

## **A Study on Attitude of Secondary School Teachers Towards Continuous And Comprehensive Evaluation**

**Dr. Jyoti Sankar Pradhan\* & Gopal Singh\*\***

*\*Senior Assistant Professor in Education, Mangalayatan University, Beswan, Aligarh, U.P., India.*

*\*\*Research Scholar, Mangalayatan University, Aligarh, U.P., India*

### **ABSTRACT:**

*This study was conducted on 80 secondary school teachers to know the attitude of secondary school teachers towards continuous and comprehensive evaluation in Aligarh District. The Objectives of the study are to study the attitude of male and female secondary school teachers towards continuous and comprehensive evaluation, to study the attitude of urban and rural Secondary school teachers towards continuous and comprehensive evaluation. Researcher has employed survey method and used attitude scale developed by Dr. Vishal Sood and Dr.(Mrs.) Arti Anand to collect data. The main finding of the study reveals that, 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.*

### **INTRODUCTION**

Truly, our education starts with examinations and ends with examinations. Examinations have become the sole criteria for judging the effectiveness of any educational programme and success of individuals in any field. The present system of examinations has come under the scrutiny of educational institutions, governing bodies, students and parents due to inherent flaws, discrepancies and lack of accountability. Examination results are no longer an accurate and reliable measure of one's abilities. On the contrary, they could as well be an indication of one's manipulative power and as such, examinations have more or less, lost their validity in the prevailing educational scenario. The review of previous studies indicated that prevailing examination system has a number of weaknesses and as a result of this, an adverse impact was experienced by both the students and teachers. Natrajan and Arora (1989) reported that unfair means have become a part of our educational culture which may be attributed to excessive competition and psychological frustration among students. Das (2007) indicated that marks make an unnatural pretext of accuracy in judging competency level of students. Subjectivity in judgement was reported as more severe in marking than in grading system. Ghanchi (2009) was of the view that the growing disconnects which has fractured the age-old unity between the curriculum, instruction and evaluation has resulted in giving rise to a system whose products are anaemic and uninspired and are generally misfits in the global scenario of world of work. For coming out of such situations, a large number of efforts are being undertaken to overhaul examination system and replace it with school-based evaluation system i. e. continuous and comprehensive evaluation.

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## REVIEW OF LITERATURE

**Shaffi (2002)** in the paper entitled National Curriculum Framework, A Holistic View described the salient challenges in the educational system in post-independence India. It further highlighted the efforts of the NCERT in restructuring and reorienting the content and process of school education. **Rao (2006)** conducted a study on Impact of training in continuous and Comprehensive Evaluation on the Evaluation Practices of Teachers of Primary Schools in Tamil Nadu. The results of this study revealed that the teachers had improved their questioning skills in the classrooms and other evaluation practices pertaining to scholastic areas and personal and social qualities of students which were Continuous and Comprehensive in nature. **Bhattacharjee, A. & Sharma, N. (2009)**, conducted study on the status of co-scholastic activities in the school programme of the elementary schools. 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. **Jadal, M. M.(2011)** conducted study on effect of Continuous and Comprehensive Evaluation on Student's Attainment at Primary Level. The major finding of the study, that attainment of the concepts and development of multiple abilities/mastery of skill can be possible through continuous and comprehensive evaluation and continuous and comprehensive evaluation based performance tests and oral tests provide maximum exposure to the children. **Isave, M. (2012)** conducted a study on study the Continuous Comprehensive Evaluation Scheme at secondary school. The result showed that evaluation practices are carried out in school but not exactly the view points as mentioned in the framework and lack of daily record maintenance and daily feedback. **Islam, N. M. and Chakraborty, A.(2012)** conducted study on study on Awareness Assembled by School Teachers Towards Continuous and comprehensive Evaluation in Radiance of RTE 09. The study revealed that the female teachers are more unaware than male teachers. So initiative should be taken to increase awareness among female teachers. **Singhal, P. (2012)**, Conducted study on Continuous and Comprehensive Evaluation –A study of teachers' perception. The result of the study indicates moderate acceptability of continuous and comprehensive evaluation by the government school teachers. No significant difference was found in the perception towards continuous and comprehensive evaluation among primary and secondary government school teachers. **Angadi, G.R. & Akki, M. B.(2013)** conducted a study on impact of Continuous and Comprehensive Evaluation and Fixed Interval Schedule Reinforcement on Academic Achievement of Secondary School Students in English. The finding of the study that, Continuous and Comprehensive Evaluation stronger impact on learning and academic achievements in the subject of English and Fixed interval schedule reinforcement has significant relationship with learning and academic achievements in the subject of English

