

A Study On Secondary School Teachers' Attitude Towards Continuous And Comprehensive Evaluation Programme

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Abstract: This study is an attempt to analyze the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation followed by descriptive survey method. A sample of 108 teachers was taken based on random sampling from Bengaluru district Karnataka. For this reason, Teachers Attitude Scale towards Continuous Comprehensive Evaluation developed by Vishal Sood and Arti Anand (2011) was used as research tool for the investigation along with personal proforma. The data were analyzed by employing mean, standard deviation and independent 't' test and 'F' test as statistical techniques. The level of significance was fixed at 0.05 level in all the cases. From the present study, the 't' test result shows that there was a significant difference in the secondary school male and female teachers' attitude towards implementation of Continuous and Comprehensive Evaluation (CCE) Programme. The female teachers are having favourable attitude towards continuous and comprehensive evaluation programme than that of male teachers. The locality and age of teachers does not affect on developing attitude of teachers towards CCE Programme. The 'F' test results confirmed that there was a significant difference in the government, private aided and private unaided school teachers' attitude towards CCE Programme. The teachers working in government schools are having favourable attitude towards CCE programme when compared to teachers working in private aided and private unaided institutions. The reason could be that the teachers from different schools and gender had realized the significance of the CCE Programme and found this system of evaluation interesting. Teachers at secondary level are accepting CCE whole heartedly both in government and aided schools and it is a good sign for the education system of India.

Index Terms – Continuous and Comprehensive Evaluation, Programme, Teachers, Secondary School, Attitude

1. INTRODUCTION

The Central Board of Secondary Education (CBSE) in India uses the Continuous and Comprehensive Evaluation (CCE) approach of assessment. CCE incorporates both formative and summative evaluations in order to provide a thorough evaluation of a student's learning and progress. The success of CCE has been debated among educators, parents, policymakers and school teachers' opinions towards the CCE programme are vital to its implementation in various regions. Reactions of school teachers to CCE implementation have been conflicted. Some have been hesitant to change, while some teachers have embraced the CCE programme. School teachers' views towards CCE are influenced by a number of variables, including their familiarity with conventional assessment methods, their training and support, and their comprehension of the CCE's aims and objectives.

The teacher can make ordinary students into engaged learners by utilising this specific evaluation method. Continuous teaching techniques demonstrate their value to students by promoting their overall growth, giving each student the same chance to demonstrate their unique potential, and assisting the instructor in realising the value of the teaching-learning process. Therefore, it is crucial to incorporate ongoing and thorough evaluation into the teaching and learning process in order to raise the bar for educational standards. Teachers, according to Saxena and Namdeo (2012) should be prepared to take part in the successful evaluation of students' indoor and outdoor classroom activities. According to Bansal (2013), there is an urgent need for teacher professional development, whether it be knowledge and skills in the creation of assessment tools, their proper use, alternative methods of record keeping, drawing insightful conclusions from the data gathered, or giving stakeholders constructive feedback. Singh (2014) came to the conclusion that it is impossible to realise the objectives underlying the implementation of Continuous Comprehensive Evaluation when there are millions of teachers working in schools without the right orientation and training. So, it has become clear that a true effort is needed to train instructors. Training and support are additional factors that may affect teachers' views about CCE Programme. Teachers are more likely to have a favourable attitude towards the programme when they have the proper training and assistance in implementing CCE Programme. The plan may overwhelm or disappoint teachers who receive little to no training or support, which can result in resistance or unfavourable attitudes.

Furthermore, teacher attitudes towards the programme might be influenced by their comprehension of the CCE's goals and objectives. Teachers are more likely to support the programme and work towards its successful implementation if they are aware of the CCE's goal, which is to offer a thorough evaluation of a student's learning and growth. Yet, teachers who are unsure about the CCE's aims and purposes could doubt its efficacy and lack the drive to put it into practise in their classes. The attitudes of teachers in schools towards CCE implementation may have a big impact on how well students learn. A more thorough evaluation of a student's learning and progress can be provided by teachers who embrace CCE and successfully apply it, improving student outcomes. Teachers who struggle to implement CCE or who are hostile to it might not give pupils the same amount of feedback, which would result in less efficient learning.

