



Continuous and Comprehensive Evaluation: A Study of Attitude of D.El.Ed.Students

KEYWORDS

Attitude, Student teacher, D.El.Ed. CCE, Balasore

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ABSTRACT *The present study is delimited to the students of DIET, Balasore, Remuna. Data were collected using an attitude scale having 41 statements made on various assessment practices. Results showed that a higher proportion of the D.El.Ed. student teachers seemed to display their positive attitudes toward CCE. In the present study the following important characteristics of the attitudes of D.El.Ed. student teachers toward CCE has been noticed. First, D.El.Ed. student teachers seemed to display positive attitudes toward most of the continuous assessment practices. Second, gender might not be important factors in D.El.Ed. student teachers' attitudes toward CCE practices. Thus, it can be concluded that the attitude of D.El.Ed. students of DIET, Remuna towards CCE has found to be encouraging*

Introduction:-

Examination, a pivotal role player in the system of assessment, are indispensable part of the educational process as some form of assessment is quite necessary to determine the effectiveness of the dissemination of knowledge by teachers and its assimilation by students (Kumar, 2003; Singh et al., 2013). Thus the strength and success of an educational system depends on the examination system. Considering the recommendations of various commissions and committees the internal assessment, semester system, continuous and comprehensiveness of the assessment process and grading emerged as the prime areas of concern in context of examination reforms. To overcome the drawbacks in the evaluation system and to test students understanding, application, skill, analytical and synthesis abilities, it is necessary to understand the prevalent reforms in the system so as to be able to suggest improvement measures.

Continuous assessment is defined as a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behaviour takes account in a systematic way, of all his performances during a giving period of schooling. Continuous Assessment is carried out at periodic intervals for the purpose of improving the overall performances of learners and of the teaching learning process (Obioma, 2005; Awofala and Babajide, 2013). Continuous assessment refers to making observations and collecting information periodically to find out what a student knows, understands and can do with the target of making an ongoing judgment about how well he/she is doing (du-Plessis, Prouty, Schubert, Habib & George, 2003; Awofala and Babajide, 2013). The comprehensive component of continuous and comprehensive evaluation (CCE) takes care of assessment of all round development of the child's personality. It includes assessment in scholastic as well as co-scholastic aspects of the pupil's growth. Scholastic aspects include curricular areas or subject specific areas, whereas co-scholastic aspects include co-curricular and personal social qualities, interest, attitudes and values.

Siemat (2008) investigated a study on School grading: innovation in quality monitoring. In the study it was reported that 90% parents and community were aware of school grading system. Parents reported that students' achievement levels have also improved. Prasad (2001) favored the

continuous internal assessment system with varying degree of the weightage to internal and external assessment. With respect to continuous aspect of evaluation, with semester system Tong (1977), Akhtar (1980), Roshtah (1980) found that Semester system helps in maintaining the continuity. Male students as well as teachers had a favourable attitude towards continuous internal assessment as compared to their female counterparts as indicated by Tong (1977), Roshtah (1980). But Pillai (1979) reported that degree of favorableness was more in female students than male.

Students are an integral part of both teaching learning process and evaluation system. From the student's point of view their attitude towards the examinations, teachers, school or any other component of the education as whole matters a lot. Infact, researches has shown that the success and the failure of any system, or institution depends upon the attitude of those who involved in the system and students are the major part of the whole educational endeavor (Singh et al., 2013). Thus it could be concluded that varied studies were conducted in area of continuous internal assessment including teachers, students and student teachers with respect to number of variables. But still a clear picture is not coming out through these studies. Therefore, an attempt is made here in the form of a study on attitude of the D.El.Ed. students of the District Institute of Education and Training (DIET), Balasore, Remuna, Odisha towards continuous and Comprehensive Evaluation (CCE).

Objectives of the study:-

1. To measure the attitude of D.El.Ed. Students towards CCE.
2. To study the attitude towards CCE with respect to different variables like Gender and Background.

Hypotheses:-

1. D.El.Ed. students hold positive attitudes towards CCE
2. There will be no significant difference in the attitude of male and female students towards CCE.
3. There will be no significant difference in the attitude of D.El.Ed. students with urban background and D.El. Ed. students with rural background towards CCE.

Method:-**Population of the study:-**

The population of the study constituted all second year students in the D.El.ED. programme, of DIET, Balasore, Remuna, Odisha, India.

Sample for the Study:-

The problem under study is mainly confined to the D.El. ED. programme, of DIET, Balasore, Remuna. The population i.e., 100 students of the second year D.El.Ed. course, being too small and thus the entire population of the said course had been taken for the sample. But out of the 100 admitted at DIET, seven students had left the course because of higher study or any other reasons. Thus, the effective strength of D.El.Ed. programme was 93. But on the day of the data collection only 62 students were present. Out of these 62 students, eight students had not filled the response properly and four had not filled at all, thus data from 50 students were being taken into consideration.

