation.
2. To study the attitude of Graduate and Post-Graduate high school teachers towards continuous comprehensive evaluation.
3. To study the attitude of Professional Qualification high school teachers towards continuous comprehensive evaluation.
4. To study the attitude of married and un-married high school teachers towards continuous comprehensive evaluation.
5. To study the attitude of Telugu and English medium high school teachers towards continuous comprehensive evaluation.
6. To study the attitude of urban and rural high school teachers towards continuous comprehensive evaluation.
7. To study the attitude of govt. and private high school teachers towards continuous comprehensive evaluation.

Hypotheses: Hypothesis of the present study was presented in the null form these are as following:

1. There is no significant difference between the male and female high school teachers with respect to their attitude towards continuous comprehensive evaluation.
2. There is no significant difference between the Graduate and Post-



- Graduate high school teachers towards continuous comprehensive evaluation.
3. There is no significant difference between Professional Qualification high school teachers towards continuous comprehensive evaluation.
 4. There is no significant difference between the married and un-married high school teachers towards continuous comprehensive evaluation.
 5. There is no significant difference between the Telugu and English high school teachers towards continuous comprehensive evaluation.
 6. There is no significant difference between the urban and rural high school teachers towards continuous comprehensive evaluation.
 7. There is no significant difference between the govt. and private high school teachers towards continuous comprehensive evaluation.

Method of Study: Depending upon the objectives of the study, the descriptive survey method of research was used in the present study.

The Sample: In the present study all secondary school teachers of District East Godavari, Andhra Pradesh constituted the population of the study. As such, the sample has been selected through purposive sampling technique. The sample of the present study comprised 100 high school teachers of District East Godavari, Andhra Pradesh.

Tool Used: The investigator used a self-developed tool (Attitude scale on CCE) to collect the data. The scale consists of 48 items on the following dimensions:

- Child-Related
- Teacher-Related
- Processes-Related

Statistical Technique used: For analysis of collected data, the 't' test statistical technique has been applied.

Results and discussion:

1. Attitude of Male and Female high school teachers towards Continuous and Comprehensive Evaluation.

The table-1 represents the data pertaining to the significance of differences in the mean score of attitude of male and female high school teacher towards continuous and comprehensive evaluation.

Table -1: The significance of mean differences attitude of male and female high school teachers towards continuous and comprehensive evaluation.

Gender	Number	Mean	S.D	df	t-value	Result
Male	281	61.26	5.47	598	2.29	significant
Female	319	60.38	3.56			



From the table-1 it is observed that obtained 't'-values on the attitude of high school teachers mean is 61.26 and 60.38 respectively. When such score were subjected to the testing of their significance of difference, the 't' value was found to be 2.29 which are greater than the table value of 't' at 0.05 level. Thus, the null hypothesis was rejected and it was conclude that the male and female high school teachers differ in their attitude towards continuous and comprehensive evaluation.

Table -2: The significance of mean differences attitude of Graduate and Post-Graduate high school teachers towards continuous and comprehensive evaluation.

Academic Qualification	Number	Mean	S.D	df	t-value	Result
Graduate	316	60.78	4.95	598	0.08	Not-significant
Post-Graduate	284	60.81	4.12			

From the table-2 it is observed that obtained 't'-values on the attitude of high school teachers mean is 60.78 and 60.81 respectively. When such score were subjected to the testing of their do not significance of difference, the 't' value was found to be 0.08 which are less than the table value of 't' at 0.05 level. Thus, the null hypothesis was accepted and it was conclude that the Graduate and post-Graduate high school teachers do not differ in their attitude towards continuous and comprehensive evaluation.

3. Attitude of Professional Qualification high school teachers towards Continuous and

2. Attitude of Graduate and Post-Graduate high school teachers towards Continuous and Comprehensive Evaluation.

The table-2 represents the data pertaining to the significance of differences in the mean score of attitude of Graduate and Post-Graduate high school teacher towards continuous and comprehensive evaluation.

Comprehensive Evaluation. The table-3 represents the data pertaining to the significance of differences in the mean score of attitude of professional Qualification high school teacher towards

continuous and comprehensive evaluation.

From the table-3 it is observed that obtained 't'-values on the attitude of high school teachers mean is 60.90,60.85,60.18,60.11,60.88 and 59.11 respectively. When such score were subjected to the testing of their not-significance of difference, the 'F' value was found to be 0.87 which are less than the table value of 'F' at 0.05 level. Thus, the null hypothesis was accepted and it was conclude that the professional Qualification high school teachers do not differ in their attitude towards continuous and comprehensive evaluation.



Table -3: The significance of mean differences attitude of professional Qualification high school teachers towards continuous and comprehensive evaluation.

Professional Qualification	Number	Mean	S.D	df	F-value	Result
B.Ed	393	60.90	4.48	594	0.87	Not-significant
M.Ed	55	60.85	5.09			
Pandit Training	47	60.18	5.07			
T.C.C	30	60.11	4.83			
B.P.Ed	74	60.88	4.33			
M.P.Ed	1	59.11	3.37			

The table-4 represents the data pertaining to the significance of differences in the mean score of attitude of married and unmarried high school teacher towards continuous and comprehensive evaluation.