Overall, a variety of elements, such as school teachers' experiences with conventional evaluation systems, their training and support, and their comprehension of the aims and purposes of CCE, all have an impact on their attitudes towards the implementation of CCE. A more thorough evaluation of a student's learning and progress can be provided by teachers who

embrace CCE and successfully apply it, improving student outcomes. It is critical to ensure that teachers receive proper training and support, as well as that they are made aware of the program's aims and objectives, in order to support the successful implementation of CCE. By doing this, we can raise the standard of instruction and promote our students' achievement. Hence, there is a need to know the teachers' attitude towards implementation of CCE Programme in Bangalore District.

2. REVIEW OF RELATED LITERATURE

There have been several studies conducted on the attitudes of school teachers towards Continuous and Comprehensive Evaluation (CCE) programme. Here are some of the related studies with detailed references:

Singh, D., and Sharma, A. (2019) have studied the attitudes of elementary school teachers towards CCE in Uttarakhand, India. The results indicated that teachers had a mixed attitude towards CCE, with some expressing positive views while others were critical of its implementation. The study suggested that more support and training were needed to ensure effective implementation of CCE.

Tariq, N., and Azhar, A. (2017) have studied to examine the attitudes of secondary school teachers towards CCE in Rawalpindi, Pakistan. The results indicated that most teachers had a positive attitude towards CCE and considered it important for improving the learning outcomes of students. However, they also faced challenges such as lack of resources, training, and understanding of the CCE framework.

Najar, A. H., and Khan, T. (2017) have examined the attitudes of secondary school teachers towards CCE in Kashmir Valley, India. The findings revealed that teachers had a positive attitude towards CCE and believed that it could improve the quality of education. However, they also faced challenges such as lack of resources, inadequate training, and difficulties in implementing the CCE framework.

Khanna, A., and Jain, R. (2017) have explored the attitudes of secondary school teachers towards CCE in Punjab, India. The findings showed that teachers had a positive attitude towards CCE and believed that it could enhance the quality of education. However, they also reported facing challenges such as inadequate resources, lack of training, and time constraints.

Singh, M. (2016) aimed to examine the attitude of teachers towards CCE in secondary schools in Delhi, India. The findings revealed that teachers had a positive attitude towards CCE and considered it beneficial for the overall development of students. However, they faced certain challenges in implementing CCE effectively, such as lack of training and resources.

Khare, N., and Singh, R. (2016) have examined the attitudes of secondary school teachers towards CCE in Madhya Pradesh, India. The findings indicated that teachers had a positive attitude towards CCE and perceived it as beneficial for the holistic development of students. However, they also faced challenges such as lack of training, resources, and guidance.

Sharma, P. (2015) has examined the attitudes of teachers towards CCE in Haryana, India. The results indicated that teachers had a mixed attitude towards CCE, with some expressing positive views while others were critical of its implementation. The study suggested that more training and support were needed to ensure effective implementation of CCE.

Kumari, R., and Singh, R.K. (2015) have examined the attitudes of secondary school teachers towards CCE in Patna, India. The results indicated that most teachers had a positive attitude towards CCE and believed that it could improve the learning outcomes of students. However, they also faced challenges such as lack of time, resources, and training.

Joseph, J., and Devi, P. R. (2015) have investigated the attitudes of secondary school teachers towards CCE in Kerala, India. The results indicated that teachers had a positive attitude towards CCE and perceived it as beneficial for the overall development of students. However, they also faced challenges such as lack of resources, inadequate training, and difficulties in implementing the CCE framework.

Ahmad, N., and Jilani, N. (2014) have explored the attitudes of secondary school teachers towards CCE in Aligarh, India. The findings indicated that teachers had a positive attitude towards CCE and believed that it could improve the quality of education. However, they also faced challenges such as lack of training, resources, and guidance.

