



“Attitude of teachers towards continuous comprehensive evaluation (CCE)”

By

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Abstract

The main contention of the study is to find out the attitude of teachers towards continuous and comprehensive evaluation. Accordingly the hypotheses was formulated. For this purpose the sample of 100 teachers were purposively selected. After establishing proper rapport the attitude scale was administered to the subjects. The data was scored according to the scoring procedure given in the manual. To study the significance of difference between the various groups t test was applied. The overall results indicated that there is significant difference between the attitude of school teachers towards continuous comprehensive evaluation in relation to locality experience and nature of school.

Keywords: Attitude, Teachers, Continuous and comprehensive evaluation

Introduction

Evaluation is a continuous process of inquiry concerned with the study, appraisal, and improvement of all aspect of the education program. The most ideal is for this process to be carried out co-operatively by all concerned with the growth and

development of children. It is the process of determining the changes in the child as a result of teaching and his experiences. It is a systematic attempt at ascertaining the amount of progress made in the educational of the child toward the realization of object of education. It is an act of judging the child's acquisition of all forms of learning outcomes based not only on the definitive data of the child's subject matter achievement in the learning of facts, skills and abilities but also or descriptive, qualitative and data about his personality changes such as social attitudes, interests, ideals ways of thinking, work, habit and personal and social adaptability.

“External examination are largely inappropriate for the knowledge society of 21'st century and its need for innovation problem solving Questions if not framed well, call for rote memorization and fail to test higher order skills like reasoning and analysis, lateral thinking, creativity and judgment. External examinations make no allowance for different types of learners and learning environments and induce an inordinate level of anxiety and stress. Therefore, there is a need for a functional and reliable system of school based evaluation i.e. continuous and comprehensive evaluation.”---

National Curriculum Framework (2005)

National policy on education (1986) in this regard has rightly remarked that, “As a part of sound educational strategy, examination should be employed to bring about qualitative improvement in education. The need is to recast the examination system so as to ensure a method of assessment that is valid and reliable measure of students development and powerful instrument for improving teaching learning process.” Different commission and committees have recommended to make evaluation process, a regular and inseparable feature of educational process. The national curriculum framework (2000) has laid emphasis on continuous and comprehensive evaluation with stress on both formative and summative evaluation. It talked of exposing students slowly to evaluation system, replacing pass/fail system with grading system and

suggested different method of grading in scholastic and co-scholastic areas including one for school based evaluation and public examination. Although, evaluation is examination but it is an extensive and general term. It signifies the extent to which the students have acquired the imparted knowledge, how much changes have taken place in their likings and behavior, how much is their interest in a particular subject, what is their understanding level etc? Overall, it may be said that evaluation is the collective report of examination, measurement and value judgments. The term “continuous” refers to regularity in assessment. Since, the development of child is a continuous phenomenon, evaluation has to be completely integrated with the teaching – learning process as to assess the progress of students at regular intervals. The term “comprehensive” refers to assessment in both, the scholastic as well as co scholastic area of students development. The evaluation of scholastic aspects includes assessment of personal and social qualities, interest, attitudes, values, life skills and level of participation. In different co-curricular activities. For carrying out such type of evaluation, multiple techniques have to be employed by the teachers and school authorities. Conclusively, it may be inferred that continuous and comprehensive evaluation is intended to identify positive attributes and talents of this students which are not usually assesses through written examination. There have been efforts for the last few years by the central government and few state government in India to introduce continuous and comprehensive evaluation system in school. The recent efforts in this context include; (I) marking class 10th examination optional by CBSE, (II) shifting from marking system to grading system by CBSE and certain state Educational Boards and (III) introduction of continuous and comprehensive evaluation system at elementary stage under the programme of Sarva Shiksha Abhiyan (SSA). But, these efforts would net turn to be effective and successful until and unless our teachers are not willing whole- heartedly to implement such evaluation system in right manner and spirit. In this regards, it has been rightly remarked that the

evaluation skill of the teachers is very important competence expected of them to raise the standards of achievements in pupils by giving constant feedback, remediation and improvement of classrooms instructional strategies based on evaluation system followed in school education. It is essential to equip the teachers with the requisite skills, right attitudes and competencies of evaluating student's development in a holistic fashion.

