



A STUDY OF ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION WITH QUALIFICATION AND EXPERIENCE

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ABSTRACT

Evaluation not only measures the progress and achievement of the learners and also the effectiveness of teaching material and methods used for teaching. Hence evaluation should be viewed as a component of the curriculum with the twin purpose of delivery and for the improvement in the teaching-learning process. The main objective of the present study is to study the influence of qualification and experience 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. 'F' – test was employed for analysis of the data. There is significant influence of qualification and experience at 0.01 level of significance on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation. High qualified and High experienced secondary school teachers are positive attitude than the low qualified and low experienced secondary school teachers. Government has to provide good amenities for low qualified and low experienced secondary school teachers.

KEYWORDS : Attitude, Secondary School Teachers, Continuous and Comprehensive Evaluation, Qualification and Experience.

INTRODUCTION

The evaluation will not be perceived as something administered by the teacher and taken by the learner at the conclusion of the period of learning. When the evaluation is seen as the end of the learning exercise both the teacher and learner will tend to keep it out said that the teaching-learning process, rendering assessment broadly irrelevant and the learner will tend to keep it outside the teaching-learning process rendering assessment broadly irrelevant and alien to the curriculum.

Evaluation is considered as a powerful educational tool. It can provide information on students' academic achievement with which students can glimpse their own progress. It allows teachers to monitor the progress of individual students and also of obtaining evidence about the efficiency of their own teaching.

Evaluation is widely acknowledged as a powerful means of improving the quality of education. It plays a key role in deciding what the learners learn and what the teacher is teaching. The school effectively planned evaluation can promote learning, build confidence and develop student understanding of them activation. Evaluation in all phases is important because evaluation is significant in any system of education for determining the individual differences in appointment teaching and evaluation independent search one cannot think of one without the other evaluation helpful to both teacher and student evaluation in education.

REVIEW OF LITERATURE

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

Acharya and Mondal (2015), Barwal and Sharma (2015), Surender Singh Rana (2015), Bhargava Naidu, M (2017), Lalbiakdiki Hnamte and Lalhruitluangi (2018) and Vijay Jaiswal and Anjali Gaud (2019) reported that experience of individuals do have significant difference on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation. **Bhubaneswari Misra (2017), Latha, C (2017), Raina and Verma (2017), Donna Lalnunfeli, Malsawmtluanga, H.T., Lalhlmpuii Ralte and Tracy**

Lalduhawmi (2018) and Ramadevi Narla (2019) reported that experience 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 qualification and experience.

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

Hypotheses of the study

1. There would be no significant impact of 'qualification' on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.
2. There would be no significant impact of 'experience' 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. Qualification, 3. Experience.

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 'F' test was employed to test hypotheses.

RESULTS AND DISCUSSION

1. Qualification

The relationship of attitude of secondary school teachers towards Continuous and Comprehensive Evaluation with their qualification is studied in the present investigation. On the basis of qualification, the Secondary school teachers are divided into three groups. The Secondary school teachers whose qualification is Graduation form with the Group – I, Group – II forms with whose qualification Post – Graduation and Group – III forms with M.Phil. / Ph.D. and above. The corresponding attitude of secondary school teachers towards Continuous and Comprehensive Evaluation of the three groups were analyzed accordingly. The mean values of attitude of secondary school teachers towards Continuous and Comprehensive Evaluation for the three groups were tested for significance by employing 'F' – test. The following hypothesis is framed.

Hypothesis – 1

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

The above hypothesis is tested by employing 'F' - test. The results are presented in **Table – 1**.

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

S.No.	Qualification	N	Mean	S.D.	'F'-Test
1.	Group-I	65	196.43	28.56	6.289**
2.	Group-II	109	202.56	30.29	
3.	Group-III	66	208.11	35.72	

** Indicates significant at 0.01 level

It is found from the **Table – 1** that the computed value of 'F' (6.289) is greater than the critical value of 'F' (4.680) for 2 and 237 df at 0.01 level of significance. Hence the **Hypothesis – 1 is rejected** at 0.01 level. Therefore it is concluded that the qualification has significant influence on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

1. Experience

The relationship of attitude of secondary school teachers towards Continuous and Comprehensive Evaluation with their experience is studied in the present investigation. On the basis of experience, the Secondary school teachers are divided into three groups. The Secondary school teachers whose teaching experience is below 10 years form with the Group – I, Group – II forms with the Secondary school teachers whose teaching experience is 11 years to 15 years and Group – III forms with the Secondary school teachers whose teaching experience is above 15 years. The attitude of secondary school teachers towards Continuous and Comprehensive Evaluation of the three groups were analyzed accordingly. The attitude of secondary school teachers towards Continuous and Comprehensive Evaluation for the three groups were tested for significance by employing 'F' – test. The following hypothesis is framed.

Hypothesis – 2

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

The above hypothesis is tested by employing 'F' – test. The results are presented in **Table – 2**.

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

S.No.	Experience	N	Mean	S.D.	'F'-Test
1.	Group-I	61	196.81	28.13	5.468**
2.	Group-II	116	202.38	30.19	
3.	Group-III	63	207.83	34.86	

** Indicates significant at 0.01 level

It is found from the **Table – 2** that the computed value of 'F' (5.468) is greater than the critical value of 'F' (4.680) for 2 and 237 df at 0.01 level of significance. Hence the **Hypothesis – 2 is rejected** at 0.01 level. Therefore it is concluded that the experience has significant influence on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

Findings:

There is significant influence of qualification and experience 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. Qualification and experience 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. Qualification is the highly influenced in attitude of secondary school teachers towards Continuous and Comprehensive Evaluation. High qualified secondary school teachers have positive attitude than the low qualified secondary school teachers. The administrators have to provide educational facilities for those who low qualified secondary school teachers.
2. Experience is highly influenced in attitude of secondary school teachers towards Continuous and Comprehensive Evaluation. High experienced secondary school teachers have positive attitude than the low experienced secondary school teachers. The administrators have to provide facilities for the low experienced secondary school teachers.

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