



ORIGINAL RESEARCH PAPER

Education

AWARENESS AND ATTITUDE OF ELEMENTARY SCHOOL TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION

KEY WORDS: Injection butorphanol, post-operative analgesia, Haemodynamics;; Opioids

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1.1

RATIONALE FOR THE STUDY:

Continuous and comprehensive Evaluation can be effectively implemented when all the stake-holders, particularly the teachers concerned with children realize its importance in the regular teaching-learning process. The implementation of CCE without raising awareness and appreciation may not deliver the desired goods. The success of any new educational programme is predicated upon teachers' knowledge and expertise to work out it at their level. With the introduction of CCE, the teacher's role has been increased. The success of CCE depends on the performance of the teachers and awareness and attitude are the major behavioural factors that contribute to the performance. In this context certain questions come to mind. These questions include:

- a. To what extent the elementary teachers, the field level operator, have the knowledge and understanding of the concept of CCE?
- b. Whether these teachers have favourable or unfavourable attitude towards CCE?

For finding the answer to these questions a study of this kind is essential.

1.2 STATEMENT OF THE PROBLEM

The rationale for the study has been discussed. The review of related studies shows that a very few studies have been undertaken in this area. This area, as an area of research, needs more attention and discussion through systematic research. So the present study can be exactly stated as:

"AWARENESS AND ATTITUDE OF ELEMENTARY SCHOOL TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION".

1.3 OBJECTIVES OF THE STUDY:

The study has been undertaken with the following objectives:

- 1.3.1 To study the level of awareness about CCE of the elementary school teachers with respect to gender, location of school, management structure of school and teaching experience.
- 1.3.2 To compare the awareness of elementary school teachers about CCE with respect to gender, location of school, management structure of school and teaching experience.
- 1.3.3 To study the level of attitude of elementary school teachers towards CCE with respect to gender, location of School, management structure of school and teaching experience.
- 1.3.4 To compare the attitude of elementary school teachers towards CCE (dimension-wise and total) with respect to gender, location of school, management structure of school and teaching experience.
- 1.3.5 To find out the relationship between awareness about CCE and elementary teacher's attitude towards CCE (dimensions – wise and total)

1.4. HYPOTHESES OF THE STUDY

Keeping in view the objectives of the study, the following null hypotheses are formulated:

1.4.1 There exists no significant difference in the awareness about CCE of :

- (a) Male and female elementary school teachers;
- (b) Elementary teachers working in schools of urban and rural areas;
- (c) Elementary teachers working in government and private schools;
- (d) Elementary teachers having more and less teaching experience .

1.4.2 There exists no significant difference in the attitude of towards CCE of;

- Male and female elementary school teachers; and
- Elementary teachers working in schools of urban and rural areas;
- Elementary teachers working in government and private schools;

Elementary teachers having more and less teaching experience .

1.4.3 There exists no significant positive correlation, between the sample teacher's awareness about CCE and their attitude towards CCE;

1.5. STRATEGY OF INVESTIGATION.

1.5.1 Method of the study.

The present study has been planned and implemented under Descriptive survey method.

1.5.2. SAMPLE

The major focus of the investigation was to study and compare the awareness about CCE and attitude towards CCE of elementary teachers of Khordha district with reference to gender, location of the school, school management typology and teaching experience. For the purpose a sample of 400 elementary teachers (i.e. Male-220, Female- 180; Urban- 230, Rural- 170; Government- 250, Private- 150 and more experienced – 250, less experienced – 150) was drawn from 05 Blocks of Khordha District.

1.5.3 Tools Used.

The following tools have been used to collect required data for analysis.

- 1.5.3.1 Awareness Test on CCE developed by the (Investigator).
- 1.5.3.2 Teachers Attitude Scale towards CCE (Self-developed).

1.6 DATA ANALYSIS.

The data collected by using the aforesaid tools from the sample teachers were analysed by employing percentages, t-test and product moment Correlation (Pearson an method).

