

ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS CCE: INFLUENCE OF AGE, TEACHING EXPERIENCE AND MARITAL STATUS

*Dr. Tirath Singh

** Harsimranjit Kaur

Abstract

The present paper is an attempt to study the influence of teaching and class related variables in attitude towards continuous and comprehensive evaluation (CCE). The study was conducted on teachers teaching in schools affiliated to the Central Board of Secondary Education of Sri Muktsar sahib district (Punjab). Attitude of teachers towards continuous and comprehensive evaluation scale (2011) developed by Dr. Tirath Singh was used. Most of the categories under each grouping variable showed unfavourable attitude towards CCE. Total scores showed that married teachers had unfavourable attitude whether unmarried teachers had favourable attitude towards CCE. No interactional influence was found in the study.

Keywords : Attitude, CCE, Age, Teaching Experience, Marital Status

The continuous and comprehensive evaluation was initiated based on the recommendations to reform evaluation practices in school education by National curriculum for elementary and secondary education – a framework (1988). National policy of education (1986) and POA (1992) recommended the introduction of continuous and comprehensive evaluation. National curriculum framework for school education (2000) suggested the concept of school based evaluation. Continuous and comprehensive evaluation (CCE) refers to a system of school based evaluation that covers all aspects of student's development. Continuous and Comprehensive Evaluation envisages that every learner is to be evaluated over the entire period of learning schedule rather than one shot three hour external examination at the end of a course of learning. Continuous and comprehensive is useful to identify difficulties and weakness in learning of students. It is also useful for all round development of the student. The term continuous means regularity of assessment , frequency of unit testing ,diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students fir their self evaluation. The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. Mangal, Goel and Sehgal (2010) studied a group of hundred teachers,

teaching in secondary schools of barely district concluded that both urban and rural secondary school teachers have positive attitude towards grading system of evaluation. Ruchika (2010) found that a majority of elementary school teachers possessed favourable attitude towards continuous and comprehensive evaluation. There were no significant qualification wise, experience wise, are wise and type of school wise differences in attitude of elementary school teachers towards continuous and comprehensive evaluation. She also concluded that a large majority of elementary school teachers are ready to adopt continuous and comprehensive evaluation in the schools. Josh (2012) mentioned that even as the pass percentage has increased with the introduction of the Continuous Comprehensive Evaluation (CCE) system, many teachers, especially those from government schools, have slammed the new assessment method. They have written to the Directorate of Education (DOE) complaining that students do not want to study anymore after the implementation of CCE in schools. Government schools have seen an increase in the number of unhappy parents after the implementation of CCE. Singhal (2012) found in her study that currently the perception of government school teachers is average which indicates moderate acceptability of CCE by the teachers. The teachers are not adequately prepared for the execution of CCE in government schools. Further the study revealed

*Principal, Sacred Heart Int. Institute of Education, Barnala

**Research Scholar, Punjabi university Patiala

that the large number of students in the classes, lack of appropriate training, inadequate and teaching materials and increased volume of work act as barrier in smooth execution of CCE. Singh and Singh (2012) studied attitude of school teachers towards continuous and comprehensive evaluation in respect to role of gender. The result of study shows that male teachers had favourable attitude towards dimension student's status in CCE'. Female teachers had favourable attitude towards dimensions formative and summative in CCE; students' status; quality control in CCE; grading system in CCE; and attitude towards total CCE. There existed significant gender differences in dimensions teachers' role in CCE; formative and summative in CCE. Male and female teachers did not differ in their attitude towards dimension 'assessment and record keeping in CCE.' Singh (2015) Reported that school teachers having workload less than 19 periods per week and more than 30 periods per week; teachers having 20 to 29 periods per week had unfavourable attitude towards CCE. There was significant difference in attitude towards CCE between teachers having 20-29 periods per week and all other teaching period groups (less than 19, 30-39, and more than 40).

OBJECTIVES

- To study the attitude of secondary school teachers towards continuous and comprehensive evaluation.
- To study the influence of age, teaching experience and marital status of secondary school teachers and there various interactions

on attitude towards CCE,

METHOD

SAMPLE

The present study was conducted on 203 teachers teaching in schools affiliated to the central board of secondary education of Sri Muktsar sahib district (Punjab).

PROCEDURE

Data was collected only from the teachers who were willing to give their opinions. It ensured true responses from the teachers. The teachers were approached individually and were given the response sheets .they were given sufficient time to answer. The response sheets were then collected. Keeping in the mind research ethics, no identity (like name of teacher and school) of teachers was collected.

MEASURES

Attitude of teachers towards continuous and comprehensive evaluation scale (2011) developed by Dr. Tirath Singh was used .The scale consisted of 50 statements on five points namely Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree with seven dimensions namely Teacher's Role in CCE; Formative& Summative; Students' Status; Quality control in CCE; Feasibility of CCE; Grading System; and Assessment and Record Keeping in CCE. The process of selecting items ensures content validity. Cronbach Alpha reliability was .876. The split-half reliability with even odd method was found .676.