Overall, these studies highlight the importance of understanding teachers' attitudes towards CCE to ensure effective implementation of the program. They also emphasize the need for providing adequate training and resources to overcome the challenges faced by teachers in implementing CCE. These studies suggest that teachers generally have a positive attitude towards CCE and believe that it can improve the learning outcomes of students. However, they also face several challenges in implementing CCE effectively, such as lack of training, resources, and guidance.

3. SIGNIFICANCE OF THE STUDY

The present study is significant for several reasons. The Continuous and Comprehensive Evaluation (CCE) Programme is a key initiative aimed at improving the quality of education in India. Teachers play a critical role in implementing this program effectively. Therefore, understanding their attitudes towards CCE can help in identifying the challenges they face and the areas that need improvement. Teacher attitudes towards CCE can impact their motivation, engagement, and commitment to implementing the program. By understanding their attitudes towards CCE, schools and educational institutions can provide the necessary support and training to enhance teacher effectiveness. Teachers are responsible for implementing the CCE program in their classrooms, and their attitudes can influence how the program is received and implemented by students. By studying teacher attitudes, researchers can gain insights into the effectiveness of the CCE program and identify areas for improvement. The findings of the present study can provide valuable insights for policymakers and education authorities. By understanding teacher attitudes towards CCE, policymakers can design policies and initiatives that can address the challenges faced by teachers in

implementing the program. Overall, the present study can provide critical insights into the effectiveness of the CCE program and can help improve the quality of education in India.

4. STATEMENT OF THE PROBLEM

The research topic identified for the present research is: “A Study on Secondary School Teachers’ Attitude towards Continuous and Comprehensive Evaluation (CCE) Programme.”

5. OBJECTIVES OF THE STUDY

The following are the objectives for the study

1. To find out the differences in the male and female teachers’ attitude towards Continuous and Comprehensive Evaluation (CCE) Programme.
2. To identify the differences in the secondary school urban and rural teachers’ attitude towards Continuous and Comprehensive Evaluation (CCE) Programme.
3. To assess the differences in the below 35 years and above 35 years age of secondary school teachers’ attitude towards Continuous and Comprehensive Evaluation (CCE) Programme.
4. To examine the differences in the government, private aided and private unaided secondary school teachers’ attitude towards Continuous and Comprehensive Evaluation (CCE) Programme.

6. RESEARCH HYPOTHESES

The following are the research hypotheses:

1. There is no significant difference in the secondary school male and female teachers’ attitude towards Continuous and Comprehensive Evaluation (CCE) Programme.
2. There is no significant difference in the urban and rural secondary school teachers’ attitude towards Continuous and Comprehensive Evaluation (CCE) Programme.
3. There is no significant difference in the below 35 years and above 35 years age of secondary school teachers’ attitude towards Continuous and Comprehensive Evaluation (CCE) Programme.
4. There is no significant difference in the government, private aided and private unaided school teachers’ attitude towards Continuous and Comprehensive Evaluation (CCE) Programme.

7. METHODOLOGY

This study is an attempt to analyze the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation followed by descriptive survey method. A sample of 108 teachers was taken based on random sampling from Bengaluru district Karnataka. For this reason, Teachers Attitude Scale towards Continuous Comprehensive Evaluation developed by Vishal Sood and Arti Anand (2011) was used as research tool for the investigation along with personal proforma. The data were analyzed by employing mean, standard deviation and independent ‘t’ test and ‘F’ test as statistical techniques. The level of significance was fixed at 0.05 level in all the cases.

8. ANALYSIS AND INTERPRETATION OF DATA

Table-1: Independent ‘t’ test results related to Attitude scores towards CCE programme perceived by male and female teachers.

