



A STUDY ON ATTITUDE AND AWARENESS OF SECONDARY SCHOOL TEACHERS OF MYSORE DISTRICT TOWARDS CCE

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Abstract:

Present study was mainly focusing on attitude of Secondary school teachers towards CCE. The sample identified for the current study was 300 Secondary school teachers who were presently teaching in Secondary school of Mysore district. In this present study is descriptive research where researcher used Survey method to know the Attitude and awareness of Secondary school teachers towards CCE. The self prepared tool "Attitude of Secondary school teachers towards CCE" used to collect attitudes of Secondary school teachers towards CCE. This study revealed that there is a significant relationship between attitude of awareness of secondary school male, female arts, science teachers.

Key words: CCE, Secondary school teachers, Attitude, Awareness

1. Introduction:

Continuous and Comprehensive Evaluation is an education system newly introduced by Central Board of Secondary Education in India, for students of sixth to tenth grades and twelfth in some schools. The main aim of Continuous and Comprehensive Evaluation is to evaluate every aspect of the child during their presence at the school. This is believed to reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The Continuous and Comprehensive Evaluation method is claimed to bring enormous changes from the traditional chalk and talk method of teaching, provided it is implemented accurately.

2. Purpose of continuous and comprehensive evaluation:

The basic question arises why there is more emphasis on Continuous and Comprehensive Evaluation when schools and a large number of school education boards are already doing evaluation and certification of students. To get the answer of this, first of all one must be aware about the shortcomings in the present evaluation system and then find an answer to the above question. Major shortcomings of the present evaluation system are as under: There is too much emphasis on memorization, on cognitive abilities and meta cognitive abilities that are ignored altogether. It is not the real measure of students, potential as only a part of the course is tested by the Continuous and Comprehensive Evaluation. The public examination pattern is practiced at secondary classes without any efforts for diagnosis, remediation and meaningful reporting from the Secondary school students. A lot of psychological fear and tension is created among children due to present system of examination. The present education system is totally examination centred system, whatever is to be tested, is always taught. It promotes only selective learning. To overcome the above limitation and to evaluate children comprehensively on regular basis with the aim of overcoming learning difficulties and promotion of all round development, a scheme of Continuous and Comprehensive Evaluation is needed. The scheme should empower teachers and schools to evaluate regularly and enhance the learning levels of children.

3. Need for the Study:

In the context of education, the teachers are the pillars to the Continuous and Comprehensive Evaluation implementation of various programmes, principles, policies and schemes. The Continuous and Comprehensive Evaluation is a newly introduced scheme at the primary level in the school system and that is to be studied seriously. The attitude, performance, interest and problems of the parents, teachers, and students towards Continuous and Comprehensive Evaluation play significant role in the Continuous and Comprehensive Evaluation implementation. The student's achievement will also vary according to the new policies and programmes of education system. To find out the changes in the achievement of the students the study is required. Hence, it is the need of the hour to study the parent, teacher, and students' attitude in relation Continuous and Comprehensive Evaluation. Continuous and Comprehensive Evaluation is a very effective new scheme of evaluation. Continuous and Comprehensive Evaluation is to evaluate every aspect of the child during their presence at the school. This is believed to help to reduce the pressure on the child during/ before examination and to improve the overall skill and ability of the students by means of evaluation of other activity. Grades are awarded to students based on work experience skill, innovation, steadiness, team work, public ability. This helps the students who are not good in academic to show their talents in other fields such as arts, humanities, sports, music, athletics etc.

4. Statement of the Problem:

A study on attitude and awareness of secondary school teachers of Mysore district towards CCE

5. Objectives of the study

The following are the objectives of the present study. All the objectives are stated in terms of to know the Attitude of Secondary school teachers towards CCE.