ANALYSIS AND INTERPRETATION

Table 1: Variable wise Mean, S.D and degree of Attitude towards CCE

Age	Teaching experience	Marital status	Mean	S.D
27 or below	0-3	Married	133.33**	18.339
		Unmarried	153.61*	16.677
	3-6	unmarried	156.00*	9.719
	Total	Married	133.33**	18.339
		Unmarried	153.68*	16.449
		Total	152.15*	17.217
28-34	0-3	Married	150.17*	16.414
		Unmarried	140.00**	11.117
	3-6	Married	150.65*	18.135
		Unmarried	146.00**	12.728
	7 or above	Married	134.00**	12.379
	Total	Married	149.97**	17.209
		Unmarried	144.00**	9.644

		Total	149.47**	16.700
35 and above	0-3	Married	138.50**	6.364
	3-6	Married	127.00**	14.750
	7 or above	Married	150.26*	17.884
	Total	Married	148.46**	17.675
Total	Total	Married	148.53**	17.519
		Unmarried	152.95*	16.161
		Total	150.26*	17.056

NOTE: Neutral score for concluding whether attitude is favourable or unfavourable is 150 (total number of statements 50 x score of undecided 3=150). It means score obtained equal to 150 indicates neutral attitude; score obtained more than 150 indicates favourable attitude and score obtained less than 150 indicates unfavourable attitude.

* Favourable attitude ** unfavourable attitude

Table 1 shows that the married teachers of the age 27 or below and had 0-3 years experience have 133.33 mean score which shows that they had unfavourable attitude towards CCE. The unmarried teachers of the age 27 or below and had 0-3 years of experience have 153.61 mean score which shows their favourable attitude towards CCE. The unmarried teachers of the age 27 or below and had experience between 3 to 6 years have 156.00 mean score which shows their favourable attitude towards CCE.

Table 1 shows that the married teachers of the age between 28-34 and had 0-3 years experience have 150.17 mean score which shows that they had favourable attitude towards CCE. The unmarried teachers of the age between 28-34 and had 0-3 years

of experience have 140.00 mean score which shows their unfavourable attitude towards CCE. The married teachers of the age between 28-34 and had 3 to 6 years of experience have 150.65 mean score which shows their favourable attitude towards CCE. The unmarried teachers of the age between 28-34 and had 3 to 6 years of experience have 146.00 mean score which shows their unfavourable attitude towards CCE. The married teachers of the age between 28-34 and had experience of 7 years or more have 134.00 mean score which shows their unfavourable attitude towards CCE.

Table 1 shows that the married teachers of the age of 35 or more with experience between 0-3 years have 138.50 mean score which shows their unfavourable attitude towards CCE. The married teachers of the age of 35 or more with experience between 3 to 6 years have 127.00 mean score which shows their unfavourable attitude towards CCE. The married teachers of the age of 35 or more with experience of 7 years or more have 150.26 mean score which shows their favourable attitude towards CCE.

Table 2: Summary of 2x2x2 factorial design of ANOVA for attitude

Source	Sum of squares	df	Mean square	F	Sig.
Age (A)	22.003	2	11.001	.037	.963
Teaching experience(TE)	7.442	2	3.721	.013	.987
Marital status(MS)	94.070	1	94.070	.319	.574
A x TE	824.361	3	274.787	.931	.429
A x MS	641.675	1	641.675	2.174	.144
TE x MS	18.633	1	18.633	.063	.802
Error	26858.374	91	295.147		

The F value (Table 2) of age is .037 which is not significant at 0.05 level. It reflects that the attitude of secondary school teachers with different age groups do not differ significantly. In the light of this the null hypothesis that there is no significant difference in the attitude of secondary school teachers towards CCE on the basis of age is not rejected. It may be concluded that teachers teaching at the age of 27 or below and at the age of 35 and above had favorable attitude whereas teachers teaching at the age between 28-34 had unfavorable attitude but the difference is not significant. Hence both had nearly neutral attitudes towards CCE.

The F value (Table 2) of teaching experience is .013 which is not significant at 0.05 level. It reflects that the attitude of secondary school teachers with different teaching experiences do not differ significantly. In the light of this the null hypothesis that there is no significant difference in the attitude of secondary school teachers towards CCE on the basis of teaching experience is not rejected. It may be concluded that teachers who's teaching experience is between 0-3 years had favorable attitude whereas teachers teaching with the experience of 3 or more years had unfavorable attitude but the difference is not significant. Hence both had nearly neutral attitudes towards CCE.