Gender	Number of Sample	Mean scores	Std. Deviation	‘t’ Value	Sig. level
Male	27	127.740	44.510	2.27	*
Female	81	149.876	41.661		

* Significant at 0.05 level (N=108; df=106, 0.05=1.98)

From the above table-1 demonstrates the variable along with groups, number of samples, mean scores, standard deviation, ‘t’ value and level of significance related to male and female teachers’ attitude towards CCE Programme. From the independent ‘t’ test it was shown that, the obtained ‘t’ value (t=2.27) related to male and female teachers’ attitude towards CCE programme is greater than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is **rejected** and in its place an alternate hypothesis has been formulated that is ‘there is a significant difference in the secondary school male and female teachers’ attitude towards Continuous and Comprehensive Evaluation Programme.’ The mean attitude scores of female teachers (M=149.876) is higher than the mean scores of male teachers (M=127.740). It can be concluded that secondary school female teachers’ attitude towards CCE programme had favourable when compared to male teachers.

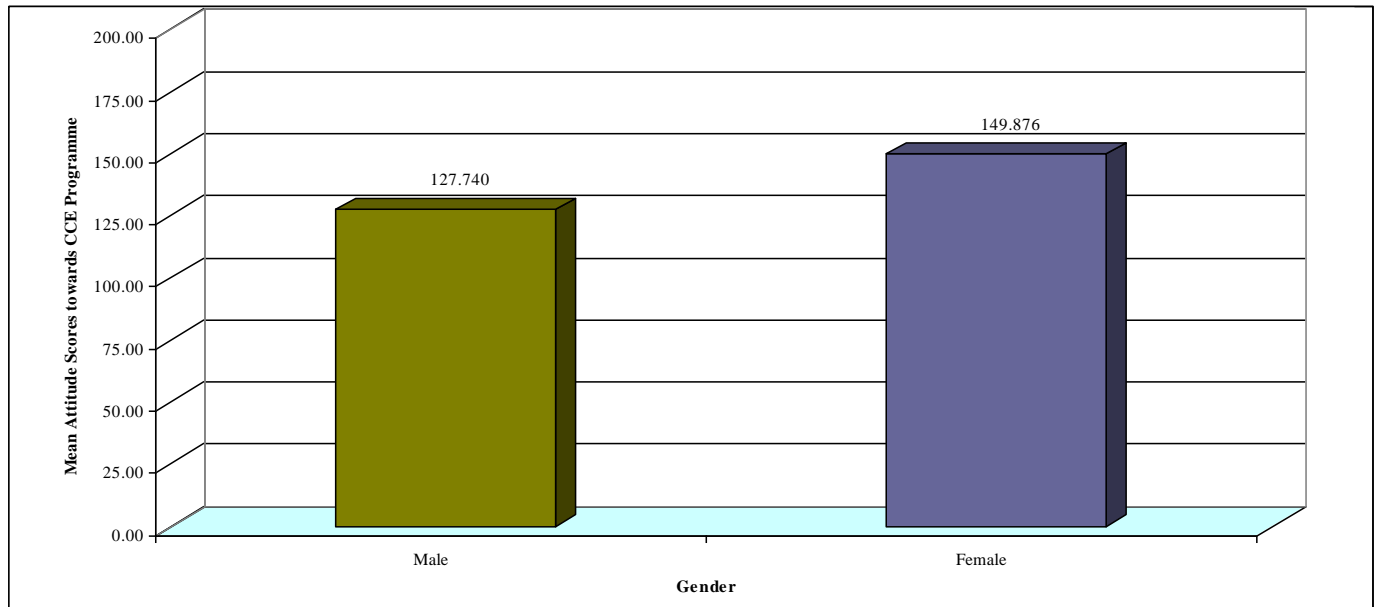


Fig.1: Comparison of mean attitude scores of CCE programme of male and female secondary school teachers.

Table-2: Independent ‘t’ test results related to urban and rural school teachers’ attitude towards CCE programme.

