

A COMPARATIVE STUDY OF ATTITUDE OF PRIMARY & SECONDARY SCHOOL TEACHERS OF RAMPUR DISTRICT TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION

Amita Gupta, Ph. D. & Aanchal Jain

¹Assistant Professor, M.Ed. Deptt. Bareilly College, Bareilly, Uttar Pradesh, India

²M.Ed. Student, M.Ed. Deptt. Bareilly College, Bareilly, Uttar Pradesh, India

Abstract

In the present study, an attempt has been made to compare the attitude of primary and secondary school teachers of Rampur district in Uttar Pradesh towards Continuous and Comprehensive Evaluation (CCE) on the basis of gender, level of teaching and teaching experience. 121 primary and secondary school teachers of different gender were selected through random sampling method. 'Teacher's Attitude Scale Towards Continuous and Comprehensive Evaluation', developed by Dr. Vishal Sood and Dr. Arti Anand has been used for data collection. Findings have shown that on the basis of gender and level of teaching, no significant difference is found among teachers' attitude towards CCE. Also, in reference to teaching experience, no significant difference seems to exist in the attitude of primary and secondary school male teachers, but in case of female teachers, there is a significant difference among them in their attitude towards Continuous and Comprehensive Evaluation.

Keywords- Attitude, Continuous and Comprehensive Evaluation, Primary School Teachers, Secondary School Teachers.



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

Introduction

For escalating human resources that has been deemed central for the National development, the foundation lies in the school education. Evaluation is a vital part of the all teaching learning process, which not only provides direction to the teachers but also to students to proceed in a systematic manner. For the same, examination and evaluation often comes under the scrutiny. Thus recommendations made by NCF-2005 and RTE Act -2009 regarding reducing emphasis on external examination and encouraging internal assessment, have been made imperative to pursue the scheme of Continuous and Comprehensive Evaluation(CCE). CCE refers to a system of school based evaluation of students that covers all aspects of student development. CCE pattern is implemented through Formative Assessment (FA) and Summative Assessment (SA) which emphasizes on two fold objectives; firstly it focuses on continuity of evaluation on one hand and assessment of broad based learning and behavioral outcomes on the other.

Copyright © 2017, *Scholarly Research Journal for Interdisciplinary Studies*

The term '**continuous**' is incorporated to emphasize that the evaluation of identified aspects of student's growth and development is a continuous process rather than an event. The second term '**comprehensive**' means that the evaluation attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of a variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning like, remembering, understanding, applying, analyzing etc. Thus the aims of implementing of CCE are to make the process of teaching and learning a learner centered activity; develop cognitive, psychomotor and affective skills of the students; de-emphasize memorization and to make evaluation an integral part of teaching-learning process.

Barwal and Sharma (2015) concluded that some secondary school teachers do differ and some not differ in their attitude towards Continuous and Comprehensive Evaluation. Kumar and Agarwal (2016) concluded that the male and female teachers; teachers with low or moderate experience and high experience; graduate & postgraduate teachers do not differ significantly in their perception towards Continuous and Comprehensive Evaluation. Emmanuel and Orum (2012) studied to find out whether continuous assessment scores have any effect on the final examination scores and found that continuous assessment scores have an positive effect on the final examinations scores obtained by students. Raina and Verma (2015), Rana (2015), Singh (2016) painted that there is no significant difference in attitude on the basis of various variables. Sen and Chakraborty (2017), observed in their study that general category secondary school teachers are little bit more aware towards Continuous and Comprehensive Evaluation in comparison to the other categories.

Objectives of the Study: - The objectives of the study were as follows:

1. To study the attitude of teachers towards Continuous and Comprehensive Evaluation on the basis of gender.
2. To compare the attitude of teachers towards Continuous and Comprehensive Evaluation on the basis of level of teaching
3. To identify the difference if any in, the attitude of teachers towards Continuous and Comprehensive Evaluation on the basis of teaching experience.

