

Attitude of primary school teachers towards continuous and comprehensive evaluation

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Abstract

Continuous and Comprehensive Evaluation is a breakthrough in the system of educational evaluation. It was mandated by the Right to Education Act, 2009 of India. The Govt. of Andhra Pradesh has introduced CCE in the year 2012. The main purpose behind the introduction of continuous and comprehensive evaluation is to improve and strengthen the quality of learner evaluation. Continuous and comprehensive evaluation (CCE) evaluates both the scholastic and non-scholastic aspects of pupils' growth and development on continuous basis spreading over the whole academic session in a continuous manner rather than an event. Present investigation is an attempt to understand the attitude of Male & Female, Government & Private, Married & Unmarried and Rural & Urban primary school teachers of East Godavari District of Andhra Pradesh towards continuous comprehensive evaluation. Data was collected from 100 primary school teachers of East Godavari District. of Andhra Pradesh through administration of a tool developed by Dr. Vishal Sood and Dr. (Mrs.) Arti Anand. To find out significance of difference between various groups 't'-test was applied. The study revealed that gender & type of school (Government & Private) had no significant effect on the overall attitude of the teachers towards CCE. The study further revealed that significant difference exhibited among the teachers in relation to locality, academic stream (Science and arts) variables.

Keywords: continuous and comprehensive evaluation, attitude, awareness, scholastic, co-scholastic

Introduction

Continuous and comprehensive evaluation refers to a system of school based evaluation introduced by Central Board of Secondary Education in India for students of sixth to tenth grades which covers all aspects of student's development. Continuity in evaluation and assessment of broad based learning and behavioral outcomes are the two main objectives of CCE. It emphasizes the evaluation of both scholastic and co-scholastic aspects of pupil growth and is carried out on continuous basis spreading over the whole academic session. Scholastic aspects include cognitive, affective and psychomotor skills of the pupil. CCE also emphasizes on the development of intellectual abilities as well as it helps in removing the tension and fear from the minds of the students which they otherwise feel in examinations conducted on annual basis. Perhaps the greatest advantage of this reform is that it provides a more valid assessment of students as compared to one time examination at the end of the year. Through CCE, the teacher knows the progress of the students and evaluates the process and product of learning. Continuous and comprehensive evaluation helps students to develop co-scholastic areas such as performance in games, sports, physical education, creative education, Art, music, Dance, Drama other cultural activities and personal and social qualities. CCE may bring enormous changes from the traditional *chalk and talk* method of teaching, provided it is implemented practiced accurately.

Need and significance of the study

The true implementation of CCE 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 easier satisfying 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 any deficiency exists, it can be eliminated and this will help in providing quality education to the learners.

Review of related literature

Review of related literature plays a significant role in any investigation of the study which is very helpful to find out research gaps from the conducted studies Anita (2014) ^[2] observed that there is significant difference between the opinion of government (Rural) and private (Urban) school teachers towards continuous comprehensive evaluation Study of Chopra and Gupta (2013) revealed that more than half of the learners are having favorable attitude towards the CCE. Himani Anand *et al.* (2013) conducted survey on comparative study of stress in continuous and comprehensive evaluation system and observed that students' studying in Continuous Evaluation System was found to have less stress than students studying in Comprehensive Evaluation System. Indu Rathee (2014) ^[16] found that there is no significant difference between attitude of science and social studies teachers' and government and non government school teachers and also more experienced and less experienced teacher's attitude towards continuous and comprehensive evaluation. But young teachers having more knowledge and depth in the content and also new trained teachers have more attitudes towards CCE. Jaiswal (2010) ^[8] opined that there was a significant difference between male and female teachers with respect to their attitude towards this system. Kaur and Kauts (2013) ^[9] observed that Rural and Urban School Teachers have more or same Attitude towards CCE. Kumar (2014) reported that teacher with more experience has more attitudes towards Continuous and *Comprehensive Evaluation*.

Acharya and Mondal (2015) ^[1] observed that there is no significant difference between male and female and urban and rural on awareness of CCE and there is no significant difference between the Trained and Untrained Elementary School Teachers on the Knowledge of Continuous and Comprehensive Evaluation (CCE) in Lakhimpur District of Assam. M. Bhargava Naidu(2017) ^[4] reported that the male and female, government and private, married and Unmarried, and rural and urban high school teachers do not differ on their attitude towards continuous and comprehensive evaluation Thote, Prashant *et al.* (2013) ^[23] found that Government school teacher have more awareness about CCE than private school teachers. Ms.Pooja Singhal (2013) 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 postgraduate teachers perception of CCE. There was a significant difference in the in teachers' perception of CCE among moderate and highly experienced teachers.

Definitions of the key words used

Primary School Teacher: The teachers having the basic qualification with D.ED/B.Ed training and teaching the primary classes in schools are called primary school teacher.