SIGNIFICATION OF THE STUDY

Continuous comprehensive evaluation is very effective new scheme of evaluation. CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/ before examination and to improve the overall skill and ability of the student by mean of evaluation of other activity. Grades are awarded to student based on work experience skill, innovation, steadiness, team work, public speaking, behavior etc to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academic to show their talent in other fields such as arts, humanities, sports, music, athletics etc. the Central Board of Secondary Education recommended a five point rating scale, it also recommended the elimination of the pass/ fail system at the primary level. The focus was on identifying the talents of the learner and empowering with positive input. There have been many innovation like semester system, grading system, assessment system for the effective implementation of new examination system is evaluation. These efforts would not turn to be effective and successful until unless our teachers are not willing whole- heartedly to implement such evaluation system in right manner and spirit. In this regard, it has been rightly remarked that the evaluation skill of the teachers is very important competence expected of them to raise the standards of achievement in pupils by giving constant feedback, remediation and improvement of classroom instructional strategies based on evaluation system

followed in school education. The need is to bring a favorable change in teachers towards this scheme. The need is to bring a favorable change in teacher's attitude towards CCE through different means of training, orientation, incentives and other alike. Hence, there is great need to check teacher's attitude towards continuous comprehensive evaluation.

OBJECTIVES OF THE STUDY

- 1) To compare the attitude of male and female teachers toward continuous comprehensive evaluation.
- 2) To compare the attitude of government and private school teachers towards continuous comprehensive evaluation.
- 3) To compare the attitude of urban and rural school teachers towards continuous comprehensive evaluation.
- 4) To compare the attitude of high experienced and low experienced teachers towards continuous comprehensive evaluation.

HYPOTHESES OF THE STUDY

- 1) There is no significant difference between the attitude of male and female teachers towards continuous comprehensive evaluation.
- 2) There is no significant difference between the attitude of government and private school teachers towards continuous comprehensive evaluation.
- 3) There is no significant difference between the attitude of urban and rural school teachers towards continuous comprehensive evaluation.
- 4) There is no significant difference between the attitude of high experienced and low experienced teachers towards continuous comprehensive evaluation.

Method

The present investigation was plan to check the attitude of teachers towards continuous comprehensive evaluation. The study was conducted through descriptive survey method of research. Descriptive method is concerned with present and attempt to determined the status of the phenomena under investigation.

Sample

The sample for the present study was drawn on the basis of non- probability sampling by using quota sample. Total sample for the present study is 100 teachers which government and private school selected from urban and rural area.

Tool Used

For the collection of data for the present study, the investigator used standardized tool named, “Teachers attitude scale towards continuous comprehensive evaluation” given by Dr. vishal Sood and Dr. Mrs.) Arti Anand.

Statistical Techniques Used

For the present study mean standard deviation and t test was used by the investigator.

Hypotheses testing

Hypothesis: There is no significant difference between the attitude of male and female teachers towards continuous comprehensive evaluation.

Table 1

Mean ,standard deviation and t-ratio for testing the significant difference of the attitude of male and female teachers towards CCE