Hypotheses of the Study

1. There is no significant difference in teachers' attitude towards Continuous and Comprehensive Evaluation on the basis of gender.
2. There is no significant difference in the attitude of male & female primary school teachers towards Continuous and Comprehensive Evaluation.
3. There is no significant difference in the attitude of male & female secondary school teachers towards Continuous and Comprehensive Evaluation.
4. There is no significant difference in the attitude of male teachers of primary & secondary school towards Continuous and Comprehensive Evaluation.
5. There is no significant difference in the attitude of female teachers of primary & secondary school towards Continuous and Comprehensive Evaluation.
6. There is no significant difference in attitude of Female Teachers having teaching experience up to 10 years and more than 10 years towards Continuous and Comprehensive Evaluation. .
7. There is no significant difference in attitude of male Teachers having teaching experience up to 10 years and more than 10 years towards Continuous and Comprehensive Evaluation.

Research Methodology-Based upon the objectives of the study, the *Descriptive Survey Method* is used in the present study.

Population- In the present study all male and female teachers of primary and secondary schools affiliated to C.B.S.E Board of District Rampur, Uttar Pradesh constituted the population of the study.

Sample and sampling Technique- The sample has been selected through random sampling method. The total sample of the present study comprised of 121 primary and secondary school teachers out of which male are 55 and female are 66 taken from various CBSE schools of Rampur district .

Tool Used -'Teacher's Attitude Scale Towards Continuous and Comprehensive Evaluation', developed by Dr. Vishal Sood and Dr. Arti Anand is used for the present study. The scale is a self administering and self reporting five point scale.

Statistical Technique Used

For analysis of collected data; Mean, Standard Deviation and 't' test statistical technique has been applied.

Analysis and Interpretation of Data

In the present investigation, the data were tabulated under different headings of the variables under study and the analysis is made in the manner described below-

Table-1 Comparison of attitude of male and female teachers towards CCE-

Variable	N	M	SD	Calculated value	Tabulated value	Level of Significance
Male	55	164.09	20.28	0.067	1.98	NS
Female	66	163.85	18.76			

Conclusion- The data presented in the Table-1 shows that mean scores of male and female teachers are 164.09 and 163.85 respectively & SD are 20.28 and 18.76 respectively. The t-value calculated is 0.067 which is found to be statistically not significant at 0.05 level of significance. Therefore the first null hypothesis stated, there is no significant difference between attitude of male and female teachers towards Continuous and Comprehensive Evaluation(CCE) is accepted.

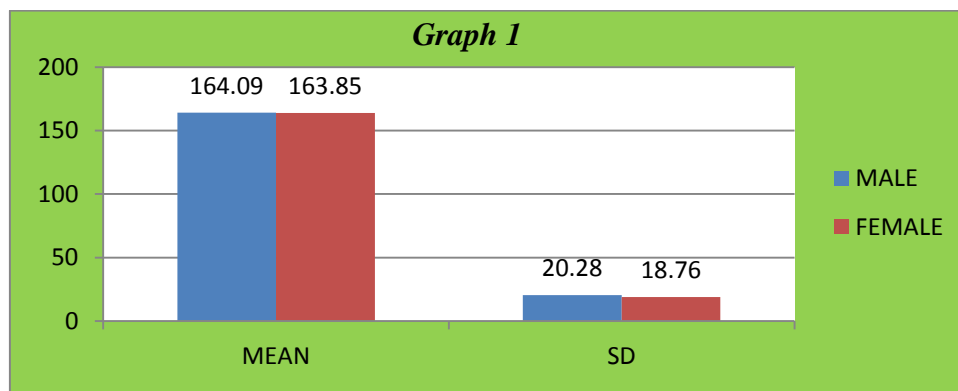


Table-2 Comparison of attitude of male and female primary school teachers towards CCE -

Variable	N	M	SD	Calculated value	Tabulated value	Level of Significance
Male(Primary)	27	169.07	20.84	0.38	2.00	NS
Female(Primary)	32	170.97	17.07			

Conclusion- The data presented in the Table-2 shows that mean scores of Male and Female Primary School teachers are 169.07 and 170.97 & SD are 20.84 and 17.07 respectively. The t-value calculated is 0.38 which is found to be statistically not significant. Therefore the second null hypothesis stated, there is no significant difference between attitude of male and female primary school teachers toward Continuous and Comprehensive Evaluation(CCE) is accepted.

