

A Study of Teachers' Attitude towards Continuous and Comprehensive Evaluation

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Abstract: *With the implementation of NCF-2005 and the mandatory practice of the reformative Continuous and Comprehensive Evaluation (CCE), education scene is bound to change. In the present study, teachers' attitude towards CCE was studied. Data was collected from teachers (N=144) of CBSE affiliated schools of Jammu province. Results reflect the uncertainty and mixed feelings of the teachers towards CCE. To study the significance of difference between the various groups, Analysis of variance and t test were applied. The overall results indicate that there is a significant difference between the attitude of teachers towards continuous comprehensive evaluation in relation to the interaction of their qualification and training. In spite of knowing the fact that CCE is an effective scheme to improve the teaching learning process, the teachers and students are not adequately prepared for the effective and efficient execution of CCE in schools on reality ground. Therefore, there is a need to work out strategies which may facilitate effective practice of CCE without the burden on teaching and learning.*

Keywords: Attitude, Continuous and Comprehensive Evaluation, Evaluation

1. Introduction

Student learning has been adversely affected by test papers and 'teaching to test'[1]. Evidences from the field show that students' learning is not promoting analytical and critical thinking skill, but is engaging them in surface learning and rote learning in a disorderly way [2,3,4]. To keep these harmful effects of examination to the minimum and improve student learning formative assessment methods have been advocated. Following which various countries including Australia, Canada, Denmark, England, Finland, Italy, New Zealand and Scotland have been following formative assessment methods. Committees and policy documents pertaining to Indian education way back from Kothari commission, 1966; National policy on Education, 1986; Yashpal committee report, 1993; National Curriculum Frameworks, NCERT; Position paper on Examination Reforms, NCERT have all stressed on the importance of better assessment technique of students learning. The need for school based assessment comprehensive of all aspects of students' personality, interests and attitudes have been reflected on these policy statements and documents [5,6,7]. It is asserted that the biggest challenge most schools are facing today is that teachers are not equipped to handle grading as it involves very complex process. Evaluation practices are carried out in school but not exactly on the view points as mentioned in the framework. There is a lack of daily record maintenance and daily feedback. Formative feedback is also not provided [8].

The National Policy on Education (1986) followed by the National Curriculum Framework of School Education (1986 and 2000) reiterated the need for developing the personal and social qualities in learners. They stressed the point that the evaluation should be comprehensive in nature, wherein all learning experiences pertaining to scholastic, co-scholastic and personal and social qualities are assessed. Continuous and comprehensive evaluation necessitates the

use of multiple evaluation techniques and tools in addition to certain conventional ones. By using this particular evaluation technique, the teacher can turn ordinary students into active learners. By facilitating all round development of students, providing all the students the same opportunity to display their individual potential, helping the teacher to realize the effectiveness of teaching learning process, continuous of teaching technique proves itself as a boost to student. Thus It is utmost important to make continuous and comprehensive evaluation as an integral part of teaching and learning process to promote standards of school education [9].

2. Objectives

- 1) To study CBSE School teachers' attitude towards CCE
- 2) To study the main effect of 'Type of school' on the attitude of teachers towards CCE, taken as criterion.
- 3) To study the main effect of 'Qualification' on the attitude of teachers towards CCE, taken as criterion.
- 4) To study the main effect of 'Training' on the attitude of teachers towards CCE, taken as criterion.
- 5) To study the interactional effect of 'Type of school and Qualification' on the attitude of teachers towards CCE, taken as criterion
- 6) To study the interactional effect of 'Type of school and training' on the attitude of teachers towards CCE, taken as criterion
- 7) To study the interactional effect of 'Qualification and training' on the attitude of teachers towards CCE, taken as criterion
- 8) To study the triple interactional effect of 'Type of school, Qualification and training' on the attitude of teachers towards CCE, taken as criterion

3. Methodology

The sample for the present study was selected using multistage stratified random sampling techniques. A list of all the govt (27), public (15) and private (21) CBSE affiliated schools of Jammu province was taken from the official website of CBSE. The sample was stratified into three stratas viz. govt., public and private. From that list, all the govt., public and private CBSE schools of five districts of Jammu province were listed from which 24 schools (8 each from govt, public and private) were selected at random by lottery method. From these schools, 144 subject teachers

of secondary classes (48 each from govt., public and private schools) were selected randomly. A self devised attitude scale comprising of 35 items was used by the researcher to collect the required information. The reliability of the tool was found to be 0.82 using Cronbach alpha test.

Statistical analysis

Data obtained was analyzed using chisquare, analysis of variance and t test.

4. Results

Table 1: Distribution of favorableness of teachers' attitude towards CCE

Response	Govt. (n=48)		Public (n=48)		Private (n=48)		Overall Total (N=144)	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Highly favorable (159-175)	17	35.4	15	31.2	18	37.5	50	34.7
Moderately favorable (142-158)	16	33.3	20	41.6	20	41.6	56	38.8
Least favorable (125-141)	15	31.2	13	27.0	10	20.8	38	26.4