Teacher	N	Mean	Standard Deviation	Degree of freedom	t- value

Male	47	61.78	4.93	98	0.021
Female	53	63.73	3.68		

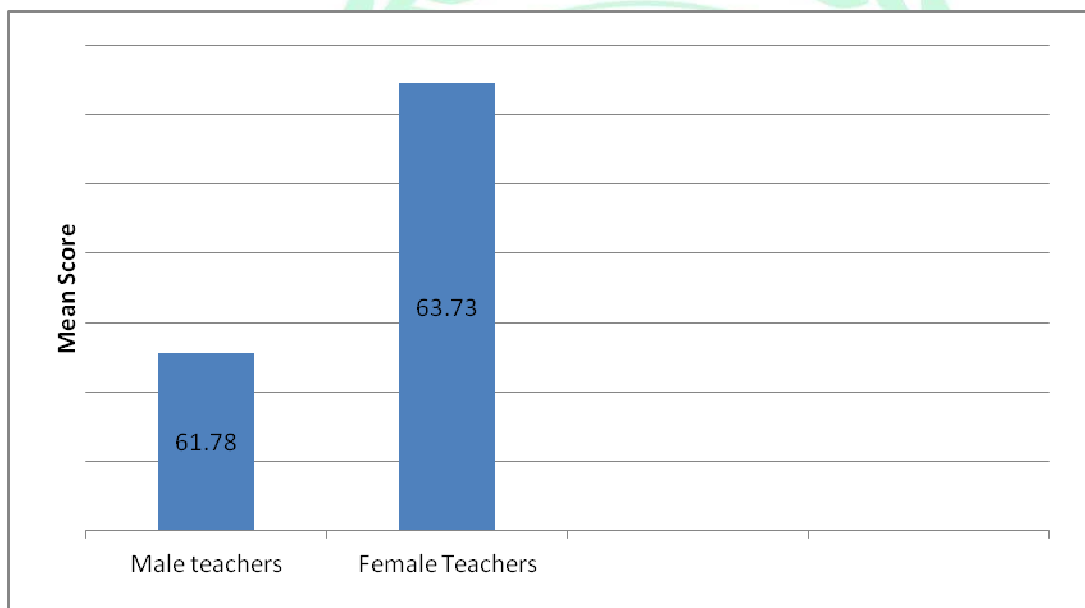
N=total no. of teachers

M= mean score of male and female teachers.

SD= Standard deviation of male and female teachers

df= Degree of freedom

Figure (1) shows the comparisons of mean scores of male and female teachers



Interpretation

Table and figure 1 shows the comparisons of mean score of male and female teachers attitude towards continuous comprehensive evaluation. Table 1 shows the mean score and standard deviation of male teachers (N=47) are 61.78 and 4.93 respectively. The mean score and standard deviation of female teachers (N=53) are 63.73 and 3.68 respectively. t-test was computed for the comparisons of mean score of male and female teachers. T value was calculated to be 0.021 which is insignificant at 0.01 level of significance. Therefore the hypothesis ‘there is no significant

difference between the attitude of male and female teachers towards continuous comprehensive evaluation is retained.

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

Table 2

Mean ,standard deviation and t-ratio for testing the significant difference of the attitude of government and private school teachers towards CCE

Teacher	N	Mean	Standard Deviation	Degree of freedom	t- value
Government school teachers	50	62.95	4.49	98	3.11
Private school teachers	50	65.33	2.77		

