

Vol III Issue VIII Feb 2014

Impact Factor : 2.2052(UIF)

ISSN No :2231-5063

# International Multidisciplinary Research Journal

## *Golden Research Thoughts*

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**RNI MAHMUL/2011/38595**

**ISSN No.2231-5063**

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## TEACHERS ATTITUDE TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION

**T. Pradeep Kumar**

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**Abstract:**-Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. CCE is the buzz word being in the air since the talks of the examination reforms being given utmost importance as far as the Indian education system is concerned ( Aggarwal, M. 2004). As rightly quoted by University Education Commission (1948-49) that, "If we are to suggest 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 with different recommendations for the evaluation system for the Indian education system. All intelligentsia converged to the CCE as an assessment tool for holistic evaluation of the students' learning.

**Keywords:**Comprehensive Evaluation ,Continuous and Comprehensive Evaluation , Teachers Attitude

### INTRODUCTION:

Concept of Continuous and Comprehensive Evaluation is a process of determining the extent to which the objectives are achieved. It is not only concerned with the appraisal of achievement, but also with its improvement. As testing evaluation is also concerned with identification of learning experiences and educative environment to produce changes in the learner's behaviour (NCERT, 2000). It involves information gathering, information processing, judgment forming, and decision-making.

### PURPOSE OF CONTINUOUS COMPREHENSIVE EVALUATION

To integrate teaching and evaluation and to test those skills and abilities this cannot be tested through written examinations at the end of the course. For this purpose, continuous, comprehensive internal evaluation should be properly diversified, so that through it we can test:

- i) Writing ability of the student
- ii) His participation in discussions, seminars etc.
- iii) His participation in field work, project work etc.

To enable the teacher to realize the effectiveness of teaching – learning process.

To serve as a feedback for improving the contents of the courses, methods of teaching and teaching – learning process in general.

### How Does Continuous and Comprehensive Evaluation Help a Classroom Teacher?

In sum, the continuous and comprehensive evaluation helps a classroom teacher in the following ways (Rao, Manjula P. 2001).

To identify learning difficulties in mastering certain competencies and the intensity of such learning difficulties.

To improve students' learning through diagnosis of their performance.  
To plan appropriate remedial measures to enable the students who have learning difficulties in mastering the competency.  
To improve or alter instructional strategies to enhance the quality of teaching.  
To decide upon the selecting of various media and materials as a supportive system in mastering the competencies.  
To strengthen evaluation procedure itself.

#### **METHODOLOGY:**

##### **Objectives of the study**

The Present study was undertaken with the following objectives:

To compare mean scores of attitude of Continuous and Comprehensive Evaluation among male and female teachers  
To compare mean scores of attitude of Continuous and Comprehensive Evaluation among junior and senior teachers  
To compare mean scores of attitude of Continuous and Comprehensive Evaluation among married and unmarried teachers  
To compare mean scores of attitude of Continuous and Comprehensive Evaluation among teachers having less and more teaching experience

##### **HYPOTHESES:**

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

- 1) There is no significant difference of attitude of Continuous and Comprehensive Evaluation among male and female teachers
- 2) There is no significant difference of attitude of Continuous and Comprehensive Evaluation among junior and senior teachers
- 3) There is no significant difference of attitude of Continuous and Comprehensive Evaluation among married and unmarried teachers
- 4) There is no significant difference of attitude of Continuous and Comprehensive Evaluation among teachers having less and more teaching experience

##### **Sampling Design:**

In the present study, a sample of 100 teachers belonging to primary and secondary schools of Bangalore city, Karnataka during the academic year 2012-2013 were selected. Data regarding the attitude towards Continuous and Comprehensive Evaluation were collected through simple random sampling technique through survey method.

##### **Tools of Research:**

Teacher's attitude scale towards continuous and comprehensive evaluation developed by Dr Vishal sood and Dr.Arati 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.

##### **Analysis and Interpretation:**

###### **Hypothesis 1:**

There is no significant difference of attitude of Continuous and Comprehensive Evaluation among male and female teachers

**Table showing level of significance of attitude of Continuous and Comprehensive Evaluation among male and female teachers**

Variable	Group	N	Mean	S.D	t-Value	Level of significance
Gender	Male	29	180.344	13.683	1.445	Not significant at 0.05 level
	Female	71	175.056	17.645		

Table showing that the obtained t-value 1.445 is lesser than the tabled t-value of 1.980 for the degrees of freedom 98 at 0.05 level. Thus the null hypothesis is accepted and hence it is concluded that there is no significant difference of attitude of Continuous and Comprehensive Evaluation among male and female teachers

**Hypothesis 2:**

There is no significant difference of attitude of Continuous and Comprehensive Evaluation among junior and senior teachers