## OPERATIONAL DEFINITIONS OF THE TERMS USED

**(1)Secondary School Teacher:** The teachers having the basic qualification with B.ED training and teaching the secondary classes in secondary schools are called secondary school teacher.

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

**(3)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 secondary school teachers towards continuous and comprehensive evaluation.
2. To study the attitude of urban and rural Secondary school teachers towards continuous and comprehensive evaluation.
3. To study the attitude of government and private secondary school teachers towards continuous and comprehensive evaluation.

#### **HYPOTHESIS OF THE STUDY**

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

#### **DELIMITATION OF THE STUDY**

- (1) The study limited to only 80 secondary school teachers of Aligarh District selected from both rural and urban.
- (2) The study limited to readymade standardize tool for data collection.
- (3) The study limited its scope in finding out the attitude of teachers towards continuous and comprehensive evaluation

#### **METHODOLOGY**

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

#### **Population and Sample**

All the secondary school teachers of Aligarh District come under the population of the study. In the research study researcher has taken 80 secondary school teachers as a sample by used simple random sampling method.

#### **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 secondary school teachers towards continuous and comprehensive evaluation.

#### **Procedure of Data Collection**

For completion of the proposed study Researchers were collected data from secondary school teachers of Aligarh District. The Researchers were them self proceeded to different secondary schools for data collection after due permission and developed the rapport the principal and teachers.

## ANALYSIS AND INTERPRETATION OF DATA

### 1. Analysis of attitude score with regard to gender

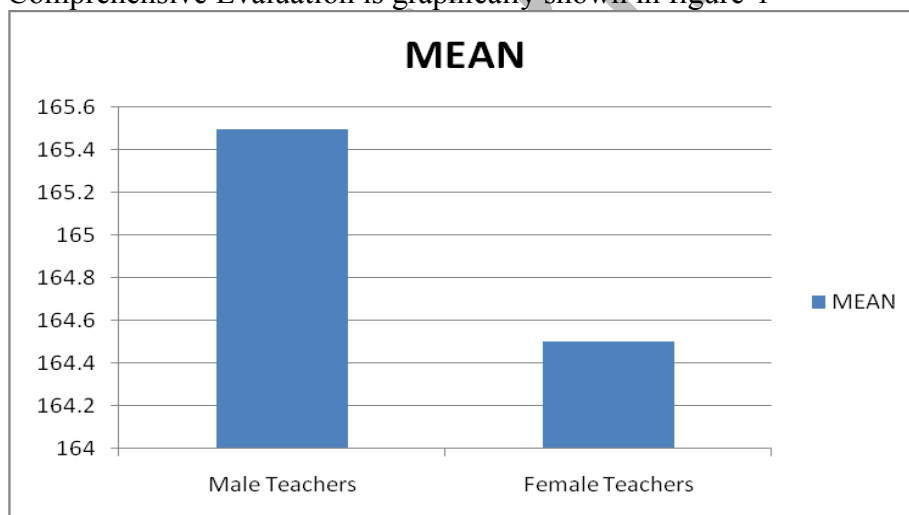
The first objective of the study was “to study the attitude of male and female secondary school teachers towards Continuous and Comprehensive Evaluation”. For this the researcher collected data about the attitude of male and female secondary school teacher by using attitude scale. The researcher calculated “t” value which is presented in the following table.