Characteristics of the Sample:-

The samples of the present study were heterogeneous type, with students coming with a different profile like Gender, and Background.

Tools :-

Student Teachers' Attitude towards Continuous Assessment Practices Questionnaire adopted from Okpala and Onocha (1985), Nneji et al (2012) and modified by Awofala and Babajide, (2013) was used for data collection in this study. The questionnaire composed of two sections: (a) demographic variables: age, gender, year of study, discipline of study, and mode of study and (b) consists of 41 statements made in various assessment practices. Each statement is on a modified three point scale (anchored by 0: undecided, 1: disagree, and 2: agree for positive statements while the reverse is the case for negative statements with the weighting for undecided remains unchanged). Those statements that showed favourable were rated positive and those that showed unfavorable were rated negative. The validity and reliability of the instrument passed through two stages.

First, the questionnaire items were discussed among a number of experts in D.El.Ed. programme who found out that the questionnaire was content valid. Most of the experts who responded agreed to most of the statements, few statements that lacked clarity were deleted and some others were transformed to make them simpler and appropriate. Considering the valuable suggestions of the experts, required changes were made in the tool. Second, the content validated questionnaire administered on the study sample showed no ambiguity in the questionnaire and produced a Cronbach coefficient alpha (for internal consistency reliability) of 0.761. The original 26 items had internal consistency reliability of 0.875 (Nneji et al, 2012).

Results and Analysis

The collected data was analyzed both quantitatively as well as qualitatively. After the scoring procedure Mean and 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.

Attitude towards CCE with respect to gender

For the purpose of studying the difference between attitudes towards CCE with respect to Gender the following null hypothesis was formulated Ho2: There will be no sig-

nificant difference in the attitude of male and female students towards CCE. To test this hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from attitude scale was calculated with respect to variable Gender. The results are presented in Table I.

Table-1: Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from attitude scale with respect to variable-Gender

Gender	N	Mean	SD	SEM	Df	't'	Level of Significance and its value
Male	26	28.92	12.85	3.63	48	0.303	0.05 (2.01)
Female	24	27.82					

Table-1 clearly depicts that out of total sample, 26 students were male and 24 students were female. In terms of Mean, it can be seen that mean attitude score of female 27.82 has been found lower than that of male students, that is, 28.92. It is become clear that both the groups i.e. male and female had favourable attitude towards CCE programme.

From the above table it was clear that the tabulated value (2.01) is more than calculated value. The difference was not statistically significant at 0.05 level of significance. The t-value of 0.303 was found not significant at 0.05 levels with 48 degrees of freedom. This clearly indicates that the attitude of male and female student teachers towards CCE did not differ significantly. So, the null hypothesis was not rejected. It suggests that male and female students have same Attitude towards CCE.

Basing upon this result it can be concluded that all D.El. ED. students have positive attitude towards CCE.

Attitude towards CCE with respect to background

In order to studying the difference between attitudes towards CCE the following null hypothesis was formulated. Ho3: There will be no significant difference in the attitude of urban background and rural background D.El.Ed. students towards CCE. To test this hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from attitude scale was calculated with respect to variable Background. The results are presented in Table-2.

Table-2:Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from attitude scale with respect to variable-Background

Back-ground	N	Mean	SD	SEM	df	't'	Level of significance
Urban	14	43.2	28.9	9.1	48	1.85	0.05
Rural	36	60.05					

Out of total sample, 14 students were from urban area while 36 students were from rural area. Mean attitude scores of Rural students 60.05 have been more than Urban students, which is 43.2 (Table-2). But the students of both categories have good attitude towards CCE.

The t-value of 1.85 was found not significant at 0.05 levels with 48 degrees of freedom. This clearly indicates that the

attitude of urban and rural D.El.Ed. student teachers towards CCE did not differ significantly. So, the null hypothesis was not rejected. It suggests that both urban and rural D.El.Ed. student teachers have parallel attitude towards CCE.

Conclusion:

In the present study the following important characteristics of the attitudes of D.El.Ed. student teachers toward CCE has been noticed. First, D.El.Ed. student teachers seemed to display positive attitudes toward most of the continuous assessment practices. Second, gender might not be potent factors in D.El.Ed. student teachers' attitudes toward CCE practices.

From the present study it can be concluded that the attitude of D.El.Ed. students of District Institute of Education and Training, Remuna towards CCE has found to be encouraging. Most of the students were in the favor of this process with certain improvements. According to them, this system helps, both teachers and students for improving themselves from time to time; in systematizing and regularize the studies and students' attendance; enhancing the achievement of the students in different activities.

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