



# International Journal of Multidisciplinary Research and Growth Evaluation



International Journal of Multidisciplinary Research and Growth Evaluation

ISSN: 2582-7138

Received: 20-06-2021; Accepted: 06-07-2021

www.allmultidisciplinaryjournal.com

Volume 2; Issue 4; July-August 2021; Page No. 504-507

## Attitude of Elementary school teachers towards continuous and comprehensive evaluation

**Dr. Ashok Kumar Digal**

Assistant Professor, Department of Education, Rama Devi Women's University, Vidya Vihar, Bhubaneswar, Odisha, India

Corresponding Author: **Dr. Ashok Kumar Digal**

### Abstract

According to University Education Commission (1948-49), "If we are suggesting to a single reform in the system of education then it would be that of examination." The remark was followed by formation of number of committees and commissions. They had given several recommendations after observing the whole education systems and were revealed that evaluation is the missing link for our education system. Indian education is moving from summative to a continuous evaluation system. CCE is conceptualized as a way of reforming the traditional examination regime, particularly board examinations in India, which has gain quite notoriety owing to its prime focus in education selection and

certification. The present study was undertaken to study the difference in the attitude of male and female, science and arts, married and unmarried, less experienced and more experienced elementary school teachers towards Continuous and Comprehensive Evaluation. The data was collected from 300 elementary school teachers of district Kandhamal of Odisha through administration of a standardized tool. The 't'-test was applied to find out significance of difference between various groups. The study revealed that gender, marital status, subject expertise (i.e. academic stream) and teaching experience had significant effect on the overall attitude of the teachers towards CCE.

**Keywords:** Continuous Comprehensive Evaluation, attitude, examination and school teacher etc

### Introduction

The education plays a key role in the development of the nation. The education system of a country reflects the ethos, aspirations and expectations of a particular society. Evaluation is a very important component of the education system. It can make or destroy the purpose of education. All policy documents stated that evaluation system in vogue was inadequate and required changes. The CCE system was introduced in October 2009 with intention of reducing burden of studies on students and to introduce a more uniform and comprehensive pattern in education for the children all over the country. It is aimed at grooming students academically as well as shaping their attitude, beliefs and values to reduce the workload on them in order to improve the overall personality of the students.

The concept of CCE is new in India; there is a wide scope to explore this area. The true implementations of this evaluation system depends upon the active participation of the teacher greatly depends on their attitude. A positive attitude makes the work not only easier but more satisfying also. A negative attitude makes the teaching task harder, tedious, and unpleasant. The CCE evaluation system would not turn to be effective and successful until and unless our teacher are not willing whole heartedly to implement such evaluation system in right manner and spirit. It has been rightly remarked that the evaluation skill of teacher is very important competency expected of them to raise the standard of achievement in pupils by giving constant feedback. The need is to bring a favorable change in teacher's attitude of the teachers will be helpful to the policy makers for the true implementation and success of the system. Hence there is a great need to assess teacher's attitude towards Continuous Comprehensive Evaluation.

### Objective of the study

**The objectives of this study are the followings**

1. To compare the attitude of male and female elementary school teachers towards Continuous Comprehensive Evaluation.
2. To compare the attitude of married and unmarried elementary school teachers towards Continuous Comprehensive Evaluation.
3. To compare the attitude of Arts and Science elementary school teachers towards Continuous Comprehensive Evaluation.

4. To compare the attitude of more experienced and less experienced elementary school teachers towards Continuous Comprehensive Evaluation.

### Hypothesis

Hypothesis of the present study were presented in null form. These are as follows:-

- H1: There is no significant difference between male and female elementary school teachers with respect to their attitude towards Continuous Comprehensive Evaluation.
- H2: There is no significant difference between the attitude of married and unmarried elementary school teacher towards Continuous Comprehensive Evaluation.
- H3: there is no significant difference between the attitude of arts and science elementary school teachers towards Continuous Comprehensive Evaluation.
- H4: There is no significant difference between the attitude of more experienced and less experienced elementary school teachers towards Continuous Comprehensive Evaluation.

### Methodology

Method: In the present study Descriptive Survey Method of investigation was employed.