Locality	Number of Sample	Mean scores	Std. Deviation	‘t’ Value	Sig. level
Urban	54	150.703	48.230	1.54	NS
Rural	54	137.981	37.019		

^{NS} Not Significant (N=108; df=106, 0.05=1.98)

The above table-2 demonstrates the variable along with groups, number of samples, mean scores, standard deviation, ‘t’ value and level of significance related to urban and rural school teachers’ attitude towards CCE Programme. From the independent ‘t’ test it was shown that, the obtained ‘t’ value (t=1.54) related to urban and rural school teachers’ attitude towards CCE programme is less than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is accepted that is ‘there is no significant difference in the secondary school urban and rural teachers’ attitude towards Continuous and Comprehensive Evaluation Programme.’

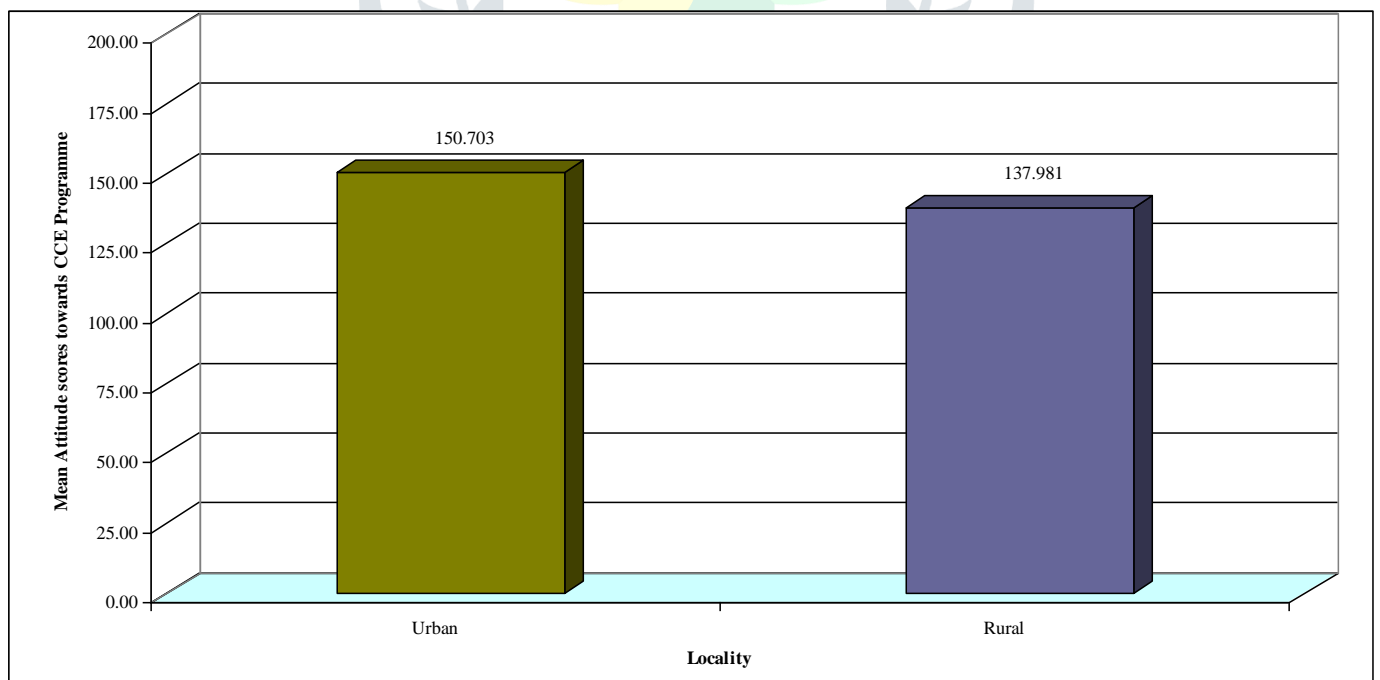


Fig.2: Comparison of urban and rural school teachers mean attitude scores towards CCE programme.

