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ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE) WITH SPECIAL REFERENCE TO DHEMAJI DISTRICT, ASSAM

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ABSTRACT

Continues and Comprehensive Evaluation (CCE) is used in the context of educational reforms particularly reform in assessment with the aim of all round development of the learner. So looking at Continues and Comprehensive Evaluation (CCE) from the teachers' perspective is very important. Therefore, the present research was carried out to study the attitude of Primary School Teachers' towards Continues and Comprehensive Evaluation (CCE). To realize the objectives, descriptive survey method was employed for the research. The samples of the study include 60 primary school teachers from Dhemaji district. The result found the teachers are having highly favourable attitude towards Continues and Comprehensive Evaluation (CCE). On the basis of the findings of the study, the researcher recommended certain suggestions for better implementation of CCE.

INTRODUCTION

Continuous and comprehensive evaluation (CCE) has emerged as a vital point of educational process that focuses on to enable the teachers to get aware with the strength, weakness, interest and attitude of the learners', and thus making available the prospects for the complete development of their personality.

The term "Continues" means regular assessment, frequent unit testing, analysis of learning gaps, applying corrective measures, retesting and giving

feedback to teachers and students for their self-evaluation etc. On the other hand, Comprehensive evaluation tries to cover both the scholastic and co-scholastic aspects of a student's development.

The school based CCE system has for a quite been recommended by various educational Committees and Commissions due to it being child-centered, school-centered and multi-dimensional. The system is needed to;

- Reduces stress
- Make evaluation comprehensive and regular
- Provide space for the teacher for creative teaching
- Provide a tool of diagnosis and remediation
- Produce learners with greater skills

Objectives of The Study

1. To study the attitude of the primary school teachers towards Continuous and Comprehensive Evaluation.
2. To find out the significant difference in the attitude of the primary school teachers towards Continuous and Comprehensive Evaluation with respect to gender.
3. To find out the significant difference in the attitude of the primary school teachers towards Continuous and Comprehensive Evaluation with respect to government and Non-government Primary school.

Hypotheses of The Study

1. There is no significant difference between the attitude of male and female teachers towards Continuous and Comprehensive Evaluation at primary school level.
2. There is no significant difference between the attitude of the government and non-government teachers towards Continuous and Comprehensive Evaluation at primary school level.

Rational of The Study

There are efforts for previous few years by the central government and few state governments in India to introduce continuous and comprehensive evaluation system in schools. The recent efforts in this context include-

1. Making class 10th examinations optional by CBSE.
2. Shifting from marking system to grading system by CBSE and certain state educational boards and
3. Introduction of continuous and comprehensive evaluation system at elementary stage under the programme of Sarva Shiksha Abhiyan (SSA).

Continuous and Comprehensive Evaluation (CCE) includes many innovations like semester system, grading system, assessment system etc. Hence there is a great need to check teacher's attitude towards Continuous and Comprehensive Evaluation (CCE). This study is significant, as it will help to understand how

teachers perceived CCE and such an understanding can lead to the implementation of CCE through positive attitude.

Definitions of Basic Terms

The study deals with the following terms:

- **Attitude:** In this study, the term attitude means scores obtained on “Teachers Attitude Scale towards Continuous and Comprehensive Evaluation” developed by Dr. Vishal Sood and Dr. Arti Anand. Attitude towards continuous and comprehensive evaluation (CCE) means an aggregated measure of a liking or disliking, personal dispositions, pre-conceived notions, feelings, ideas towards different aspects of CCE. It is a tendency to engage in or avoid activities related to CCE.
- **CCE:** The term continuous refers to regularity in assessment. Since, the development of child is a continuous phenomenon; evaluation must be completely related to the teaching-learning process. The term comprehensive refers to all round development of the learner.
- **Teacher:** In the present study, teacher means primary school teachers who are teaching at class I to V in Dhemaji district. Researcher goes with the working definition for teacher’s attitude towards CCE as given in the tool by author Dr. Vishal Sood & Dr. Arti Anand, “Attitude towards CCE means to aggregate measure of a liking or disliking, personal dispositions, pre-conceived notions, feelings, ideas towards different aspects of CCE. It is a tendency to engage in or avoid activities related to CCE system.”

LITERATURE REVIEW

In this part, the researcher deals with recent previous studies related to the current study.