Sample: All elementary school teachers of district Kandhamal, Odisha constituted the population of the present study. As such, the sample has been selected through

purposive sampling technique. The sample of the present study comprised 300 elementary school teachers of district Kandhamal, Odisha.

**Tool:** the investigator used a standardized tool ( Teacher's Attitude Scale Towards Continuous Comprehensive Evaluation developed by Dr. Vishal Sood and Dr. Arti Anand, shortly known as TASTCCE-SA) to collect the data. The scale was developed by Haraprasad Institute of Behavioural Studies (HIBS). The scale consists of 48 items on the following dimensions.

- Child Related (CR)-22 items
- Teacher Related(TR)-13items
- Process Related (PR)-13 items

A five point Likert type attitude scale was constructed.

**Statistics used:** mean, SD, t-test were used to analyze the data.

**DATA ANALYSIS:** The collected data was analyzed quantitatively. After the scoring procedure Mean, Standard Deviation were calculated to find out the distribution of the attitude towards CCE. To find out the influence of different variables on attitude the t-test was utilized.

1. Gender Difference in Attitude towards CCE element:

The first objective of the study has to compare the attitude of male and female teachers towards CCE and the corresponding null hypothesis (i.e.H1) was formulated. For this purpose t-test was used and the results are given in Table-1.

**Table 1**

Dimensions of Attitude	Male(N=160) Mean		Female (N=140) SD		t-test
	Mean	SD	Mean	SD	
CR	83.76	11.82	82.40	9.51	1.097
TR	47.18	8.584	43.55	6.957	4.007**
PR	44.4	8.17	42.6	8.28	1.85
Total	175.32	25.219	168.55	20.18	3.896**

Significance of difference between the means of male and female teachers on various dimensions of attitude towards CCE

\*p<0.05

\*\*p<0.01

Results shown in table-1 clearly indicate that there is significant difference between male and female teachers (CR=3.896, p<0.01) with respect to their overall attitude towards Continuous Comprehensive Evaluation. In view of the above results, the hypothesis stating that male and female teachers would not differ on total attitude towards CCE is rejected. Here males were found superior (175.32) than female (168.55).

Significant difference was observed between the mean scores of male and female teachers (CR=4.007, p<0.01) with respect to teacher related (TR) dimension of the attitude toward CCE and the difference favored male teachers. Thus the null hypothesis is rejected.

The significant of the present study support the finding of pillai (1979) [5], Ravi (1989) and sivakumar (2013) who found significant gender difference in the attitude towards CCE and

contradicts finding of singh *et.al* (2013) and Rani & Dhingra (2015) [6] who reported no significant gender difference in attitude towards CCE.

However, in rest of the two dimensions of attitude towards CCE (i.e. CR and PR) no gender difference was found. Thus it can be said that both male and female teachers have similar attitude in these two dimensions, namely child-related and process-related, here the null hypothesis is retained.

### 2. Marital status and attitudinal difference towards CCE.

The second objective of the study was to compare the attitude of the married and unmarried teachers towards CCE. It was hypothesized that there would be no significant difference in attitude of the married and unmarried teachers towards CCE(i.e.H2).

**Table 2**

Dimensions of Attitude	Married(N=224)		Unmarried(N=76)		t-value
	Mean	SD	Mean	SD	
CR	81.62	10.61	87.93	10.17	4.51**
TR	44.56	8.097	48.52	7.272	3.886**
PR	42.70	8.44	46.20	7.06	3.40**
Total	168.92	23.401	182.65	19.56	4.74**

Significance difference between the means of married and unmarried teachers on various dimension of attitude towards CCE.

\*\*p<0.01

To compare the attitude of married and unmarried teachers, the t-test was used, the result of which are given in Table-2. It can be seen from the table 2 that all t-value were significant at 0.01 level and the difference were in favour of unmarried teachers. Here unmarried teachers were found have more favourable attitude towards CCE than their married counterparts. Hence the null hypothesis is rejected. No parallel study was available either to support or to contradict the present finding.