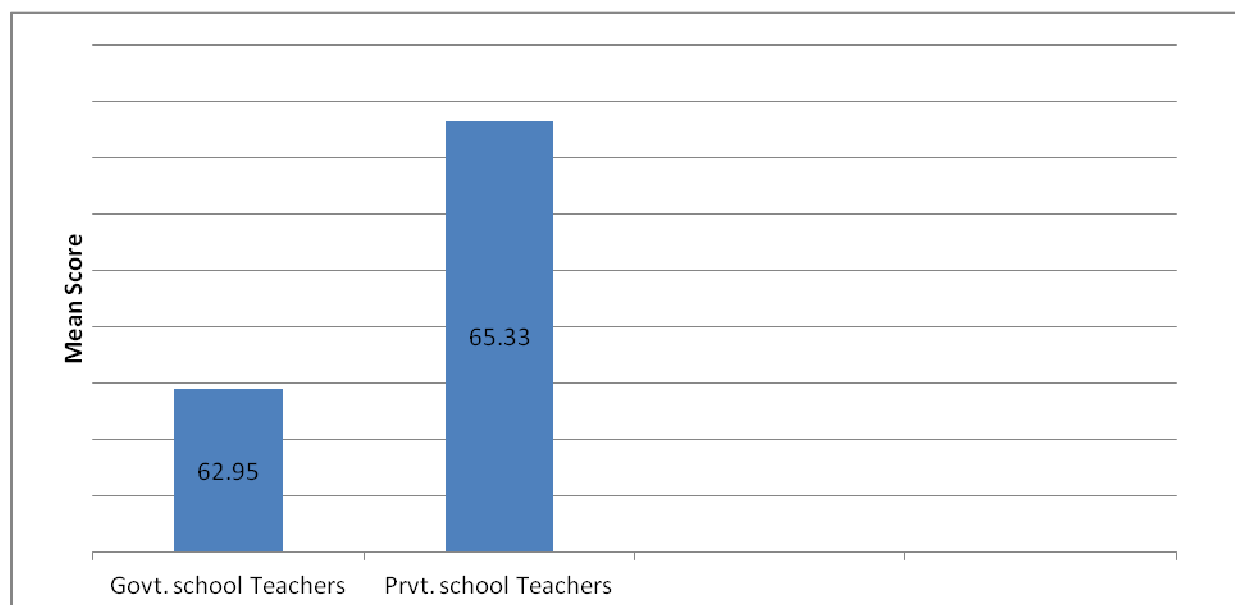
N=total no. of government and private school teachers

M= mean score of government and private school teachers

SD= Standard deviation of government and private school teachers

df= Degree of freedom

Figure (2) shows the comparisons of mean scores of government and private school teachers



Interpretation

Table shows the mean score and standard deviation of government school teachers (N=50) are 62.95 and 4.49 respectively. The mean score and standard deviation of private school teachers (N=50) are 65.33 and 2.77 respectively. t-test was computed for the comparisons of mean score of government and private school teachers. The t - value was calculated to be 3.11 which is significant at 0.01 level of significance. Therefore the hypothesis 'there is no significant difference between the attitude of government and private school teachers towards continuous comprehensive evaluation is rejected.

Hypothesis :3 There is no significant difference between the attitude of urban and rural school teachers towards continuous comprehensive evaluation.

Table 3

Mean ,standard deviation and t-ratio for testing the significant difference of the attitude of urban and rural school teachers towards CCE

Teacher	N	Mean	Standard Deviation	Degree of freedom	t- value
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Urban school teacher	50	65.17	3.38	98	2.89
Rural school teacher	50	62.10	5.79		

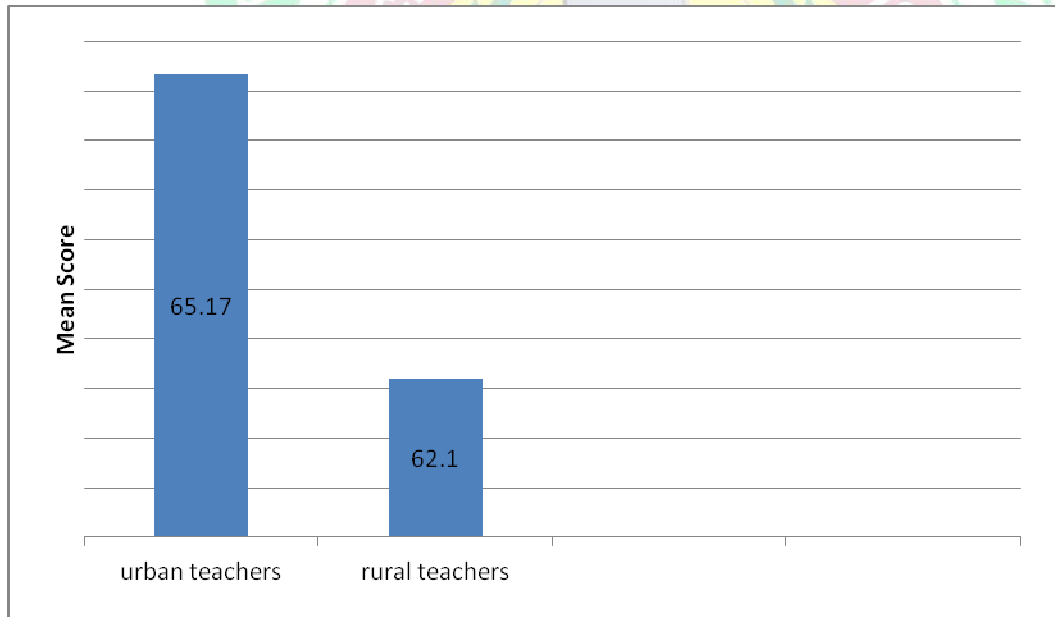
N=total no. of urban and rural school teachers