Table-3: Independent ‘t’ test results related to attitude scores towards CCE programme of secondary school teachers with respect to Age.

Age Group	Number of Sample	Mean scores	Std. Deviation	‘t’ Value	Sig. level
Below 35 years	69	142.014	41.718	0.72	NS
Above 35 years	39	148.461	46.141		

^{NS} Not Significant (N=108; df=106, 0.05=1.98)

The above table-3 demonstrates the variable along with groups, number of samples, mean scores, standard deviation, ‘t’ value and level of significance related to CCE Programme of secondary school teachers due to variations in their age. From the independent ‘t’ test it was shows that, the obtained ‘t’ value (t=0.72) related to CCE programme of below 35 years and above 35 years age of secondary school teachers is less than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is accepted that is ‘there is no significant difference in the below 35 years and above 35 years age of secondary school teachers’ attitude towards Continuous and Comprehensive Evaluation Programme.’

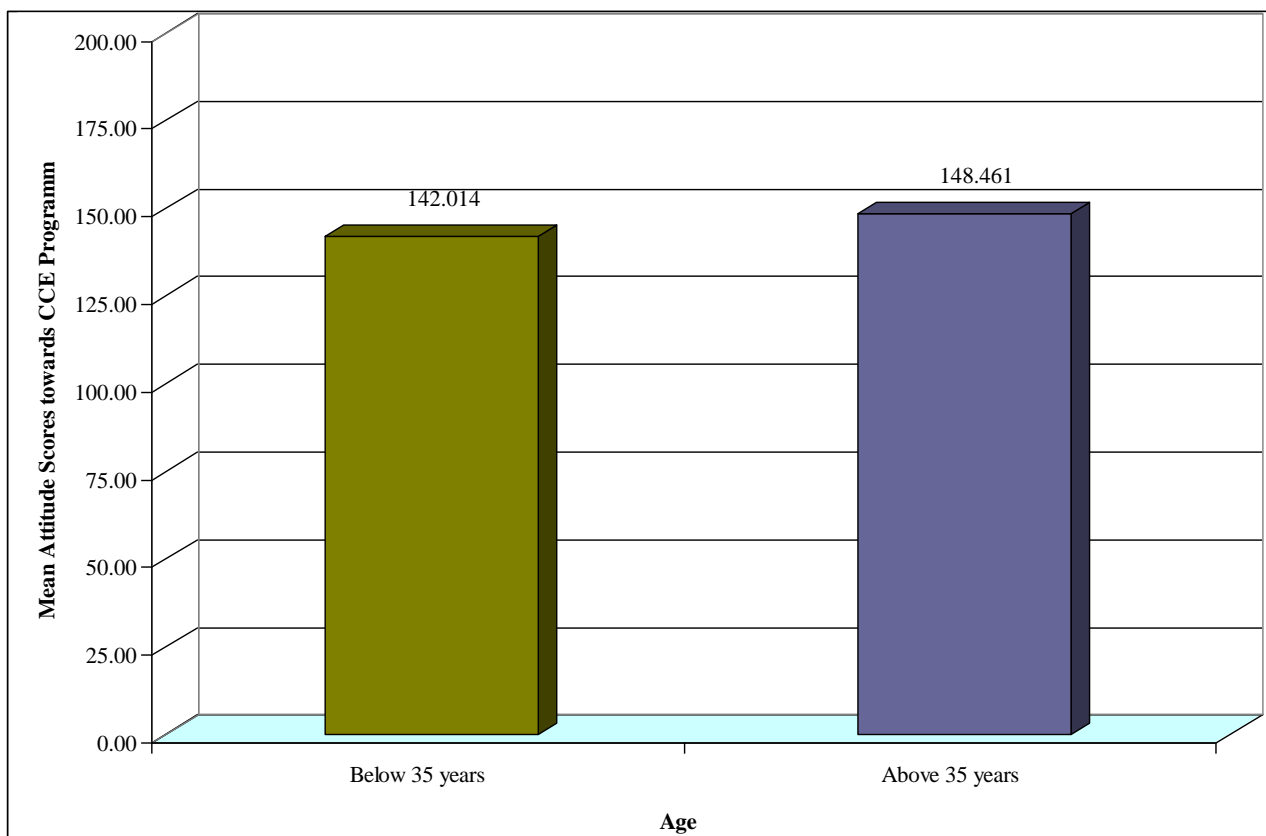


Fig.3: Comparison of mean attitude scores towards CCE programme of secondary school teachers having below 35 years age and above 35 years age groups.