- 1) To study the relationship between attitude of awareness of secondary school male teachers
- 1) To study the relationship between attitude of awareness of secondary school female teachers.
- 2) To study the relationship between attitude of awareness of secondary school aided teachers.
- 3) To study the relationship between attitude of awareness of secondary school Private teachers.
- 4) To study the relationship between attitude of awareness of secondary school Woman teachers.
- 5) To study the relationship between attitude of awareness of secondary school Co-education teachers.
- 6) To study the relationship between attitude of awareness of secondary school Arts teachers.
- 7) To study the relationship between attitudes of awareness of secondary school Science teachers.
- 8) To study the relationship between attitude of awareness of secondary school Urban teachers.
- 9) To study the relationship between attitude of awareness of secondary school Rural teachers.
- 2) To study the relationship between attitudes of awareness of secondary school 10 years experienced teachers.

6. Hypothesis of the Study:

The following hypotheses were formed for the present study:

- 1) H_01 : There is no significant relationship between attitude of awareness of secondary school male teachers.
- 2) H_02 : There is no significant relationship between attitude of awareness of secondary school female teachers.
- 3) H_03 : There is no significant relationship between attitude of awareness of secondary school aided teachers.
- 4) H_04 : There is no significant relationship between attitude of awareness of secondary school Private teachers.
- 5) H_05 : There is no significant relationship between attitude of awareness of secondary school Woman teachers.
- 6) H_06 : There is no significant relationship between attitude of awareness of secondary school Co-education teachers.
- 7) H_07 : There is no significant relationship between attitude of awareness of secondary school Arts teachers.
- 8) H_08 : There is no significant relationship between attitudes of awareness of secondary school Science teachers.
- 9) H_09 : There is no significant relationship between attitude of awareness of secondary school Urban teachers.
- 10) H_010 : There is no significant relationship between attitude of awareness of secondary school Rural teachers.

11) H_0 11: There is no significant relationship between attitude of awareness of secondary school 10 years experienced teachers.

7. Operational Definitions of terms used:

- 1) **CCE:** Massive Online Open Course (CCE) is an online course designed at boundless sharing and open access via the web. In extension to traditional course components such as videos, readings and problem sets. CCE cater interactive user forms that boost to raise a community for students, professors and teaching assistants. CCE have freshly received a great deal of consideration from the media, entrepreneurial vendors, education professionals and technologically literate section of the public.
- 2) **SECONDARY SCHOOL TEACHERS:** They are teacher working in Secondary school of Mysore District.
- 3) **Awareness towards CCE:** Here awareness of the Secondary school teachers towards continuous and comprehensive evaluation refers to knowledge and understanding of a teacher working at the Secondary school level of those facts, concepts and activities related to continuous and comprehensive evaluation.
- 4) **Attitude towards CCE:** Here it refers to the degree of positive and negative feelings of Secondary school teacher towards various issues, problems, activities and practices related to continuous and comprehensive evaluation.

8. Research Design and Methodology:

The research method, variables, sample as well as tools for data collection form part of Research Methodology. They are presented below.

8.1. Research Method:

In this present study is descriptive research where researcher used Survey method to know the Attitude and awareness of Secondary school teachers towards CCE. This research elaborates in survey method. A survey is conducted of at least a sample a method of data collection and distinctive questions or items that become data that can be analyzed statistically.

8.2. Sample of the study

The population identified for the current study is Secondary school teachers who are presently teaching in *Secondary school* of Mysore Disstrict. 300 Secondary school teachers are considered as Sample of the study.

8.3. Tools used for the Study:

Investigator himself prepared tool “Attitude of Secondary school teachers towards CCE” to collect attitudes of Secondary school teachers towards CCE. The tool was prepared after though verification from experts.

8.4. Statistical Techniques for Data Analysis:

In the present study the various responses received in terms of Attitude of Secondary School teachers towards CCE were further analyzed using the descriptive technique of percentage. The significant relationship of Attitude towards CCE was analyzed by independent samples mean, standard deviation and ‘r’ test.