M= mean score of urban and rural school teachers

SD= Standard deviation of urban and rural school teachers

df= Degree of freedom

Figure (3) shows the comparisons of mean scores of urban and rural school teachers



Interpretation

Table shows the mean score and standard deviation of urban school teachers (N=50) are 65.17 and 3.38 respectively. The mean score and standard deviation of rural school teachers (N=50) are 62.10 and 5.79 respectively. T-test was computed for the comparisons of mean score of urban and rural school teachers. The t- value of t-ratio was calculated to be 2.89 which is significant at 0.01 level of significance.

Therefore the hypothesis ‘there is no significant difference between the attitude of urban and rural school teachers towards continuous comprehensive evaluation is rejected.

Hypothesis:4 There is no significant difference between the attitude of high and low experienced teachers towards continuous comprehensive evaluation.

Table 4

Mean ,standard deviation and t-ratio for testing the significant difference of the attitude of high and low experienced teachers towards CCE

Teacher	N	Mean	Standard Deviation	Degree of freedom	t- value
High Exp. teacher	44	63.73	4.95	98	1.53
Low exp. teacher	56	62.75	4.45		

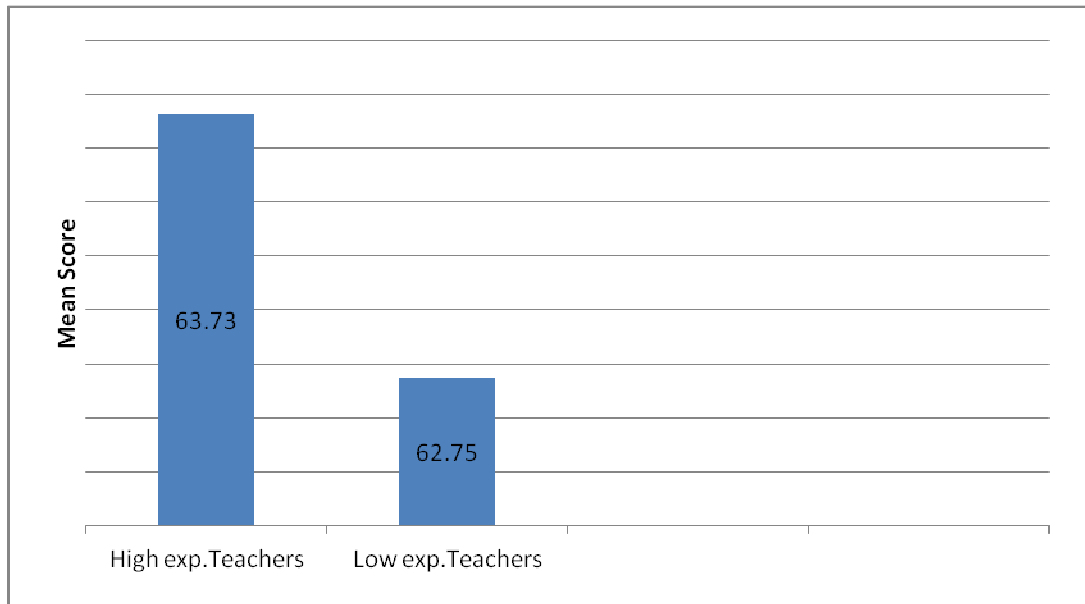
N=total no. of high and low experienced teachers

