



A STUDY OF ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION WITH MANAGEMENT AND LOCALITY

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ABSTRACT Continuous and Comprehensive Evaluation of his/her previous experiences and learning and allow him/her to arrive at his/her own understanding and conclusions. Children's previous knowledge and experiences need to be acknowledged and used to develop new learning. The main objective of the present study is to study the influence of management and locality on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation. Attitude of secondary school teachers towards Continuous and Comprehensive Evaluation scale developed by Ramadevi Narla (2019) was adopted for the present study. A sample of 240 Secondary school teachers representing all categories of secondary schools in YSR Kadapa District by following the standardized procedures. 't' – test was employed for analysis of the data. There is significant influence of management and locality at 0.01 level of significance on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation. Government and Urban secondary school teachers are positive attitude than the Private and Rural secondary school teachers. Government has to provide good amenities for Private and rural secondary school teachers.

KEYWORDS : Attitude, Secondary School Teachers, Continuous and Comprehensive Evaluation, Management and Locality.

INTRODUCTION

Inclusive classrooms require each child to be recognized with a unique learning style and not to be homogenized into any categories such as disabled, backward, etc.,. It needs to be ensured that a child participates actively and engages meaningfully in different activities or tasks. Children work both individually and also in groups, discussing, sharing, co-operating and respecting each others' viewpoints. It may be recognized that a textbook is only one of the resources of teaching-learning and the teacher needs to contextualize and devise ways as per the needs and contexts of learners. Many activities or learning experiences mentioned in the textbooks may also suggest options where different resources that engage children with 'hands-on' and 'minds-on' may be employed. However, if required, teachers may design, develop, and use different resources to help children acquire the concepts, skills, concerns, and dispositions spelled out in the syllabi and embedded in different themes and lessons of the textbooks of different curricular areas. The teachers may take up the teaching-learning theme wise or lesson wise as decided at the beginning of the year i.e. while planning the yearly or annual plan. The schools and the teachers may be given the flexibility to decide this at their levels. The respective State/UT or organization may take this decision. Before initiating the teaching-learning process, a teacher needs to go through the text, or related information carefully in textbooks and identify the expected learning points to frame the learning objectives accordingly. These should be in tune with the learning outcomes and concepts mentioned in the respective syllabi of the respective curricular areas.

REVIEW OF LITERATURE

Latha, C (2017), Raina and Verma (2017), Donna Lalnunfeli, Malsawmtluanga, H.T., Lalhlmpuii Ralte and Tracy Laldhawmi (2018), Lalbiakdiki Hnamte and Lalhruiitluangi (2018), Ramadevi Narla (2019) and Vijay Jaiswal and Anjali Gaud (2019) reported that management of individuals do have significant difference on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation. However, Acharya and Mondal (2015), Barwal and Sharma (2015), Surender Singh Rana (2015), Bhargava Naidu, M (2017) and Bhubaneswari Misra (2017) reported that management of individuals do not have significant difference on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

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(2017) and Ramadevi Narla (2019) reported that locality of individuals do not have significant difference on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

Scope of the Study: The main intention of the present study is to find the relation of attitude of secondary school teachers towards Continuous and Comprehensive Evaluation with management and locality.

Objective of the Study: To study the impact of management and locality on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

Hypotheses of the study

1. There would be no significant impact of 'management' on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.
2. There would be no significant impact of 'locality' on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

Tools for the Study

1. The attitude of secondary school teachers towards Continuous and Comprehensive Evaluation scale was adopted from Ramadevi Narla (2019). The tool was highly reliable for the investigation. The total items are 56. There were 32 positive and 24 negative items. For the purpose of scoring; numerical values (weightages) were assigned to each of the five categories namely; Strongly Agree (S.A.), Agree (A.), Undecided (U.), Disagree (D.A.) and Strongly Disagree (S.D.A.) based on the Likert (1932) method and the total score obtained by each teacher are marked on the right top corner of the sheet.

2. Personal data regarding the secondary school teacher – 1. Name, 2. Management, 3. Locality.

Data Collection

The sample for the investigation consisted of 240 Secondary school teachers in YSR Kadapa district. The stratified random sampling was applied in three stages. The first stage is management i.e. government and private, second stage is locality of the school i.e. rural and urban and third stage gender i.e. male and female teachers. It is a 2X2X2 factorial design with 240 sample subjects. The investigator personally visited schools with the permission of the head masters of the schools. The Secondary school teachers who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned Secondary school teachers of the schools. The Secondary school teachers were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The attitude of secondary school teachers

towards Continuous and Comprehensive Evaluation scale and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 't' test was employed to test hypotheses.

RESULTS AND DISCUSSION

1. Management

The relationship of attitude of secondary school teachers towards Continuous and Comprehensive Evaluation with their management is studied in the present investigation. On the basis of management, the Secondary school teachers are divided into two groups. The Government secondary school teachers form with the Group – I and Group – II forms with the Private secondary school teachers. The corresponding attitude of secondary school teachers towards Continuous and Comprehensive Evaluation of the two groups were analyzed accordingly. The mean values of attitude of secondary school teachers towards Continuous and Comprehensive Evaluation for the two groups were tested for significance by employing 't' – test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of 'management' on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

The above hypothesis is tested by employing 't' – test. The results are presented in Table – 1.

Table –1: Influence of management on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation

S. No.	Management	N	Mean	S.D.	't' – Test
1.	Government	120	208.15	32.86	5.876**
2.	Private	120	191.66	28.59	

** Indicates significant at 0.01 level

It is found from the Table – 1 that the computed value of 't' (5.876) is greater than the critical value of 'F' (2.58) for 1 and 238 df at 0.01 level of significance. Hence the Hypothesis – 1 is rejected at 0.01 level. Therefore it is concluded that the management has significant influence on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

1. Locality

The relationship of attitude of secondary school teachers towards Continuous and Comprehensive Evaluation with their locality is studied in the present investigation. On the basis of locality, the Secondary school teachers are divided into two groups. The rural secondary school teachers form with the Group – I and Group – II forms with the urban secondary school teachers. The attitude of secondary school teachers towards Continuous and Comprehensive Evaluation of the two groups were analyzed accordingly. The attitude of secondary school teachers towards Continuous and Comprehensive Evaluation for the two groups were tested for significance by employing 't' – test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'locality' on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

The above hypothesis is tested by employing 't' – test. The results are presented in Table – 2.

Table –2: Influence of locality on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation

S. No.	Locality	N	Mean	S.D.	't' – Test
1.	Rural	120	206.57	31.99	4.986**
2.	Urban	120	194.23	27.86	

** Indicates significant at 0.01 level

It is found from the Table – 2 that the computed value of 't' (4.986) is greater than the critical value of 't' (2.58) for 1 and 238 df at 0.01 level of significance. Hence the Hypothesis – 2 is rejected at 0.01 level.

Therefore it is concluded that the locality has significant influence on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

Findings: There is significant influence of management and locality at 0.01 level of significance on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

Conclusions: In the light of the findings, the following conclusions are drawn. Management and locality have significant influence on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the secondary school teachers with special reference to their attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

1. Management is the highly influenced in attitude of secondary school teachers towards Continuous and Comprehensive Evaluation. Government secondary school teachers have positive attitude than the private secondary school teachers. The administrators have to provide facilities for the Private secondary school teachers.

2. Locality is highly influenced in attitude of secondary school teachers towards Continuous and Comprehensive Evaluation. Urban secondary school teachers have positive attitude than the rural secondary school teachers. The administrators have to provide facilities for the rural secondary school teachers.

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