Lalnunfeli, D.et al., (2018) conducted a study to find out teacher’s attitude towards Continuous and Comprehensive Evaluation among secondary school teachers of Mizoram. Simple random sampling method was adopted by selecting 177 teachers from all over Mizoram. It was found that Secondary school teachers have moderate level of attitude towards CCE.

Sen, R. & Chakraborty, A. (2017) studied on the topic *Attitude of Secondary School Teachers towards Continuous and Comprehensive Evaluation*. They basically try to understand the awareness level of the in-service school teachers of secondary level. The findings of the study revealed that there is no significance difference between male and female school teachers’ attitudes towards CCE and urban domain secondary school teachers are more aware about the CCE concept.

Emimah, S. (2016) studied on *Attitude of Secondary School Mathematics Teachers towards CCE*. The objective of this study was to compare the attitude of male and female secondary school Mathematics teachers towards CCE. The findings revealed that the female mathematics teachers have highly favourable attitude towards CCE.

Odunavar, S. N. & Devaraju, N. B. (2016) studied on the topic *Appreciation About Continuous and Comprehensive Evaluation for Children with Hearing Impairment by General and Special Educators*. The main aim of this study was to find out the appreciation about CCE for Children with Hearing Impairment by General and Special Educators. Result shows that there is a significant difference between the appreciation level of the general and special educators about CCE for children with hearing impairment.

Acharya, P. K. & Mondal, M. (2015), studied on the topic *Teachers Awareness on Continuous and Comprehensive Evaluation at Elementary Schools of Assam*. The major objective of the study was to find out the knowledge of Teachers on CCE at Elementary schools of Lakhimpur District of Assam in relation to professional qualification, settlement and gender. The findings of the study revealed that there is no any profound difference exhibited among the teachers in relation to gender, settlement and training variables.

METHODOLOGY OF THE STUDY

Design of The Study

For the present study the researcher adopts descriptive survey to study the attitude of the teachers towards Continuous and Comprehensive Evaluation.

Population of The Study

In this study all the primary school teachers of Dhemaji district are considered as the population of the study.

Sample of the study

The samples of the study include 60 primary school teachers from Dhemaji district which include 30 male and 30 female primary school teachers selected through proportionate stratified sampling technique. For the study proportionate stratified sampling technique was used by the researcher.

Tool Used

For collection of data, the researcher used standardized tool “Teacher’s Attitude Scale towards Continuous and Comprehensive Evaluation” developed by Dr. Vishal Sood, Principle of Abhilashi P.G. Primary school of Education and Dr. Arti Anand, Lecture of Abhilashi P.G. College of Education (2011).

Data Collection

Descriptive Survey method of research was employed for the study. With the help of Teacher’s Attitude Scale towards Continuous and Comprehensive Evaluation data was collected personally by the investigator from 60 primary school teachers from two governments and two private schools.

Scoring Procedure

For this study the researcher will select the sample from primary schoolteachers in Dhemaji districts. All instructions will give to the subjects. After that the questionnaire will take back and the researcher will give thanks to them. And the Score will calculate according to manual of teacher attitude scale towards CCE. Items of the scale are in statement from requiring response for each item on any of the five options on a continuum as follows-

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

The items are scored in such a manner that is the answer to a positive item is ‘Strongly Agree’, a score of 5 is given; for ‘Agree’ option, a score of 4; for ‘Undecided’ option, a score of 3; for ‘Disagree’ option, a score of 2 and for ‘Strongly Disagree’ option, a score of 1 is awarded. On the other hand, in case of negative items, the above scoring procedure is completely reversed.

Table 1: Scoring of Tool

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

The sum of scores on all statements of the scale is considered as respondent’s total attitude scale. The score on the scale can range from 48 to 240. The higher total score on the scale will reflect positive attitude and vice-versa. There is no time limit for completing the scale, but it takes twenty to twenty-five minutes on an average to complete the scale.

Table 2: Norms for Interpretation of Level of Teacher’s Attitude (For Both Male and Female Teachers)

Sl. No.	Range of z-Score	Level of Teacher’s attitude
1	+2.01 and above	Extremely Favourable
2	+1.26 to +2.00	Highly Favourable
3	+0.51 to +1.25	Above Average Favourable
4	-0.50 to +0.50	Average/Moderate Favourable
5	-0.51 to -1.25	Below Average Favourable
6	-1.26 to -2.00	Highly Unfavourable

7	-2.01 and below	Extremely Unfavourable
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Statistical Technique

The data were descriptively analysed by computing mean, median, standard deviation and differentially analysed by the t-test, used which measure that indicates what extent two variables differ or close from each other.