M= mean score of high and low experienced teachers

SD= Standard deviation of high and low experienced teachers df= Degree of freedom

Figure (4) shows the comparisons of mean scores of high and low experienced teachers

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Interpretation

Table shows the mean score and standard deviation of high experienced teachers (N=44) are 63.73 and 4.95 respectively. The mean score and standard deviation of low experienced teachers (N=56) are 62.75 and 4.45 respectively. t-test was computed for the comparisons of mean score of high and low experienced teachers. The value of t-ratio was calculated to be 1.53 which are insignificant at 0.01 level of significance. Therefore the hypothesis 'there is no significant difference between the attitude of high and low experienced teachers towards continuous comprehensive evaluation is retained

Major findings

- The mean score of female teachers attitude were more then the male teachers mean score towards CCE. The t-value was calculated.0.021 which was insignificant at 0.01 level of significance. Thus this proves that there is

no significant difference between the attitude of male and female teachers toward continuous comprehensive evaluation

- The mean score of private school teachers attitude were more than the government school teachers mean scores towards CCE. The t-value was calculated 3.11 which was significant at 0.01 level of significance. Thus this proves that there is significant difference between the attitude of government and private school teachers towards continuous comprehensive evaluation.
- The mean score of Urban school teachers attitude were more than the rural school teachers mean score towards CCE. The t-value was calculated 2.89 which was significant at 0.01 level of significance. Thus this prove that there is significant difference between the attitude of Urban and rural school teachers towards continuous comprehensive evaluation.
- The mean score of high experienced teachers attitude were more than the low experienced teachers mean scores towards CCE. The t-value was calculated 1.53 which was insignificant at 0.01 level of significance. Thus this proves that there is no-significant difference between the attitude of high experienced and low experienced teachers towards continuous comprehensive evaluation.

EDUCATIONAL IMPLICATIONS

- The result of present study indicate that female teachers have significantly better attitude towards CCE. In order to improve the male teachers attitude more workshop have to be conducted at state level and care has to be taken that male teachers undergo through training before they start implementing CCE in their classrooms.

- The result of present study indicate that private school teachers have significantly better attitude towards CCE. In order to improve the government school teachers attitude appropriate material on CCE should be given to teachers and guidelines and manuals have to be given to all the teachers and apart from that it has to be made sure that all government teachers have understood clearly. About all that is given in the material.
- The result of present study indicates that urban school teachers have significantly better attitude toward CCE. In order to improve the rural school teachers attitude towards CCE rural teachers should be encouraged to from favorable attitudes towards the practice of CCE. They should be made aware of the requirements of the systems, its importance and how to implement it.
- The result of present study indicate that high experienced teachers have significantly better attitude toward CCE. In order to improve the low experienced teachers attitude towards CCE. The appropriate tool and test needed for assessing students on CCE can also be designed by a panel of expert and be given to teacher. The concept to CCE and its implementation procedure should be clearly explain to low experienced teachers. This will help in successful and effective implementation of CCE in classes.
- Student and parent should also be given proper awareness on continuous comprehensive evaluation.
- Continuous feedback should be provided during the course of instruction which can be helpful for both the teachers and the learners for taking decisions regarding appropriate modification in the transactional procedures, learning activities and improving their performance.

- On non-teaching days schools organize meeting for different teacher so they can discuss individuals cases and do some moderation for assessment of students in co scholastic areas.
- In teacher training institutions continuous comprehensive evaluation should be dealt practically so that the trainees acquire necessary skill to use it in their respective schools.

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