**Table showing level of significance of attitude of Continuous and Comprehensive Evaluation among junior and senior teachers**

Variable	Group	N	Mean	S.D	t-Value	Level of significance
Age	Junior	29	171.862	17.28	2.012	significant at 0.05 level
	Senior	71	178.520	16.18		

Table showing the obtained t-value 2.012 is greater than the tabled t-value of 1.980 for the degrees of freedom 98 at 0.05 level. Thus the null hypothesis is rejected and in its place alternative hypothesis is accepted and hence it is concluded that there is a significant difference of attitude of Continuous and Comprehensive Evaluation among junior and senior teachers. Comparing the mean values of senior teachers (178.52) is higher than that of junior teachers (171.862). Hence senior teacher has more attitudes towards Continuous and Comprehensive Evaluation

**Hypothesis 3:**

There is no significant difference of attitude of Continuous and Comprehensive Evaluation among married and unmarried teachers

**Table showing level of significance of attitude of Continuous and Comprehensive Evaluation among married and unmarried teachers**

Variable	Group	N	Mean	S.D	t-Value	Level of significance
Marital status	Married	88	176.73	16.56	0.240	Not significant at 0.05 level
	Unmarried	12	175.50	18.43		

Table showing that the obtained t-value 0.240 is lesser than the tabled t-value of 1.980 for the degrees of freedom 98 at 0.05 level. Thus the null hypothesis is accepted and hence it is concluded that there is no significant difference of attitude of Continuous and Comprehensive Evaluation among married and unmarried teachers

**Hypothesis 4:**

There is no significant difference of attitude of Continuous and Comprehensive Evaluation among teachers having less and more teaching experience

**Table showing level of significance of attitude of Continuous and Comprehensive Evaluation among teachers having less and more teaching experience**

Variable	Group	N	Mean	S.D	t-Value	Level of significance
Teaching experience	Less	40	175.55	17.600	2.507	significant at 0.05 level
	More	60	177.28	16.187		

Table showing that the obtained t-value 2.507 is greater than the tabled t-value of 1.980 for the degrees of freedom 98 at 0.05 level. Thus the null hypothesis is rejected and in its place alternative hypothesis is accepted and hence it is concluded that there is a significant difference of attitude of Continuous and Comprehensive Evaluation among teachers having less and more teaching experience. Comparing the mean values of teacher with more experience (177.28) is higher than that of teacher with less experience (175.55). Hence teacher with more experience has more attitudes towards Continuous and Comprehensive Evaluation.

**FINDINGS OF THE STUDY:**

There is no significant difference of attitude of Continuous and Comprehensive Evaluation among male and female teachers  
 There is a significant difference of attitude of Continuous and Comprehensive Evaluation among junior and senior teachers. Comparing the mean values of senior teachers (178.52) is higher than that of junior teachers (171.862). Hence senior teacher has more attitudes towards Continuous and Comprehensive Evaluation  
 There is no significant difference of attitude of Continuous and Comprehensive Evaluation among married and unmarried teachers  
 There is a significant difference of attitude of Continuous and Comprehensive Evaluation among teachers having less and more teaching experience. Comparing the mean values of teacher with more experience (177.28) is higher than that of teacher with less experience (175.55). Hence teacher with more experience has more attitudes towards Continuous and Comprehensive Evaluation.

**EDUCATIONAL IMPLICATIONS:**

The study revealed that there is no significant difference of attitude of Continuous and Comprehensive Evaluation among male and female teachers. This may be due to the same attitude of teachers regarding the continuous and comprehensive evaluation. Both male and female teachers have a same kind of attitude towards CCE.  
 The study revealed that there is a significant difference of attitude of Continuous and Comprehensive Evaluation among junior and senior teachers. Comparing the mean values of senior teachers (178.52) is higher than that of junior teachers (171.862). Hence senior teacher has more attitudes towards Continuous and Comprehensive Evaluation. It is very obvious that senior teachers has depth knowledge about the subject and the content, continuous and comprehensive evaluation must have been great impact on senior teachers so the senior teacher has more attitude towards CCE  
 The study revealed that there is no significant difference of attitude of Continuous and Comprehensive Evaluation among married and unmarried teachers. This may be due to the same kind of attitude among married and unmarried teachers towards CCE.  
 The study revealed that there is a significant difference of attitude of Continuous and Comprehensive Evaluation among teachers having less and more teaching experience. Comparing the mean values of teacher with more experience (177.28) is higher than that of teacher with less experience (175.55). Hence teacher with more experience has more attitudes towards Continuous and Comprehensive Evaluation. This may be due to the teachers with more teaching experience has more favourable attitude towards CCE compared to Less experienced teachers.

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