The F value (Table 2) of marital status is .319 which is not significant at 0.05 level. It reflects that the attitude of secondary school teachers with different marital status do not differ significantly. In the light of this the null hypothesis that there is no significant difference in the attitude of secondary school teachers towards CCE on the basis of marital status is not rejected. It may be concluded that married teachers had unfavorable attitude whereas unmarried teachers favorable attitude but the difference is not significant. Hence both had nearly neutral attitudes towards CCE.

The F value (Table 2) for interaction between age and teaching experience is .931 which is not significant at 0.05 level. It reflects the mean scores of teachers of different age groups and with teaching experience do not differ significantly. In the light of this null hypothesis that there is no influence of interaction between age of teachers and their teaching experience on attitude towards CCE, is not rejected. Hence it may be concluded that attitudes

of secondary school teachers towards CCE is independent of interaction between age and teaching experience.

The F value (Table 2) for interaction between age and marital status is 2.174 which is not significant at 0.05 level. It reflects the mean scores of teachers of different age groups and with different marital status do not differ significantly. In the light of this null hypothesis that there is no influence of interaction between age of teachers and their marital status on attitude towards CCE, is not rejected. Hence it may be concluded that attitudes of secondary school teachers towards CCE is independent of interaction between age and marital status.

The F value (Table 2) for interaction between teaching experience and marital status is .063 which is not significant at 0.05 level. It reflects the mean scores of teachers with different teaching experience and with different marital status do not differ significantly. In the light of this null hypothesis that there is no influence of interaction between teaching experience of teachers and their marital status on attitude towards CCE, is not rejected. Hence it may be concluded that attitudes of secondary school teachers towards CCE is independent of interaction between teaching experience and marital status.

DISCUSSION

The married teachers of the age 27 or below and had 0-3 years experience had unfavourable attitude towards CCE. The unmarried teachers of the age between 28-34 and had 0-3 years of experience had unfavourable attitude towards CCE. The unmarried teachers of the age between 28-34 and had 3 to 6 years of experience had unfavourable attitude towards CCE. The married teachers of the age between 28-34 and had experience of 7 years or more had unfavourable attitude towards CCE. The married teachers of the age of 35 or more with experience between 0-3 years had unfavourable attitude towards CCE. The married teachers of the age of 35 or more with experience between 3 to 6 years had unfavourable attitude towards CCE. The reason of unfavourableness is the increased workload on teachers. Chaudhari(2012) mentioned that the CCE has been criticised for the increase in the amount of work of teachers. For teachers it was a

challenge to learn the new system of doing things. Gohain (2011) reported that a nationwide survey of the Comprehensive and Continuous Evaluation (CCE) scheme has thrown up significant findings. Two years after CBSE introduced CCE system, a staggering 67% of the teachers are still grappling with it, while 58% of them have a negative or indifferent approach towards it. In the study 260 schools surveyed, 151 felt that teachers still have a negative or indifferent attitude towards the system. Meanwhile, 62% of the parents felt that CCE is not a better system, while 56% of the schools felt that there is room for improvement.

REFERENCES

- Chaudhari, A. (2012). *Tide turns for continuous and comprehensive evaluation, more bouquets than brickbats*. Retrieved 19 April 2013, from <http://timesofindia.indiatimes.com/city/nagpur/Tide-turns-for-Continuous-and-Comprehensive-Evaluation-more-bouquets-than-brickbats/article-show/13401086.cms>
- Gohain, M.P. (2011). *67% Teachers are not comfortable with CCE*. Retrieved April 17, 2013, from http://articles.timesofindia.indiatimes.com/2011-02-9/news/30217982_1_cce-summative-assessment-continuous-evaluation
- Josh, M. (2012). Govt. *Teachers Slam CCE, say Students have Stopped Studying*. Retrieved April 16, 2013, from <http://www.hindustantimes.com/India-news/NewDelhi/Govt-teachers-slam-CCE-say-students-have-stopped-studying/Article1-860825.aspx>.
- Mangal, S.K., Goel, S. & Sehgal, S. (2010). A comparative study between the attitude of rural and urban secondary school teachers towards grading system at high school level. *Eduquest journal of research and exploration in teacher education*, 3(1)35-39.
- Ruchika (2010). *A study of teachers attitude towards continuous and comprehensive evaluation at elementary stage*. M.Ed. dissertation (unpublished), Abhilashi PG college of education.
- Singhal, P. (2012). Continuous and Comprehensive Evaluation- A Study of Teachers Perception. *Delhi Business Review*, 13(1).
- Singh, T. & Singh, A. (2012). Attitude of School teachers Towards Continuous and Comprehensive Evaluation : Role of Gender. *Edutracks*, 11(10), 35-37.
- Singh, T. (2015). Influence of workload on attitude of school teachers towards CCE. *Edutracks*, 14(9), 38-41.