χ^2 tabulated ($\alpha = .05$) = 5.99, df=4
 χ^2 calculated = 1.849

Table 1 reveals that the attitude towards CCE was shown favorable to the moderate extent by majority of teachers i.e. 38.8%. The no. of teachers revealing moderately favorable attitude towards CCE was more in Public and Private Schools i.e. 41.6%, followed by Govt. Schools i.e. 33.3%. The attitude towards CCE was shown favorable to the high extent by 34.7% of teachers. The no. of teachers showing highly favorable attitude towards CCE was more in Private Schools i.e. 37.5%, followed by Govt. Schools i.e. 35.4% and Public Schools i.e. 31.2%. Only few teachers i.e. 26.4%

showed least favorable attitude towards CCE. The no. of teachers revealing least favorable attitude was more in Govt. Schools i.e. 31.2%, followed by Public Schools i.e. 27% and Private Schools i.e. 20.8%. The results of chi square revealed that the difference in the distribution of attitude of teachers belonging to Govt., Public and Private schools in relation to CCE was not significant. Table 2 Showing summary of three way ANOVA for 3(Type of School) x 2(Qualification) x 2(Training) factorial design for attitude scores of teachers, as criterion

Sources of Variance	Sum of Squares	df	Mean square	F value	p value
Type of School (A)	115.019	2	57.509	0.315	0.730
Qualification (B)	128.247	1	128.247	0.702	0.404
Training (C)	91.241	1	91.241	0.500	0.481
Type of School x Qualification (A X B)	91.331	2	45.666	0.250	0.779
Type of School x Training (A X C)	2.900	2	6.450	0.035	0.965
Qualification x Training (B X C)	843.929	1	843.929	4.622*	0.033
Type of School x Qualification x Training (A X B X C)	263.529	2	131.764	0.722	0.488
Within	24103.201	132	182.600		

*Table value = 3.92; df= (1, 132) ; significant at 0.05

Table 2 reveals attitude of sample teachers towards CCE on the aspects of Type of school, Qualification and Training. In attitude, a significant difference ($p < 0.05$) was found on one indicator only i.e. the double interactional effect of 'Qualification and Training'. No significant difference ($p > 0.05$) was found among the rest of the indicators i.e. the main factors 'Type of School', 'Qualification', 'Training'; the double interactional effect of 'Type of School and Training' and the triple interactional effect of 'Type of School, Qualification and Training'.

F-ratio value (4.622) against the interactional effect of 'Qualification and Training' is found significant. This shows that CCE trained and untrained teachers with different qualifications i.e. Graduation and Post graduation seem to show significant differences in their attitude towards CCE. This means that the attitude of teachers towards CCE is the function of their qualification and the training, when their

joint effect is seen. In order to interpret this result further, the mean scores and t ratios for interaction have been reported in table 3

Table 3: Means and t-ratio for two way interaction (2x2) between Qualification and Training (B x C)

S.No.	Groups	Means	t-ratio
1	B1C1	148.82	2.13*
2	B1C2	150.73	
3	B2C1	156.43	
4	B2C2	147.72	

*significant at 0.05

Table 3 showed that significant differences in the attitude towards CCE existed among the Post graduate teachers who have got CCE training (M=156.43) and the Graduate teachers who have not received any CCE training (M=147.72). The Post graduate teachers who have got CCE

training showed stronger attitude towards CCE than the Graduate teachers who have not received any CCE training. From the table it can be inferred that the Post graduate teachers who have got CCE training (M=156.43) were responsible for causing a significant difference in the attitude when the joint influence of qualification and training was seen.

5. Discussion

A statistically significant difference was not found in the extent to which the attitude of teachers was favorable towards CCE. The teachers seemed to show mixed feelings towards CCE. This may be due to various reasons. Most of the teachers agree that the old examination system was faulty and stressful, while in this new evaluation every child has been given a fair chance and now a child who earlier was unable to perform well in the written tests is also given a chance to excel. A common observation is also that the pressure brought on by the examinations had, no doubt been lifted from the children, but a different kind of pressure has taken its place, especially for the teachers and school management due to confusion related to formative assessment and the validity of this evaluation programme. Most of the teachers are still unaware of the concept of CCE. They lack the understanding of the purpose and nature of CCE, which has created difficulties for their practice. The educators are not sufficiently trained for the operational implementation of Continuous and Comprehensive Evaluation in the schools. Moreover, there are several obstacles in the appropriate implementation of Continuous and Comprehensive Evaluation such as large number of students in the classes, lack of appropriate training, inadequate teaching materials and increased volume of work. Teachers are capable of executing CCE in an effective manner if adequate training, guidance, financial support, teaching materials and infrastructure are provided to them. Therefore, it can be inferred that in spite of knowing the fact that CCE is an effective scheme to improve the teaching learning process, the teachers are not adequately prepared for the effective and efficient execution of CCE in schools on reality ground [10]. Statistically, significant differences were found in the attitude of teachers towards CCE with respect to the joint influence of 'qualification and training'. The results revealed that the post graduate teachers who had got CCE training (M=156.43) had the strongest attitude when the joint influence of qualification and training was seen. Similar results were found in a study [11] where there was no significant difference between the attitude of graduate and post-graduate teachers towards CCE. The results of the present study were not consistent with the results of a study by Anitha (2014), where a significant difference between the opinion of government and private school teachers towards continuous comprehensive evaluation was found. The teachers of private schools had stronger attitude towards CCE in comparison to the teachers of govt. schools [12].

6. Conclusion

The CCE model can be of immense significance in creating and institutionalizing a learner centric education system in India. The operational and implementation challenges need

to be taken care of by the provision of adequate teaching resources and training facilities. The new teaching-learning patterns envisaged by CCE will reap benefits in the long run by initiating Indian education into stress free education. Indian schools need reasonable teacher-student ratios and changes in the nature of the teacher-student relationship, from an unequal, hierarchical relationship to that of co-participants in a joint process of knowledge construction.

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