



AN ANALYSIS OF ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION

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ABSTRACT

The present study attempts to find out the attitude of the secondary school teachers towards continuous and comprehensive evaluation. Total 100 samples are taken from secondary school teachers for the study by using simple random sampling method. Standardized tool "Teacher attitude scale towards CCE" prepared by Dr. Vishal Sood and Dr. Arti Anand was used as the tool for the study. The data were analyzed by using T test. After data analysis the result of the study revealed that the male and female secondary school teachers' attitude towards continuous and comprehensive evaluation don't differ significantly. The study also found that the senior and junior secondary teachers of the school almost having the same kind of attitude toward continuous and comprehensive evaluation.

Key words: Attitude of Secondary School Teachers, CCE, Sivasagar District

Cite this Article: Dimpal Khatiwora, An Analysis of Attitude of Secondary School Teachers towards Continuous and Comprehensive Evaluation, *International Journal of Management*, 11(10), 2020, pp. 449-453.

<http://iaeme.com/Home/issue/IJM?Volume=11&Issue=10>

1. INTRODUCTION

Evaluation is one of the most important parts of education. The implementation of continuous and comprehensive evaluation is one of the major steps taken for the improvement and to strengthen the quality of school education. Continuous and Comprehensive evaluation is a process of assessment, mandated by the Right to Education Act, of India in 2009. It covers all the aspects of student evaluation. This proposal of assessment was introduced by state governments in India, as well as by central board of secondary education in India mainly for the students of 6th to 10th grade and 12th in some school. Continuous and comprehensive evaluation mainly stresses two objectives i.e. continuous in evaluation and assessment of broad based learning and behavioral outcomes on the other. Continuous and comprehensive evaluation mainly focused upon the learners than the teachers. It involves multiples techniques and different people under its preview.

2. SIGNIFICANCE OF THE STUDY

CCE is not successfully implemented without the change of teachers' attitude regarding the evaluation system. The true implementation of this evaluation system depends upon the active participation of the teachers. The performance of the teachers greatly depends upon their attitude. The positive attitude of the teacher makes the whole work become easy; on the other hand the negative attitude makes it harder. It will further helpful for the practitioners and the policy makers to know about its true implementation. In this context this study is very relevant.

3. REVIEW OF RELATED LITERATURE

In the study conducted by Raina.S and Verma.M.K (2015) on attitude of teachers towards continuous and comprehensive evaluation, the main objective is to know the attitude of the teachers from CBSE board towards continuous and comprehensive evaluation. Total 144 samples were selected for the study through multistage stratified sampling method. To collect data a self devised attitude scale was prepared by the investigator. The result of the study indicates that here is a significant difference attitude among the teachers towards continuous and comprehensive evaluation in terms of interaction of their qualification and training.

In the study conducted by Pradhan.J.S & Singh.G(2015) A study on attitude of secondary school teachers towards continuous and comprehensive evaluation, the main objective is to know the attitude of secondary school teachers towards continuous and comprehensive evaluation in Aligarh district. The study was conducted on 80 secondary school teachers. The investigators had used survey method and attitude scale developed by Dr. Vishal Sood and Arti Ananad to collect data. The main findings of the study revealed that there is no significant difference between attitude of male and female secondary school teachers towards continuous and comprehensive evaluation.

Sen. R and Chakarbarti (2017) have done a study on attitude of secondary school teachers towards continuous and comprehensive evaluation. The main objectives of the study is to know what attitude the teacher has possess towards continuous and comprehensive evaluation system .Three have used standardized tool developed by Dr.Visal sood and Dr.Mrs.Arta Anand to collect data from the sample .The findings of the study revealed that there have significant difference in relation to category, demographic of the secondary school teachers attitude towards continuous and comprehensive evaluation.

In the study done by Rani S (2017) on attitude of teachers towards continuous and comprehensive evaluation, the main objectives of the study were to find out the attitude of teachers towards continuous and comprehensive evaluation. Total 200 samples were taken for the study through simple random sampling method. To collect data the investigator used a standardized tool "Teacher attitude scale towards CCE prepared by Dr. Vishal Sood and Dr.Arta Anand. The data were analyzed through by using SD and t test. After analyzed the data the results of the study revealed that attitude of both government and private school teachers have favorable attitude for the continuous and comprehensive evaluation.

4. OBJECTIVES OF THE STUDY

The Present study was undertaken with the following objectives:

- To compare the attitude among male and female secondary school teachers towards comprehensive and continuous evaluation.
- To compare the attitude of senior and junior secondary school teachers towards comprehensive and continuous evaluation.