Delimitation of The Study

1. The study is limited to the primary school teachers only.
2. The study is confined to the area of Dhemaji district, Assam.
3. The study is limited only 60 samples.

ANALYSIS AND DISCUSSION

Objective no. 1: To study the attitude of the primary school teachers towards Continuous and Comprehensive Evaluation. The result found based on this objective shows that-

Findings

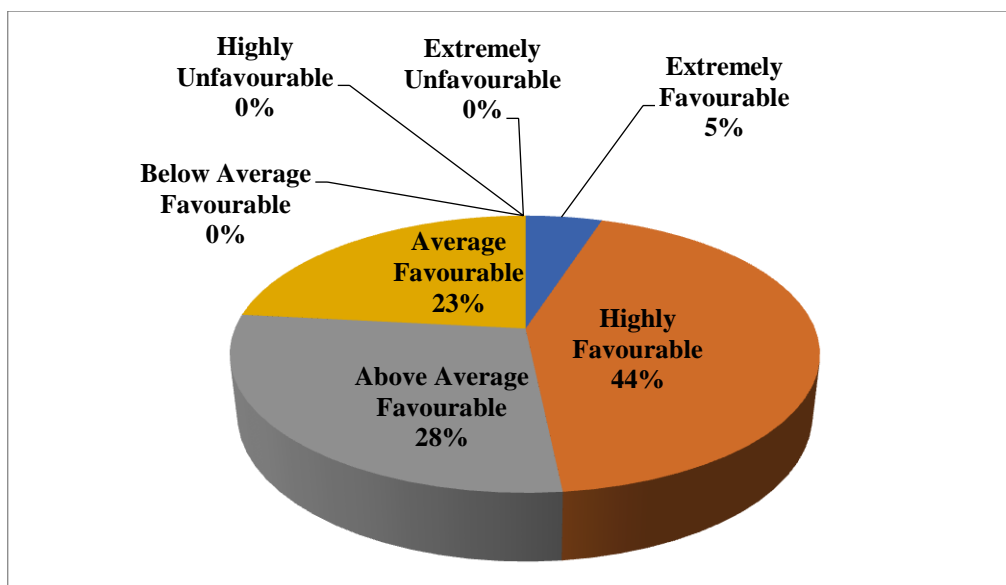
The percentage of primary school teachers having extremely favourable, highly favourable, above average, Average, below average, highly and extremely unfavourable level of attitude:

Table 3: Shows the Overall Attitude Score of Teachers Towards CCE

Attitude level	Number of teachers (N)	Percentage (%)
Extremely Favourable	3	5
Highly Favourable	26	44
Above Average Favourable	17	28
Average Favourable	14	23
Below Average Favourable	0	0
Highly Unfavourable	0	0
Extremely Unfavourable	0	0

The table shows that out of total 60 teachers 5% of teachers are extremely in favour of Continuous and Comprehensive Evaluation, 44% of teachers are having highly favourable attitude, 28% of teachers are having above average favourable and 23% of teachers are having average attitude towards continuous and comprehensive evaluation. No teachers are having highly or extremely unfavourable attitude towards continuous and comprehensive evaluation.

Figure 1: Percentage of Overall Attitude Score of Teachers Towards CCE



Analysis of The Hypothesis No.1

Objective No. 2: To find out the significant difference in the attitude of the primary school teachers towards continuous and comprehensive evaluation with respect to gender.

Ho 1: There is no significant difference between the attitude of male and female teachers towards Continuous and Comprehensive Evaluation at primary school.

Findings

To estimate the significant difference in the mean attitude score of primary school teachers with respect to gender ‘t’-test has been used. The results of t’-test are shows below:

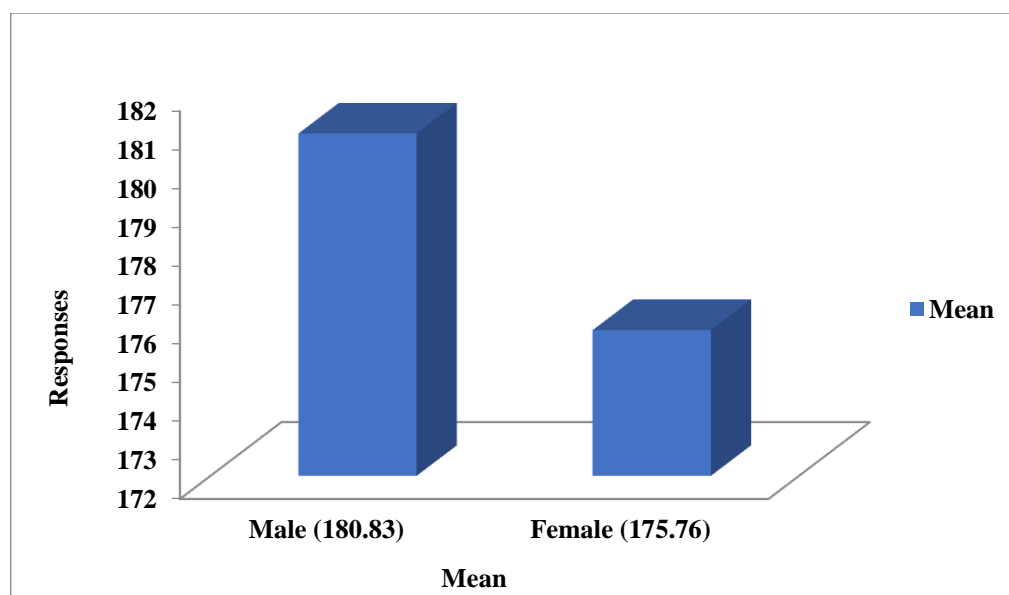
Table 4: Shows the Mean, Standard Deviation And T-Ratio for Testing the Significant Differences Between Male and Female Teachers Attitude Towards Continuous and Comprehensive Evaluation.

Gender	Number (N)	Mean (M)	S.D.	df	t(stat)	t(tab)	Level of significance
Male	30	180.83	13.07	56	1.46	2.003	0.05
Female	30	175.76	13.64				

The table reveals that the computed ‘t’ value come out to be 1.46, which is bigger than the critical ‘t’ value that is 2.003 at 0.05 level of significance for df 56. As the computed‘t’ value 1.46 is significant at 0.05 level, therefore the formulated null hypothesis (Ho) – “There will be no significant differences between male and female teachers’ attitude towards continuous and comprehensive evaluation”, gets accepted. From this, this is clearly comprehended that there is no significant difference between the male and female primary school teachers’ attitude towards continuous and comprehensive evaluation.

The Mean Attitude of Male and Female Primary School Teachers Towards CCE Are Graphically Shown in Figure.

Figure 2: Mean Attitude of Male and Female Primary School Teachers Towards CCE.



Objective No.2: To find out the significant difference in the attitude of the primary school teachers towards continuous and comprehensive evaluation with respect to gender. The objectives have been analysed with the help of t-test. The result found based on this objective shows that-

1. The mean scores male teachers are 180.83 and female teachers is 175.76.
2. The standard deviation male teachers are 13.07 and the standard deviation female teachers 13.64.
3. The computed‘t’ value come out to be 1.46, which is bigger than the critical ‘t’ value that is 2.003 at 0.05 level of significance for df 56. As the computed‘t’ value 1.46 is significant at 0.05 level, therefore the null hypothesis is accepted. This shows that there is no significant difference between the male and female primary school teachers’ attitude towards continuous and comprehensive evaluation.

Analysis of The Hypothesis No. 2

Objective No. 3: To find out the significant difference in the attitude of the primary school teachers towards continuous and comprehensive evaluation with respect to government and private primary school.

Ho 2: There is no significant difference between the attitude of the government and non-government teachers towards Continuous and Comprehensive Evaluation at primary school.

Findings

To estimate the significant difference in the mean attitude score of primary school teachers with respect to the type of institution i.e., Private and Government Primary school, t-test has been used. The results of t'-test are shows below:

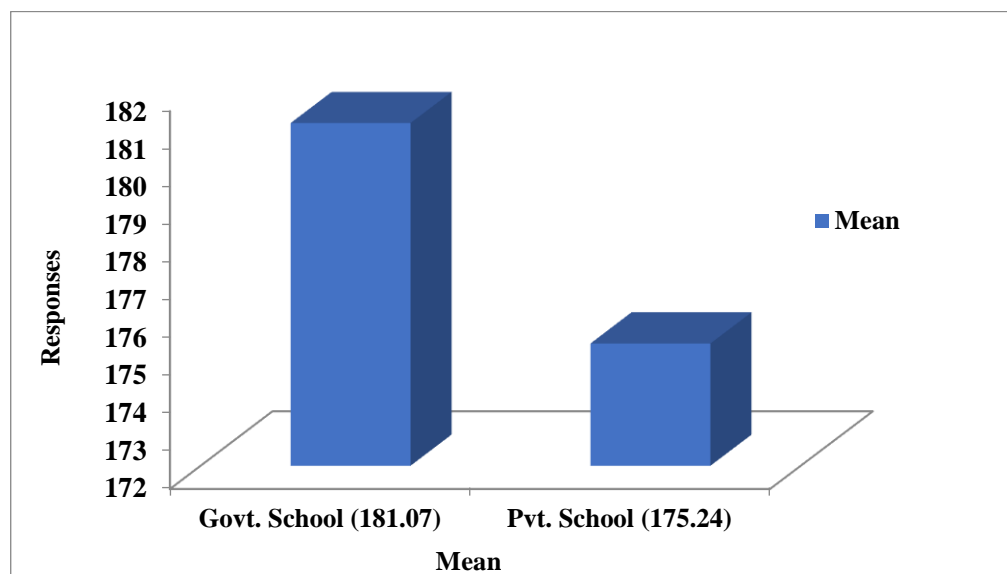
Table 5: Shows the Mean, Standard Deviation, And T-Ratio for Testing the Significant Differences Between Government and Private Teachers Attitude Towards CCE.

Types of institution	Number (N)	Mean (M)	S.D.	df	t(stat)	t(tab)	Level of significance
Govt.	30	181.07	14.97	56	1.71	2.003	0.05
Private	30	175.24	11.41				

The table reveals that the computed value come out to be 1.71, which is bigger than the critical value that is 2.003 at 0.05 level of significance for df 56. As the computed 't' value 1.71 is significant at 0.05 level, therefore the formulated null hypothesis (Ho) – “There will be no significant differences between government and private primary school teachers attitude towards continuous and comprehensive evaluation”, gets accepted. From this, this is clearly comprehended that there is no significant difference between the government and private primary school teachers’ attitude towards continuous and comprehensive evaluation.

The Mean Attitude of Government and Private Primary School Teachers Towards CCE Is Graphically Shown in Figure.

Figure 3: Mean Attitude of Government and Private Primary School Teachers' Attitude Towards CCE.



Objective No.3: To find out the significant difference in the attitude of the primary school teachers towards continuous and comprehensive evaluation with respect to government and private primary school. The objectives have been analysed with the help of t-test. The result found based on this objective shows that-

1. The mean scores govt. teachers are 181.07 and mean scores private teachers are 175.24.
2. The standard deviation Govt. teachers are 14.97 and the standard deviation private teachers 11.41.
3. The computed 't' value come out to be 1.71, which is bigger than the critical 't' value that is 2.003 at 0.05 level of significance for df 56. As the computed 't' value 1.71 is significant at 0.05 level, therefore the null hypothesis is accepted. This shows that there is no significant difference between the Govt. and Private primary school teachers' attitude towards continuous and comprehensive evaluation.

CONCLUSION

The Continuous and Comprehensive Evaluation has been introduced as a new system of evaluation with a focus on de-stressing the students on the one hand and to evaluate them in more extensive terms on the other. The proper implementation and successfulness of any strategy in the field of education depend on the willingness of the teachers to adopt the new strategy and how well equipped they are in using it without stressing themselves. For developing quality education, teachers should be efficient in teaching as well as in assessment practices in and outside the class. Continuous and Comprehensive Evaluation has been fruitful in improving the evaluation skills of the teachers. Therefore, looking at the CCE from the teachers' perspective is important.

Educational Implications

1. The study clearly reflects the perception or attitude of continuous and comprehensive evaluation among government as well as private primary school teachers with respect to their gender.
2. This study was an attempt by the investigator to bring out the ground realities of continuous and comprehensive evaluation in government as well as non-government primary schools. It identified the major problems that the government and non-government primary school teachers encounter while executing continuous and comprehensive evaluation.
3. The study was able to prove that teachers can execute continuous and comprehensive evaluation in an effective as well as systematic manner, if adequate training, financial support, teaching materials and infrastructure are provided to them properly.
4. The study was able to elucidate the suggestions as well as remedial measures to overcome the barriers that come in the way of proper execution or implementation of continuous and comprehensive evaluation.
5. The study can further help the state and school administration to identify the major problems that the teachers encounter in the classes while executing continuous and comprehensive evaluation and take up the appropriate steps in the areas where teachers need help.

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