**Table-1: “t” value of attitude of male and female teachers in regard to gender**

Group	N	Mean	S.D.	df	t-value	Level of Significant
Male Teachers	40	165.5	14.6	78	0.30	Not Significant at .05 and .01 Level
Female Teachers	40	164.5	14.8			

It is found from the table-1 that the mean score of attitude of male and female secondary school teachers are 165.5 and 164.5 with SD 14.6 and 14.8 respectively. The obtained “t” value 0.30 is smaller than the table value 1.99 at 0.05 and 2.64 at 0.01 level of significance. So the null hypothesis “There is no significant difference between the attitude of male and female secondary school teachers towards Continuous and Comprehensive Evaluation” is accepted. In other words we can say male and female teachers do not have different in their attitude towards CCE.

The mean attitude of male and female secondary school teachers towards Continuous and Comprehensive Evaluation is graphically shown in figure-1



**Figure-1: Mean attitude of male and female secondary school teachers towards CCE.**

### 2 Analysis of attitude score with regard to rural and urban

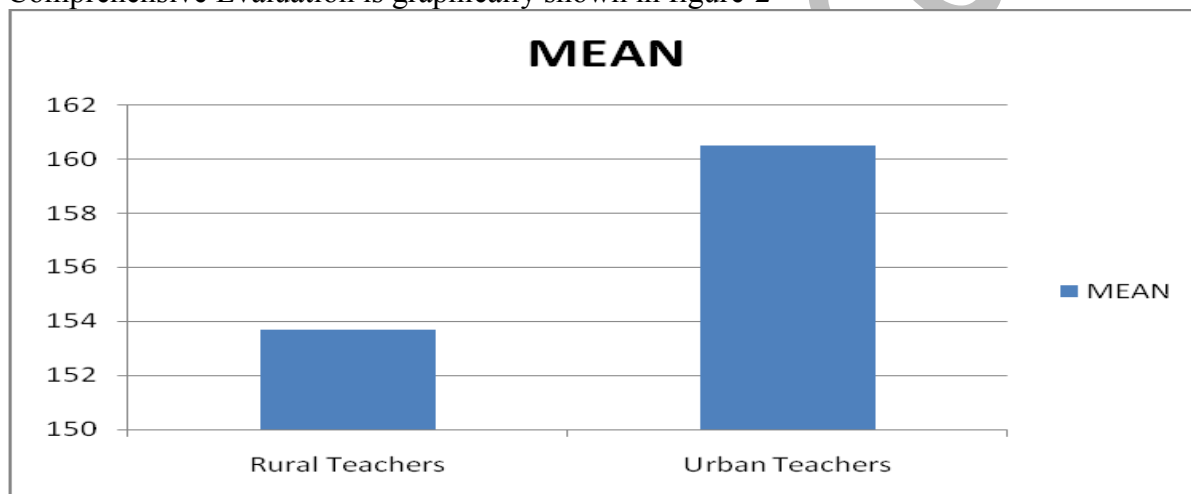
The second objective of the study was “to study the attitude of rural and urban secondary school teachers towards Continuous and Comprehensive Evaluation”. For this the researcher collected data about the attitude of rural and urban secondary school teacher by using attitude scale. The researcher calculated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

**Table-2: “t” value of attitude of rural and urban teacher in regard to rural and urban**

Group	N	Mean	S.D.	df	t-value	Level Significant of
Rural Teachers	40	153.7	26.7	78	1.36	Not Significant at .05 and .01 Level
Urban Teachers	40	160.5	17.0			

It is found from the table-2 that the mean score of attitude of rural and urban secondary school teachers are 153.7 and 160.5 with SD 26.7 and 17.0 respectively. The obtained “t” value 1.36 is smaller than the table value 1.99 at 0.05 and 2.64 at 0.01 level of significance. So the null hypothesis “There is no significant difference between the attitude of rural and urban secondary school teachers towards Continuous and Comprehensive Evaluation” is accepted. In other words we can say rural and urban teachers do not have different in their attitude towards CCE.