**3. Academic stream and attitude towards CCE.**

The third objective of the study was to compare the attitude of the teachers having arts and science subject background towards CCE and the corresponding null hypothesis (i.e. H3) was formulated. To test the null hypothesis statistically, ‘t’-test was used and the results are presented in table-3.

**Table 3**

Dimensions of Attitudes	Married (N=208)		Unmarried (N=92)		t-value
	Mean	SD	Mean	SD	
CR	81.93	10.63	86.03	10.80	2.99**
TR	45.02	8.346	46.70	7.293	1.729
PR	43.10	8.64	44.70	7.17	1.60
Total	170.05	23.474	177.40	22.017	3.34**

Significance of difference between the means of the teachers arts and science background on various dimension of attitude towards CCE.

\*\*p<0.01

A perusal of table -3 indicates that there is significance difference between the sample teachers having arts and science background (CR=3.34, p<0.01) with respect to their overall attitude and another dimension of attitudes towards CCE (CR, t=2.99, p<0.01). here the teacher having science background possessed more favorable attitude towards CCE than their arts counterparts. Hence the null hypothesis is rejected.

In rest of the two dimension of attitude towards CCE (i.e. TR and PR) no significant difference in their attitude was observed, meaning there by the academic stream of teacher does not affect their attitude towards CCE, both arts and science teachers have equal footing, the result of the present study are in agreement with findings of Gunasekharan and Jayanti (1979) and Ravi (1989). Pilai (2005) reported that teachers having arts background were having more attitude than science counterparts.

**3. Teaching Experience and attitude towards CCE.**

The last objective of the study was to compare the attitude of teachers having more or less teaching experience towards CCE and the corresponding null hypothesis (i.e. H4) was formulated for testing. For the purpose ‘t’ test was employed. The results are given in table-4.

**Table 4**

Dimensions of Attitude	Married (N=164)		Unmarried (N=136)		t-value
	Mean	SD	Mean	SD	
CR	83.72	11.13	82.46	10.46	1.007
TR	45.56	7.776	45.46	8.438	0.102
PR	44.50	7.65	42.50	8.82	2.11*
Total	173.79	22.426	170.38	24.12	3.21**

Significance of difference between the means of the teachers having less and more teaching experience on various dimension of attitude towards CCE.

\*p<0.05

\*\*p<0.01

Table -4 indicates that there is significant difference between teachers having less experience and more experience in teaching (CR=3.21, p<0.05) with respect to their overall attitude towards CCE(i.e. PR, t=2.11, p<0.05) and the differences favored the teachers having less experience in teaching. It would mean that the teachers having less experience had more favorable attitude towards CCE and had more concern for the process related aspects of CCE than their more experienced counterparts. In view of the above results, the null hypothesis is rejected. In rest of the two dimension (i.e. CR and TR), the null hypothesis is retained. The present finding supports the finding of Reddi (1977) and Sharma (2013) who reported such differences.

**Conclusion**

**From the present study it may be concluded that**

- Gender difference in the attitude of teachers towards CCE was quite conspicuous.
- The marital status of the sample teachers had an influence on their attitude towards CCE.
- The subject background of the teachers ( i.e. arts and science) was found to affect their attitude towards CCE.
- The teaching experience of the sample teachers has emerged as a factor to affect their attitude towards CCE.

**Educational implications of the study**

- The study revealed that the male teacher in comparison to the female teacher had more favorable attitude towards CCE. In view of the above result the female teacher need to be oriented, motivated and reinforced in the process of CCE. For the successful implementations of CCE, necessary insight needs to be developed among them.
- Similarly married teachers differed significantly from their unmarried counterparts in their attitude towards CCE. In comparison to married teachers, unmarried teachers, unmarried teachers had more favorable attitude towards CCE. The married teacher inspite of their busy schedule related to family, profession etc. be encouraged

to be just to the process of CCE.

- The sample teacher across their subject background (i.e. arts and science) and teaching experiences (i.e. less and more) differed significantly in their attitude towards CCE. The teachers having arts background and having more teaching experience were found to have unfavorable attitude towards CCE. This is not desirable. Hence these categories of teacher need to be infused, motivated and ignited in the process of CCE so that the goal of CCE could be achieved.

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