- To compare the attitude of rural and urban secondary school teachers towards continuous and comprehensive evaluation.

5. HYPOTHESES

In order to pursue the objectives of the study the following hypotheses were framed:

- There is no significant difference of attitude of Continuous and Comprehensive Evaluation among male and female teachers of secondary school.
- There is no significant difference between attitude of continuous and comprehensive evaluation among senior and junior of secondary schools teachers.
- There is no significant difference between attitude of rural and urban secondary school teachers towards continuous and comprehensive evaluation.

6. METHODOLOGY

Method used: On the basis of objectives of the study, the descriptive survey method of research was used in the present study.

Sample: In the present study all the secondary school teachers of district Sivasagar, Assam constitute the population of the study. There have used simple random sampling technique and total 100 secondary school teachers has been selected as sample of the study.

Tool used: Teacher's attitude scale towards continuous and comprehensive evaluation developed by Dr Vishal sood and Dr. Arti Anand (2011) was adopted.

Statistical techniques employed: t-test was used for testing the hypotheses for the significance of mean difference in the attitude towards continuous and comprehensive evaluation of various groups was compared.

7. ANALYSIS AND INTERPRETATION

Hypothesis 1: There is no significant difference of attitude of Continuous and Comprehensive Evaluation among male and female teachers of secondary school

Table 1 Showing level of significance of attitude of Continuous and Comprehensive Evaluation among male and female teachers

VARIABLE	GENDER	N	MEAN	S.D	T VALUE
Gender	MALE	50	175.48	9.89	1.41
	FEMALE	50	170.28	23.96	

It is evident that the calculated value of 't' for comparing attitude among male and female was found 1.41 which is not significant at 0.05 level of significance for two tailed test for degree of freedom, $df=98$, because the calculated t value(1.41) is less than the table 't' value (1.66) at 0.05 level of significance. Hence the hypothesis "there is no significant difference of attitude of continuous and comprehensive evaluation among male and female secondary school teachers" was accepted.

Hypothesis 2: There is no significant difference of attitude of Continuous and Comprehensive Evaluation among junior and senior teachers of secondary school

Table 2 Showing level of significance of attitude of Continuous and Comprehensive Evaluation among junior and senior teachers

Variable	Gender	N	Mean	S.D	T value
Age	Senior	50	174.05	8.74	0.77
	Junior	50	175.48	9.89	

It is evident that the calculated value of 't' for comparing attitude among senior and junior was found 0.77 which is not significant at 0.05 level of significance for two tailed test for degree of freedom, $df=98$, because the calculated t value(0.77) is less than the table 't' value (1.66)at 0.05 level of significance. Hence the hypothesis "there is no significant difference of attitude of continuous and comprehensive evaluation among senior and junior teachers of secondary school "was accepted.

Hypothesis 3: There is no significant difference between attitude of rural and urban secondary school teachers towards continuous and comprehensive evaluation.

Table 3 Showing level of significance of attitude of Continuous and Comprehensive Evaluation among rural and urban teachers

Variable	Locality	N	Mean	S.D	T value
Locality	Urban	50	174.06	8.75	0.78
	Locality	50	175.48	9.89	

It is evident that the calculated value of 't' for comparing attitude among rural and urban teacher was found 0.78 which is not significant at 0.05 level of significance for two tailed test for degree of freedom, $df=98$, because the calculated t value(0.77) is less than the table 't' value (1.66)at 0.05 level of significance. Hence the hypothesis "there is no significant difference of attitude of continuous and comprehensive evaluation among urban and rural teachers of secondary school "was accepted.

8. FINDINGS

After processing data, obtaining, interpretations and discussing the results following findings can be traced out.

- The male and female secondary school teachers' attitude towards continuous and comprehensive evaluation don't differ significantly. The mean score of attitude towards CCE.
- The senior and junior secondary schools teachers almost having the same kind of attitude toward continuous and comprehensive evaluation.
- There is no significant difference between attitude of rural and urban secondary school teachers towards continuous and comprehensive evaluation.

From the present study it can be concluded that the attitude of teacher in the Sivsagar district towards CCE was found to be favorable. The majority of the teachers were in favor of continuation of this system of evaluation with certain improvements.

9. RECOMMENDATIONS

- There should be given proper training to the teacher about the evaluation system helpful to develop favorable attitude among teachers.
- There should be provided proper material and professional support to the teachers for the implementation of the system.
- Organize seminars, workshops for the teacher to know and get practical knowledge about the evaluation system.

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