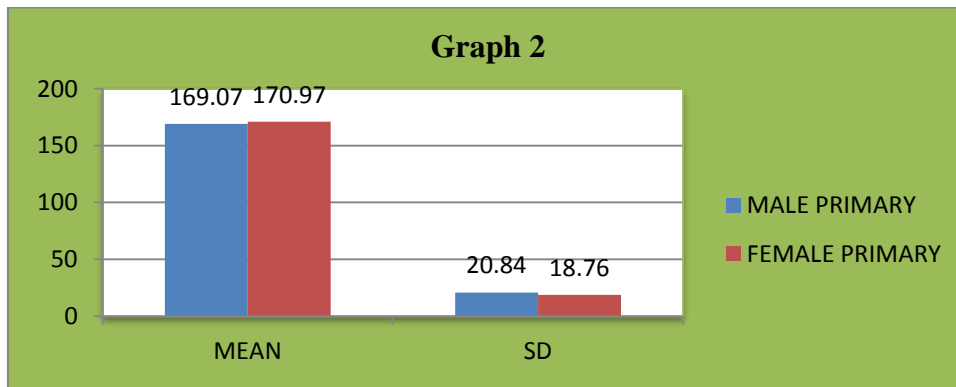


Table-3. Comparison of attitude of male and female secondary school teachers towards CCE

Variable	N	M	SD	Calculated value	Tabulated value	Level of Significance
Male(Secondary)	28	159.286	18.85	0.454	2.00	NS
Female(Secondary)	34	157.15	18.00			

Conclusion-The data presented in the Table-3 shows that mean scores of male and female secondary school teachers are 159.286 and 157.15 & SD are 18.85 and 18.00 respectively. The t-value calculated is 0.454 which is found to be statistically not significant at 0.05 level of significance. Therefore the third null hypothesis stated, there is no significant difference between attitude of male and female secondary school teachers towards Continuous and Comprehensive Evaluation is accepted.

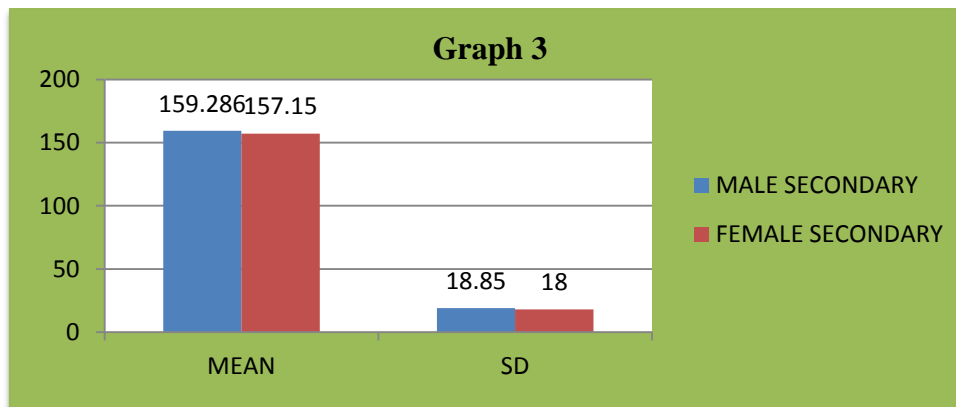


Table-4 Comparison of attitude of primary & secondary school male teachers towards CCE-

Variable	N	M	SD	Calculated value	Tabulated value	Level of Significance
Primary, Male	27	169.07	20.84	1.826	2.00	NS
Secondary, Male	28	159.286	18.85			

Conclusion- The data presented in the Table-4 shows that mean scores of primary & secondary school male teachers are 169.07 and 159.286 & SD are 20.84 and 18.85 respectively. The t-value calculated is 1.826 which is found to be statistically not significant. Therefore the fourth null hypothesis stated, there is no significant difference between attitude of primary & secondary school male teachers towards Continuous and Comprehensive Evaluation is accepted.