Attitude: Attitude is personal and related of the feeling of a person as he thinks or behaves.

Continuous and Comprehensive Evaluation: Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students' development.

Objectives of the study

1. To study the attitude of male and female Primary school teachers towards continuous and comprehensive evaluation.
2. To study the attitude of urban and rural Primary school teachers towards continuous and comprehensive evaluation.
3. To study the attitude of science and arts Primary school teachers towards continuous and comprehensive evaluation.
4. To study the attitude of government and private Primary school teachers towards continuous and comprehensive evaluation.

Hypothesis of the study

1. There is no significant difference between the attitude of male and female Primary school teacher towards CCE
2. There is no significant difference between attitude of the urban and rural Primary school teachers towards CCE
3. There is no significant difference between the attitude of the science and arts Primary school teachers towards CCE
4. There is no significant difference between the attitude of the government and private Primary school teachers towards CCE

Delimitation of the study

(1). The study limited to readymade standardized tool for data collection (2) The study limited to only 100 primary school teachers of East Godavari District of Andhra Pradesh selected from both rural and urban. (3) The study limited its scope in finding out the attitude of teachers towards continuous and comprehensive evaluation

Design of the study

Sample

The population for the present study comprises of all the teachers teaching in different Schools of East Godavari District of Andhra Pradesh. The schools selected are both category government or private. The sample selected for the present study was limited to teachers teaching in primary classes. Eleven government schools and thirteen private schools were selected randomly as sample from East Godavari District of Andhra Pradesh state.

Research Methodology

The present study is a descriptive type of study. Here the researcher has applied survey method to gather information.

Tool used

For the present study researcher has taken attitude scale developed and standardized by Dr. Vishal Sood and Dr. (Mrs.) Arti Anand to access attitude of primary school teachers towards continuous and comprehensive evaluation. The total numbers of statements in the questionnaire were 48

Procedure for Data Collection

The investigator visited the schools and Questionnaire was distributed with the due permission of the Principal. The investigator collected data from the sample with a text booklet constituted of 48 test items. Comments were converted into scores as per five point likert type rating scale. The five points were

1. Strongly Agree (SA)
2. Agree (A)
3. Undecided (U)
4. Disagree (D)
5. Strongly Disagree (SD)

For favourable items, 5 marks were assigned to SA, 4 marks were assigned to A 3 marks to U, 2 marks to D and 1 mark to SD and for unfavourable items, the marking scheme was reversed. The marks obtained in all 48 items by the teachers were summed up to know the teachers' attitude towards CCE. The scores were analysed to calculate the mean, standard deviation and standard error of the mean for each parameter. A t- test was used to compare the teachers' attitudes

Analysis and interpretation of data

i) Analysis of attitude score with regard to gender

To study the attitude of male and female primary school teachers towards Continuous and Comprehensive Evaluation, the researcher collected data about the attitude of male and female primary school teacher by using attitude scale. The researcher calculated "t" value which is presented in the following table.

Table 1: Summary of CCE Mean Attitude Scores and SD Values of Male and Female Primary School Teachers on the Knowledge of CCE

Variable	Sub-group	N	MEAN	SD	df	“t” value
Gender	Male	52	176	23.8	98	0.551
	Female	48	179	18.5		

*Accepted at 0.05 level of significance

From table-1 it is observed that mean attitude of male and female primary school teachers towards CCE is 176 and 179 respectively. When the score was subjected to the testing of their significance of difference, the ‘t’ value was found to be 0.551 which is lesser than the tabulated value of ‘t’ (0.58) at 0.05 level. Thus, the null hypothesis was accepted and it was concluded that the male and female primary school teachers do not differ significantly in their attitude towards continuous and comprehensive evaluation.

The significance of the present study support the finding of P K Acharya and M Mandal (2015) [1], Sen & Chakra Varthy (2017) [17]; Singh et al. (2013) [18] and Rani & Dhingra (2015) [14] who reported no significant gender difference in attitude towards CCE. The present finding contradicts findings of Tong (1977), Patel (1978) [12], Roshtah (1980), and Ravi (1989) who reported Male students as well as teachers had a favorable attitude towards continuous internal assessment compared to their female counterparts. Sharma (2013) [20] reported that female teachers attitude were more than the male teachers mean score towards CCE.

ii) Analysis of attitude score with regard to demography

The second objective of the study was “to study the attitude of rural and urban primary school teachers towards Continuous and Comprehensive Evaluation”. The investigator collected data about the attitude of rural and urban secondary school teacher by using attitude scale and calculated “t” value is presented in the following table.