4. Attitude of Married and Un-Married high school teachers towards Continuous and Comprehensive Evaluation.

Table -4: The significance of mean differences attitude of married and un-married high school teachers towards continuous and comprehensive evaluation.

Marital Status	Number	Mean	S.D	df	t-value	Result
Married	450	60.88	4.50	598	0.82	Not-significant
Un-Married	150	60.53	4.57			

From the table-4 it is observed that obtained 't'-values on the attitude of high school teachers mean is 60.88 and 60.53 respectively. When such score were subjected to the testing of their not-significance of difference, the 't' value was found to be 0.82 which are less than the table value of 't' at 0.05 level. Thus, the null hypothesis was accepted and it was conclude that the married and Un-married high school teachers differ in their attitude towards continuous and comprehensive evaluation.

5. Attitude of Telugu and English medium high school teachers towards Continuous and Comprehensive Evaluation.

The table-5 represents the data pertaining to the significance of differences in the mean score of attitude of Telugu and English medium high school teacher towards continuous and comprehensive evaluation.



Table -5: The significance of mean differences attitude of Telugu and English medium high school teachers towards continuous and comprehensive evaluation.

Medium	Number	Mean	S.D	df	t-value	Result
Telugu	294	60.68	4.17	598	0.56	Not-significant
English	306	60.89	4.93			

From the table-5 it is observed that obtained 't'-values on the attitude of high school teachers mean is 60.68 and 60.89 respectively. When such score were subjected to the testing of their not-significance of difference, the 't' value was found to be 0.56 which are less than the table value of 't' at 0.05 level. Thus, the null hypothesis was accepted and it was conclude that the Telugu and English medium high school teachers differ in

their attitude towards continuous and comprehensive evaluation.

6. Attitude of Urban and Rural high school teachers towards Continuous and Comprehensive Evaluation.

The table-6 represents the data pertaining to the significance of differences in the mean score of attitude of Urban and Rural high school teacher towards continuous and comprehensive evaluation.

Table -6: The significance of mean differences attitude of Urban and Rural high school teachers towards continuous and comprehensive evaluation.

Locality	Number	Mean	S.D	df	t-value	Result
Urban	350	61.65	4.97	598	5.84	significant
Rural	250	59.60	3.63			

From the table-6 it is observed that obtained 't'-values on the attitude of high school teachers mean is 61.65 and 59.60 respectively. When such score were subjected to the testing of their significance of difference, the 't' value was found to be 5.84. Which are greater than the table value of 't' at 0.01 level. Thus, the null hypothesis was accepted and it was conclude that the urban and rural high school teachers differ in their

attitude towards continuous and comprehensive evaluation.

7. Attitude of Govt. and Private high school teachers towards Continuous and Comprehensive Evaluation.

The table-7 represents the data pertaining to the significance of differences in the mean score of attitude of govt. And private high school teacher towards continuous and comprehensive evaluation.



Table -7: The significance of mean differences attitude of Govt. and Private high school teachers towards continuous and comprehensive evaluation.

Type of Management	Number	Mean	S.D	df	t-value	Result
Govt.	338	61.31	5.06	598	3.46	significant
Private	262	60.11	3.39			

From the table-1 it is observed that obtained 't'-values on the attitude of high school teachers mean is 61.31 and 60.11 respectively. When such score were subjected to the testing of their significance of difference, the 't' value was found to be 3.46 which are greater than the table value of 't' at 0.01 level. Thus, the null hypothesis was accepted and it was conclude that the govt. and private high school teachers differ in their attitude towards continuous and comprehensive evaluation.

Findings of the study: After the careful analysis of the obtained data and interpretation of the results with regard to the objectives and hypotheses of the study, the investigator reached at the following findings.

1. Male and female high school teachers towards continuous comprehensive evaluation significantly.
2. Graduate and Post-Graduate high school teachers towards continuous comprehensive evaluation do not differ significantly.
3. Professional Qualification high school teachers towards continuous comprehensive evaluation do not differ significantly.
4. Married and un-married high school teachers towards continuous comprehensive evaluation do not differ significantly.

5. Telugu and English medium high school teachers towards continuous comprehensive evaluation do not differ significantly.

6. Urban and rural high school teachers towards continuous comprehensive evaluation significantly.

7. Govt. and private high school teachers towards continuous comprehensive evaluation significantly.

It can be concluded from the results that Academic Qualification, Professional Qualification, Marital Status, Medium, do not differ significant school teachers' have gender, locality, type of management significant attitude towards continuous comprehensive evaluation.

Recommendations:

1. Teachers' competency needs to be developed through orientation programmes which helps the teachers and stimulates for action which is essential for successful implementation of any innovation in the field of education.
2. More emphasis should be given on continuous comprehensive evaluation of students learning outcomes such an evaluation system, as put in the NCF 2005, places a lot of demand on teacher's



time and ability to maintain meticulous records if it is to be meaningfully executed and if it is to have any reliability as assessment.

3. There is a need to maintain credibility in assessment so that the teachers perform their functions of providing feedback to the children in a meaningful way.

4. To make favourable attitude towards this system. It is needed that a proper training should be organized to the teachers.

5. To make proper execution of this system, there is need to have mathematical skill among teachers and that can be promoted through training.

6. Teachers should be provided ample material and professional support for implementation of this system.

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