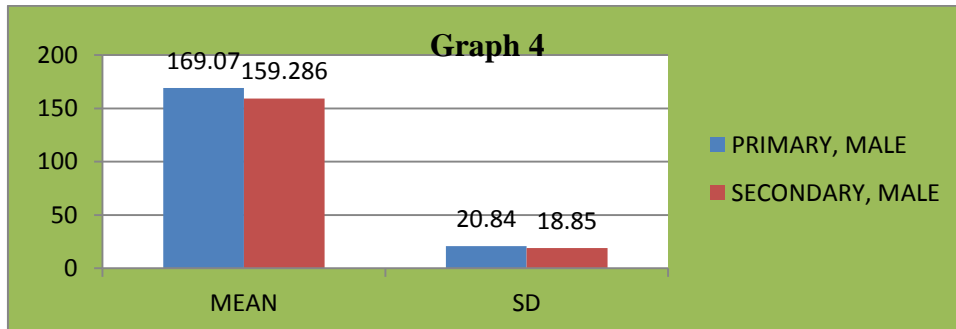


Table-5 Comparison of attitude of primary & secondary school female teachers towards CCE-

Variable	N	M	SD	Calculated value	Tabulated value	Level of Significance
Female(Primary)	32	170.97	17.07	3.199	2.00	Significant at 0.05 level
Female(Secondary)	34	157.15	18.00			

Conclusion- The data presented in the Table-5 shows that mean scores of primary & secondary school female teachers are 170.97 and 157.15 & SD are 17.07 and 18.00 respectively. The t-value calculated is 3.199 which is found to be statistically significant. Therefore the fifth null hypothesis stated, there is no significant difference between attitude of primary & secondary school female teachers towards Continuous and Comprehensive Evaluation is rejected.

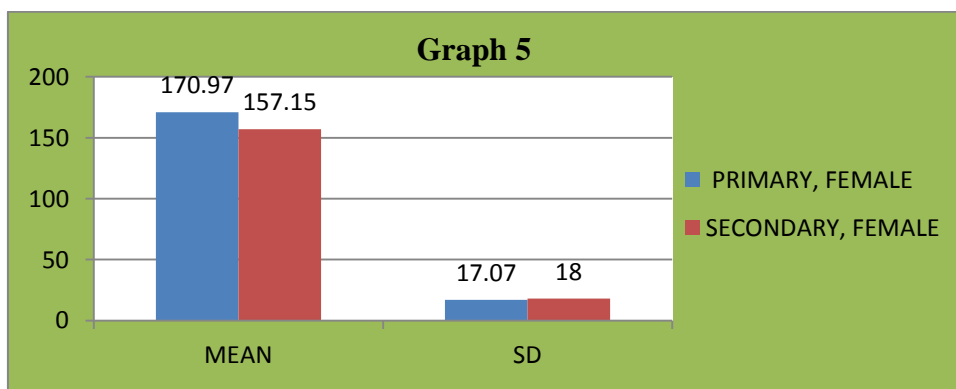


Table-6 Comparison of attitude of female teachers having experience up to 10 year and more than 10 years towards CCE

Variable	N	M	SD	Calculated value	Tabulated value	Significance
Female(Exp up to 10yr)	42	168.55	12.91	2.42	2.00	Significant at 0.05 level
Female (Exp more than 10yrs)	24	155.63	24.23			

Conclusion- The data presented in the Table-6 shows that mean scores of female teachers of experience up to 10 yr and more than 10 yr are 168.55 and 155.63 & SD are 12.91 and 24.23 respectively. The t-value is 2.42 which is found to be statistically significant. Therefore the sixth null hypothesis stated, there is no significant difference between attitude of female teacher’s having experience up to 10 years and more than 10 years towards Continuous and Comprehensive Evaluation is rejected.