Table-4: Shows ANOVA results on CCE programme of secondary school teachers with regard to varied type of school management.

Type of School Management	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value (Sig.)
Government	36	174.555	40.733	Between Group	81254.796	2	40627.398	35.84*
Private Aided	36	150.305	35.609	Within Group	119035.528	105	1133.672	
Private Unaided	36	108.166	21.765	Total	200290.324	107		

Table value at 0.05(df-2, 105) =3.09

The above table-4 presents secondary school teachers’ attitude towards Continuous and Comprehensive Evaluation Programme with regard to varied type of school management. The obtained ‘F’ value 35.84 is greater than the table value of 3.06 for df ‘2 and 105’ requested for significance at 0.05 level of significance. The results of the study indicated that ‘there is a significant difference in the government, private aided and private unaided secondary school teachers’ attitude towards Continuous and Comprehensive Evaluation Programme.’ To determine the significant difference in the attitude towards Continuous and Comprehensive Evaluation Programme of secondary school teachers having varied type of school management these paired mean scores, the Scheffe’s post hoc test was applied and the results are presented in Table-4(a).

Table-4(a): Scheffe's Post Hoc Analysis on attitude towards Continuous and Comprehensive Evaluation Programme scores of secondary school teachers from varied type of school management.

Type of School Management			Mean Difference
Government	Private Aided	Private Unaided	
174.555	150.305	-	24.250*
-	150.305	108.166	42.139*
174.555	-	108.166	66.389*

*Significant at 0.05 level.

Table-4(a) shows significant paired mean difference in the government and private aided; private aided and private unaided & government and private unaided secondary school teachers' attitude towards CCE Programme and the mean differences are 24.250, 42.139 and 66.389 respectively which are greater than the critical difference value at 0.05 level of confidence. It concludes that 'there exists significant difference in the government and private aided; private aided and private unaided & government and private unaided secondary school teachers' attitude towards CCE Programme.' The teachers from government secondary schools having favourable attitude towards CCE programme when compared with teachers from private aided and private unaided schools.