9. Analysis and Interpretation of Data:

The significant relationship between Awareness and Attitude of secondary school towards CCE were analyzed by independent samples r-test. The findings of the present study are presented in the following tables:

- 1) **H₀₁: There is no significant relationship between attitude of awareness of secondary school male teachers.**

Table-1: The r-value of scores of male of awareness and attitude of secondary school teachers

Variable	Type of sample	N	Mean	'r' Value
Male teachers	Awareness (CCE)	300	30.68	0.955
	Attitude (CCE)	300	181.29	

A significant and positive relationship was observed between awareness and attitude of secondary school male teacher ($r=0.955$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, awareness and attitude of secondary school male teachers are dependent on each other. In another words, the awareness scores are increases or decreases with increase or decrease in attitude scores of secondary school male teachers.

- 2) **H₀₂: There is no significant relationship between attitude of awareness of secondary school female teachers.**

Table-2: The r-value of scores of female of awareness and attitude of secondary school teachers.

Variable	Type of sample	N	Mean	'r' Value
Female teachers	Awareness (CCE)	300	19.45	0.953
	Attitude (CCE)	300	126.17	

A significant and positive relationship was observed between awareness and attitude of secondary school female teacher ($r=0.953$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, awareness and attitude of secondary school female teachers are dependent on each other. In another words, the awareness scores are increases or decreases with increase or decrease in attitude scores of secondary school female teachers.

- 3) **H₀₃: There is no significant relationship between attitude of awareness of secondary school Govt. teachers.**

Table-3: The r-value of scores of Govt. of awareness and attitude of secondary school teachers.

Variable	Type of sample	N	Mean	'r' Value
Govt. teachers	Awareness (CCE)	200	27.60	0.966
	Attitude (CCE)	200	165.29	

A significant and positive relationship was observed between awareness and attitude of secondary school Govt. teacher ($r=0.966$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, awareness and attitude of secondary school Govt.

teachers are dependent on each other. In another words, the awareness scores are increases or decreases with increase or decrease in attitude scores of secondary school Govt. teachers.

4) **H₀4: There is no significant relationship between attitude of awareness of secondary school aided teachers.**

Table-4: The r-value of scores of Aided of awareness and attitude of secondary school teachers.

Variable	Type of sample	N	Mean	'r' Value
Aided teachers	Awareness (CCE)	200	22.61	0.974
	Attitude (CCE)	200	141.62	

A significant and positive relationship was observed between awareness and attitude of secondary school Aided teacher ($r=0.974$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, awareness and attitude of secondary school Aided teachers are dependent on each other. In another words, the awareness scores are increases or decreases with increase or decrease in attitude scores of secondary school Aided teachers.

5) **H₀5: There is no significant relationship between attitude of awareness of secondary school Private teachers.**

Table-4: The r-value of scores of Private of awareness and attitude of secondary school teachers.

Variable	Type of sample	N	Mean	'r' Value
Private teachers	Awareness (CCE)	200	24.98	0.978
	Attitude (CCE)	200	154.29	

A significant and positive relationship was observed between awareness and attitude of secondary school Private teacher ($r=0.978$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, awareness and attitude of secondary school Private teachers are dependent on each other. In another words, the awareness scores are increases or decreases with increase or decrease in attitude scores of secondary school Private teachers.

6) **H₀6: There is no significant relationship between attitude of awareness of secondary school Woman teachers.**

Table-5: The r-value of scores of Woman of awareness and attitude of secondary school teachers.

Variable	Type of sample	N	Mean	'r' Value
Woman teachers	Awareness (CCE)	300	24.42	0.975
	Attitude (CCE)	300	151.08	

A significant and positive relationship was observed between awareness and attitude of secondary school Woman teacher ($r=0.975$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, awareness and attitude of secondary school Woman teachers are dependent on each other. In another words, the awareness scores are increases or decreases with increase or decrease in attitude scores of secondary school Woman teachers.

7) **H₀7: There is no significant relationship between attitude of awareness of secondary school Co-education teachers.**

Table-7: The r-value of scores of Co-education of awareness and attitude of secondary school teachers.

Variable	Type of sample	N	Mean	'r' Value
Co-education teachers	Awareness (CCE)	300	25.70	0.972
	Attitude (CCE)	300	156.38	

A significant and positive relationship was observed between awareness and attitude of secondary school Co-education teacher ($r=0.972$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, awareness and attitude of secondary school Co-education teachers are dependent on each other. In another words, the awareness scores are increases or decreases with increase or decrease in attitude scores of secondary school Co-education teachers.