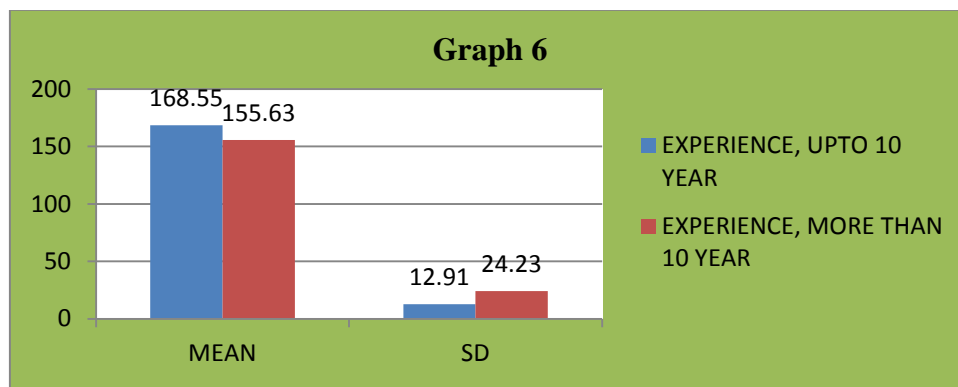
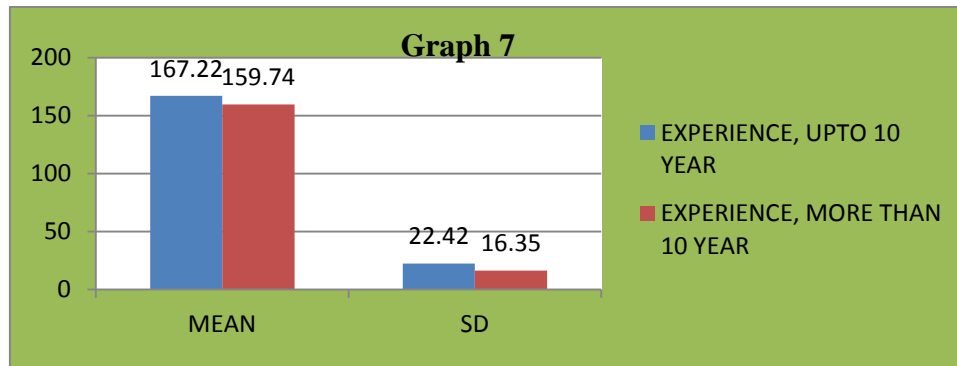


Table-7 Comparison of attitude of male teachers of experience up to 10 year and more than 10 years

Variable	N	M	SD	Calculated value	Tabulated value	Significance
Male(Exp up to 10yr)	32	167.22	22.42	1.43	2.00	Not Significant
Male(Exp more than 10 year)	23	159.74	16.35			

Conclusion- The data presented in the Table-7 shows that mean scores of male teachers of experience up to 10 yr and more than 10 yr are 167.22 and 159.74 & SD are 22.42 and 16.35 respectively. The t-value calculated is 1.43 which is found to be statistically not significant. Therefore the seventh null hypothesis stated, there is no significant difference between

attitude of male teachers having experience up to 10 year and more than 10 year towards Continuous and Comprehensive Evaluation is accepted.



FINDINGS- The study has yielded interesting and educationally significant results which may be summarized as follows-

1. There seems to be no difference in the attitude of male & female teachers towards Continuous and Comprehensive Evaluation irrespective of the level of teaching.
2. Male & female primary school teachers do not differ significantly in their attitude towards Continuous and Comprehensive Evaluation
3. No significant difference seem to be present in the attitude of male & female secondary school Teachers towards Continuous and Comprehensive Evaluation.
4. There is no significant difference between attitude of primary & secondary school male teachers towards Continuous and Comprehensive Evaluation.
5. There is significant difference between attitude of Primary & Secondary School Female Teachers towards Continuous and Comprehensive Evaluation.
6. Significant difference seems to exists in the attitude of female teachers who are into the profession up to ten years and more than ten years .
7. There is no significant difference between attitude of male teachers teaching for less than ten years and more than ten years.