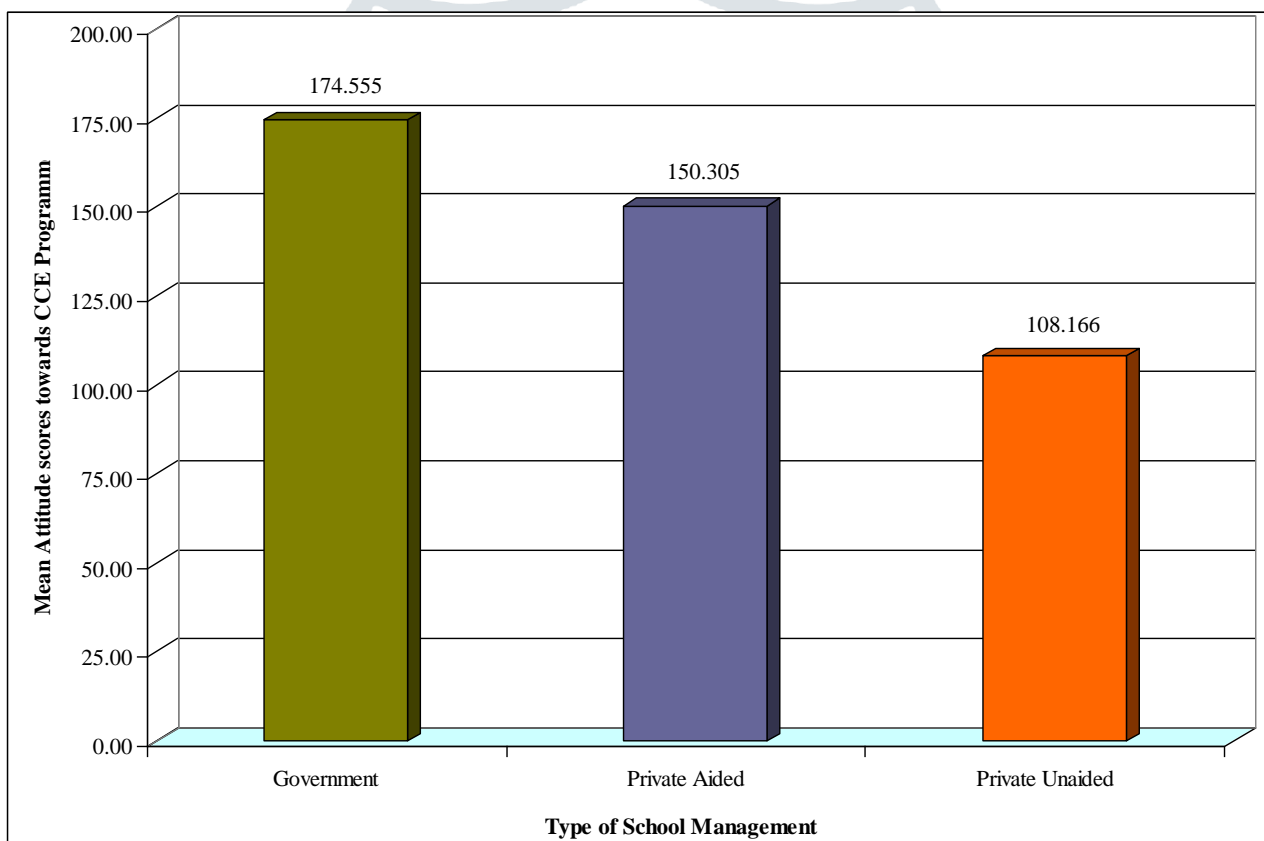


Fig.4: Bar graph shows comparison of teachers' attitude towards CCE programme from varied type of schools.

9. RESULTS

1. There was a significant difference in the secondary school male and female teachers' attitude towards Continuous and Comprehensive Evaluation Programme. The secondary school female teachers had favourable attitude when compared to male teachers.
2. There was no significant difference in the secondary school urban and rural teachers' attitude towards Continuous and Comprehensive Evaluation Programme.
3. There was no significant difference in the below 35 years and above 35 years age of secondary school teachers' attitude towards Continuous and Comprehensive Evaluation Programme.
4. There was a significant difference in the government, private aided and private unaided secondary school teachers' attitude towards Continuous and Comprehensive Evaluation Programme. The teachers from government secondary schools having favourable attitude towards CCE programme when compared with teachers from private aided and private unaided schools.

10. CONCLUSION AND SUGGESTIONS

From the present study, the 't' test result shows that there was a significant difference in the secondary school male and female teachers' attitude towards Continuous and Comprehensive Evaluation (CCE) Programme. The female teachers are having favourable attitude towards continuous and comprehensive evaluation programme than that of male teachers. The locality and age of teachers does not affect on developing attitude of teachers towards CCE Programme. The 'F' test results confirmed that there was a significant difference in the government, private aided and private unaided school teachers' attitude towards CCE Programme. The teachers working in government schools are having favourable attitude towards CCE programme when compared to teachers working in private aided and private unaided institutions. The reason could be that the teachers from different schools and gender had realized the significance of the CCE Programme and found this system of evaluation interesting. Teachers at secondary level are accepting CCE whole heartedly both in government and aided schools and it is a good sign for the education system of India.

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