The mean attitude of rural and urban secondary school teachers towards Continuous and Comprehensive Evaluation is graphically shown in figure-2



**Figure-2: Mean attitude of rural and urban secondary school teachers towards CCE.**

### 3 Analysis of attitude score with regard to government and private

The third objective of the study was “to study the attitude of government and private secondary school teachers towards Continuous and Comprehensive Evaluation”. For this the researcher collected data about the attitude of government and private school teachers by using attitude scale. The researcher calculated “t” value which is presented in the following table.

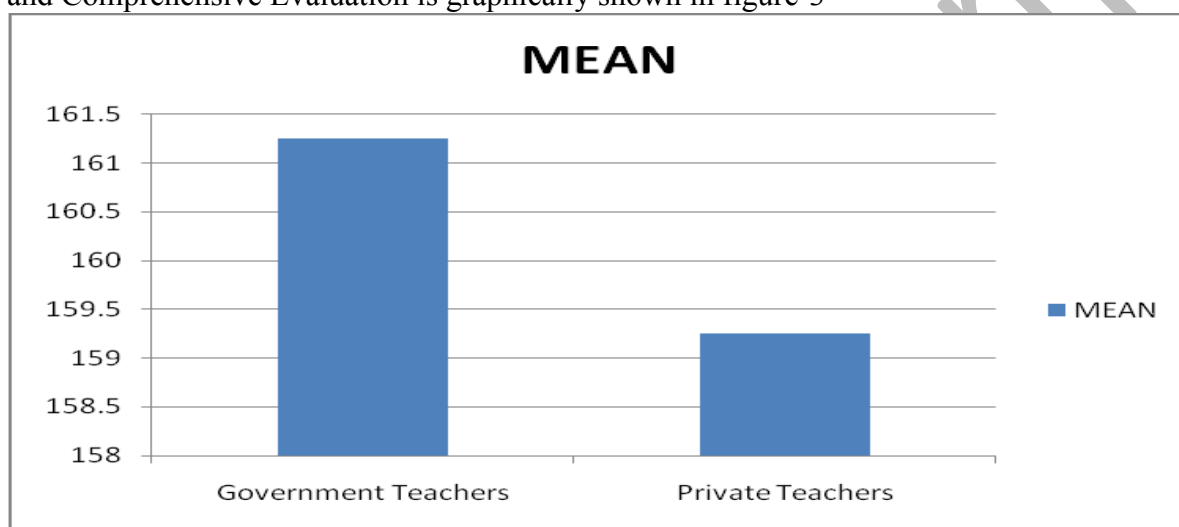
**Table-3: “t” value of attitude of teachers in regard to government and private**

Group	N	Mean	S.D.	df	t-value	Level Significant of
Government Teachers	40	161.25	34.4	78	2.73	Significant at .05 and .01 Level
Private Teachers	40	159.25	17.7			

The table-3 reveals the mean score of government and private school teachers are 161.2 and 159.2 with SD 34.4 and 17.7 respectively. The calculated “t” value 2.73 is greater than the table value 1.99 at 0.05 and 2.64 at 0.01 level of significance. There for null hypothesis “There is no significant difference between the attitude of government and private secondary school researchers towards Continuous and Comprehensive Evaluation” is rejected. Hence, the alternative hypothesis “there is a significance difference between the attitude of government and private secondary school teachers towards continuous and comprehensive evaluation.” is accepted at 0.05 and 0.01 level.

So it can be concluded that the attitude of government and private secondary school teachers towards continuous and comprehensive evaluation is different.

The mean attitude of government and private secondary school teachers towards Continuous and Comprehensive Evaluation is graphically shown in figure-3



*Figure-3: Mean attitude of government and private secondary school teachers towards CCE.*

### MAJOR FINDING OF THE STUDY

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

### EDUCATIONAL IMPLICATION

1. Teachers should not be discriminated on the basis of being male and female for the effect of work load on their teaching effectiveness.
2. Teachers should not be discriminated on the basis of being government or private employee.
3. Working conditions for rural area secondary school teacher should improve.
4. School environ in rural area should improve by proving all type of facility.
5. Salaries and other benefit should provide to all the teachers without discrimination.



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