EDUCATIONAL IMPLICATIONS

The ultimate aim of every research investigation is to reach conclusion based on research finding, which can somehow improve the educational conditions, either short term or long term and sometimes both. Attitude of an individual plays a very important role in the teaching process and if it's the attitude of teacher itself it creates even more importance.

The following educational implications derived from this study-

1. Teachers are workers at root level, thus are the most affective part of education system therefore their attitude towards CCE is helpful in recognizing the effectiveness of policies, patterns and helps in improvement of Evaluation Pattern.
2. This study will help in making improvements in those particular sections of pattern which is widely emphasized by teachers as drawbacks.
3. Study will facilitate in proper implementation of policies and patterns related to evaluation of students.

REFERENCE

- Angadi G.R. & Akki, M.B. (2013). *Impact of Continuous and Comprehensive Evaluation (CCE) and Fixed Interval Schedule Reinforcement on Academic Achievement of Secondary School Students in English. International Journal of Teacher Educational Research (IJTER). Vol.2 No.10, page 6-17.2013, Oct.*
- Barwal, S.K. & Sharma, K.** (2015). *An Analysis of Attitude of Secondary School Teachers Towards Continuous Comprehensive Evaluation. Scholarly Research Journal For Interdisciplinary Studies. Vol. 3/18, page 193-202.2015, May-June.*
- Continuous And Comprehensive Evaluation (2009). Manual for Teachers on School Based Assessment CBSE, New Delhi India*
- Emmanuel, I., and Orum, C. C.** (2012). *Effect of continuous assessment scores on the final examination scores obtained by students at the Junior Secondary School (JSS) level in Mathematics. Educational Research, 3(9), 706-709.*
- Jaiswal, S. (2010). *A study of teacher's attitude towards new evaluation system. International Research Journal, Research Analysis & Evaluation. Vol.1, Issue 3&4, page 78.2010.*
- Joseph, A. & Carre, G. R. (2010). *Comprehensive Evaluation and Quality Education. Edutrack. Vol.9, No-11, page 5-8.2010, Sep.*
- Kumar, S. & Aggarwal, R.** (2016). *Perception of teachers towards continuous and comprehensive evaluation (CCE) with respect to gender, teaching experience and educational qualification. International Journal of Multidisciplinary Research and Development. Vol.3, Issue 9. 2016, Sep.*
- Rana, . S. S.** (2015). *Teachers' Attitude Towards Continuous and Comprehensive Evaluation. Indian Journal of Applied Research. Vol.5, Issue 7, page 412-414. 2015, July.*
- Raina, S. & Verma, L.K.** (2015). *Continuous and Comprehensive Evaluation -A Study of Teachers Attitude. International Journal of Recent Scientific Research. Vol.6, Issue 9, page 6180-6183. 2015, Sep.*
- Ramdas, V. & Dirya, T. (2007). *Grading in school; Knowledge, attitude and practice of elementary teachers. Edutracks. Vol.6, No.11, page 17-21.2007, Jun.*
- Rout, R. K. & Guru, N. (2010). *The Scenario of Continuous and Comprehensive Evaluation in 21st Century. EDUTRACKS. Vol.10.No.2, page 19-21.2010, Oct.*
- Sen, R. & Chakraborty, A.** (2017). *Attitude of Secondary School teachers towards Continuous and Comprehensive Evaluation. International Education and Research Journal. Vol.3 No.1, page 52-53.2017, Jan.*
- Singh, T.** (2016). *Attitude of Secondary School Teachers Towards CCE: Influence of Teaching And Class Related Variables. Contemporary Research in India. Vol.6, Issue 2. 2016.*