Table 2: Summary of CCE Mean attitude scores and Standard Deviation (SD) value of Urban and Rural Primary School Teachers on the Knowledge of CCE

Variable	Subgroup	N	MEAN	SD	df	“t” value
DEMOGRAPHY	Rural	50	180	19.8	98	0.861
	Urban	50	183	19.2		

*Accepted at 0.05 level of significance

From Table-2 It is observed that obtained mean values on the attitude of rural and urban primary school teachers mean is 180 and 183 respectively. When such score was subjected to the testing of their significance of difference, the ‘t’ value was found to be 0.861. which was greater than the table value of ‘t’ (0.31) at 0.05 level. Thus, the null hypothesis “There is no significant difference between attitude of the urban and rural Primary school teachers towards CCE was rejected and it was concluded that the urban and rural primary school teachers differ in their attitude towards continuous and comprehensive evaluation.

The findings contradicts the observations of Acharya and Mandal (2015) [1], Emimah (2016) [6] Bhargava naiudu (2017) [4], Rani and Priya (2015) [14] and supports the findings of Kauts and Kaur (2013) [9]; Pradhan and Singh (2015) [13]. Sharma (2013) [20] reported that urban school teachers attitude

was more than the rural school teachers mean score of attitude towards CCE.

iii) Analysis of attitude score with regard to Academic Stream

The third objective of the study was “to study the attitude of primary school teachers towards Continuous and Comprehensive Evaluation with regard to Academic stream (Science & Arts), data was collected by using attitude scale and calculated “t” value is presented in the following table.

Table 3: Summary of CCE Mean attitude and Standard Deviation (SD) value of Science and Arts Primary School Teachers on the Knowledge of CCE

Variable	Subgroup	N	Mean	SD	df	“t” value
Academic Stream	Arts	47	183	18.4	98	1.21
	Science	53	187	14.6		

*Accepted at 0.05 level of significance

Table-3 represents the data related to the significance of differences in the mean score of attitude of subject stream of primary school teachers towards continuous and comprehensive evaluation. It is observed that obtained mean values on the attitude of arts and science primary school teachers mean is 183 and 187 respectively. When such score was subjected to the testing of their significance of difference, the ‘t’ value was found to be 1.21. Which was greater than the tabulated value of ‘t’ (0.23) at 0.05 level. Thus, the null hypothesis was rejected and it was concluded that the science and arts primary school teachers differ significantly in their attitude towards continuous and comprehensive evaluation.

Pillai (2005) reported that teachers having arts background were having more attitude than science counterparts. Gunasekarn and Jayanti (1979), Pillai (1979), Ravi (1989) found that significant difference in the attitude of students among the arts, science and commerce streams. Gunasekarn and Jayanti (1979), found that arts and commerce stream students were more favourable towards the continuous internal assessment than science stream. But Kamat (1968) and Ravi (1989) reported vice versa.

iv) Analysis of attitude score with regard to type of school (Government & Private)

Table 4: Summary of CCE Mean attitude and Standard Deviation (SD) value of Government and Private Primary School Teachers on the Knowledge of CCE

Variable	Sub-group	N	MEAN	SD	df	“t” value
Type Of School	Government	49	185	14.8	98	0.348
	Private	51	183	17.7		

*Accepted at 0.05 level of significance

From Table 4 It was observed that Mean attitude score for school teachers of government schools and private schools towards CCE were found to be 185 and 183 respectively. The standard deviation for school teachers of government schools and private schools were found to be 14.8 and 17.7 respectively. The obtained t- value is 0.348 which is less than the tabulated “t” of 0.73 at 0.05 level of significance. Hence the null hypothesis stating “There is no significant difference in the attitude of teachers teaching in government and private

schools towards CCE” is accepted. Thus there is no significant difference in the attitude of teachers towards CCE whether they belong to government school or private schools. Present finding is in agreement with the research studies of M.Bhargava Naidu (2017) ^[4], Indu Rathee (2014) ^[16], Shuchi Goyal (2016) ^[16] and not in agreement with Anita (2014) ^[2], Mathew and Rathoure (2013) and Sharma (2013) ^[20].

Major finding of the study

1. There is no significant difference between the attitude of male and female primary school teachers towards continuous and comprehensive evaluation.
2. There is a significant difference between the attitude of rural and urban primary school teachers towards continuous and comprehensive evaluation.
3. There is no significant difference between the attitude of government and private secondary school teachers towards continuous and comprehensive evaluation.
4. There is a significant difference between the attitude of science and arts primary school teachers towards continuous and comprehensive evaluation.

Educational implication

1. There is be no discrimination of teachers on the basis of being male and female for the effectiveness of CCE implementation.
2. Teachers should not be discriminated on the basis of being government or private employee.
3. In rural areas working conditions like infrastructure, student-teacher ratio and other school environment should improve by providing all type of facility to the primary teachers.
4. The sample teacher across their subject background (i.e. arts and science) differed significantly in their attitude towards CCE. The teachers having arts background were found to have unfavourable attitude towards CCE. This category of teacher need to be infused, motivated and ignited in the process of CCE so that the goal of CCE could be achieved.

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