8) **H₀8: There is no significant relationship between attitude of awareness of secondary school Arts teachers.**

Table-8: The r-value of scores of Arts of awareness and attitude of secondary school teachers.

Variable	Type of sample	N	Mean	'r' Value
Arts teachers	Awareness (CCE)	300	25.12	0.974
	Attitude (CCE)	300	154.24	

A significant and positive relationship was observed between awareness and attitude of secondary school Arts teacher ($r=0.974$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, awareness and attitude of secondary school Arts teachers are dependent on each other. In another words, the awareness scores are increases or decreases with increase or decrease in attitude scores of secondary school Arts teachers.

9) **H₀9: There is no significant relationship between attitudes of awareness of secondary school Science teachers.**

Table-8: The r-value of scores of Science of awareness and attitude of secondary school teachers.

Variable	Type of sample	N	Mean	'r' Value
Science teachers	Awareness (CCE)	300	25.01	0.973
	Attitude (CCE)	300	153.22	

A significant and positive relationship was observed between awareness and attitude of secondary school Science teacher ($r=0.973$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, awareness and attitude of secondary school Science teachers are dependent on each other. In another words, the awareness scores are increases or decreases with increase or decrease in attitude scores of secondary school Science teachers.

10) H₀10: There is no significant relationship between attitude of awareness of secondary school Urban teachers.

Table-10: The r-value of scores of Urban of awareness and attitude of secondary school teachers.

Variable	Type of sample	N	Mean	'r' Value
Urban teachers	Awareness (CCE)	300	27.54	0.970
	Attitude (CCE)	300	166.88	

A significant and positive relationship was observed between awareness and attitude of secondary school Urban teacher ($r=0.970$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, awareness and attitude of secondary school Urban teachers are dependent on each other. In another words, the awareness scores are increases or decreases with increase or decrease in attitude scores of secondary school Urban teachers.

11) H₀11: There is no significant relationship between attitude of awareness of secondary school Rural teachers.

Table-11: The r-value of scores of Rural of awareness and attitude of secondary school teachers.

Variable	Type of sample	N	Mean	'r' Value
Rural teachers	Awareness (CCE)	300	22.59	0.972
	Attitude (CCE)	300	140.58	

A significant and positive relationship was observed between awareness and attitude of secondary school Rural teacher ($r=0.972$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, awareness and attitude of secondary school rural teachers are dependent on each other. In another words, the awareness scores are increases or decreases with increase or decrease in attitude scores of secondary school Rural teachers.

12) H₀12: There is no significant relationship between attitude of awareness of secondary school 10 years experienced teachers.

Table-12: The r-value of scores of 10 years experienced of awareness and attitude of secondary school teachers.

Variable	Type of sample	N	Mean	'r' Value
10 years experienced teachers	Awareness (CCE)	200	26.31	0.972
	Attitude (CCE)	200	159.31	

A significant and positive relationship was observed between awareness and attitude of secondary school 10 years experienced teacher ($r=0.972$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, awareness and attitude of secondary school 10 years experienced teachers are dependent on each other. In another words, the awareness scores are increases or decreases with increase or decrease in attitude scores of secondary school 10 years experienced teachers.

10. Conclusion:

This study depicts that there is no significant relationship between Awareness and attitude among Secondary school teachers with respect to locale/type, experience. To conclude it can be said that the use of CCE flourish impressions and freedom amongst learners and would lead to quality in teaching learning process and continuous self development. For the better use of CCE by the teacher educator and management should inculcate positive Attitude towards CCE and also make available necessary technological equipment in educational institutions.

11. Limitations of the study:

The following limitations were considered in the content of present study.

- 1) The study was limited to Attitude and awareness of Secondary school teachers only.
- 2) The study was limited to Secondary school teachers only.
- 3) It was further limited to Mysore District only.

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