Values of Skewness (SK) and Kurtosis (Ku) of Awareness about CCE and Attitude towards CCE(Dimension-wise and total)

Sl.	Variable Dimension	Male		Female		Rural		Urban		Govt. School		Private school		More experience d		Less experience d		Total	
		SK	KU	SK	KU	SK	KU	SK	KU	SK	KU	SK	KU	SK	KU	SK	KU	SK	KU
1	Awareness about CCE	0.11	0.23	0.07	0.19	0.18	0.09	0.14	0.18	0.19	0.26	0.17	0.11	0.13	0.19	0.19	0.23	0.22	0.28
2	Attitudes towards CCE total	0.22	0.19	0.14	0.23	-0.29	0.11	0.27	0.19	0.16	0.14	-0.16	0.21	0.28	0.15	0.27	0.17	0.24	0.21
3	Child Related	0.17	0.12	-0.16	0.22	0.30	0.18	0.14	0.25	0.27	0.21	0.15	0.23	0.25	0.28	0.29	0.31	0.15	0.19
4	Teacher Related	0.21	0.18	0.14	0.26	0.19	0.30	0.11	0.24	0.25	0.28	0.14	0.22	0.21	0.16	0.22	0.16	0.24	0.11
5	Process Related	0.25	0.21	0.10	0.21	0.15	0.17	0.27	0.16	0.21	0.24	0.11	0.23	0.13	0.08	0.11	0.17	0.22	0.16
6	Implementation related	0.23	0.16	0.14	0.23	0.21	0.19	0.24	0.31	0.19	0.14	0.17	0.08	0.15	0.18	0.18	0.30	0.19	0.14

1.7 MAJOR FINDINGS.

On the basis of data analysed and interpreted, the major findings obtained in this study are summarized as per the statement of objectives under five district heads.

- (A) Study of level of Awareness about CCE.
- (B) Comparison of Awareness of Elementary School Teachers about CCE.
- (C) Study of the Level of Attitude of Elementary School Teachers towards CCE.
- (D) Comparison of Attitude of Elementary School Teachers towards CCE (dimensions- wise and overall).
- (E) Study of Relationship between Teacher's Awareness about CCE and Attitude towards CCE.

1.7.1 Study of Level of Awareness about CCE.

- The sample teachers had overall satisfactory level of awareness about CCE.
- The teachers working in the Schools of Urban Areas were found to be more aware of CCE than rest of the sub-groups.
- Both Male Teachers and teachers working in the private schools were comparatively less aware of CCE than rest of the sub-groups.
- The female teachers, teachers working in the schools of urban areas, teachers of Government elementary schools and teachers having less teaching experience were found comparatively more aware of CCE than their respective counterparts.

1.7.2 Comparison of Awareness of Elementary School Teachers about CCE.

- The male and female elementary teachers did not differ significantly in their awareness about CCE.
- Striking difference was observed in the mean scores of the teachers working in the schools of urban and rural areas with regard to their awareness about CCE and the difference favoured the teachers working in the schools of urban areas.
- Significant difference between the teachers working in government and private schools was found with respect to their awareness about CCE. On the basis of the comparison of mean, it can be said that the elementary teachers working in government schools were found to be more aware of CCE than their private counterparts.
- Significant difference existed in the mean scores of the sample teachers having more and less experience in teaching with respect to their awareness about CCE and the difference was in favour of less experienced teachers.

1.7.3 Study of Level of Attitude of Elementary School Teachers towards CCE.

- Most of the sample teachers had favourable attitude towards CCE.
- As compared to female teachers, the percentage of male teachers having more favourable attitude towards CCE was

more.

- The sample teachers working in the schools of urban areas as compared to their rural counterparts had more favourable attitude towards CCE.
- As compared to the teachers working in the private schools, the percentage of government school teachers having favourable attitude towards CCE was more.
- The Sample teachers having less experience in teaching profession than their more experienced counterparts had comparatively more favourable attitude towards CCE.

1.7.4 Comparison of Attitude of Elementary School Teachers towards CCE (dimension – wise and overall).

- Male and female elementary school teachers differed significantly on all the four dimensions of attitude towards CCE namely learner-related teacher – related, process- related and implementation – related and even on overall attitude and the difference was in favour of the male teachers .
- No significant difference in the mean attitude scores of the teachers working in the elementary schools of urban and rural areas with regard to teacher-related', 'process-related' and 'implementation- related' dimensions and overall were observed. However, the difference was quite pronounced with regard to the 'learner-related' dimension of attitude towards CCE and the difference was in favour of the teachers working in the schools of rural areas.
- When the sample teachers working in government and private schools were compared, it was found that there were significant differences on the overall attitude towards CCE and on all the four dimensions of attitude towards CCE (i.e. Learner-related, teacher-related, process-related and implementation related) and the differences were in favour of the teachers working in the government elementary schools.
- Significant differences between the sample teachers having more and less experience in teaching were found with respect to all the four attitudinal dimensions namely 'learner-related', 'teacher-related', 'process-related' and 'implementation related' and even on total attitude towards CCE and the differences were in favour of the teachers having less experience in teaching.

1.7.5 Study of Relationship between Teacher's Awareness about CCE and Attitude towards CCE.

- There was significant positive relationship between the teacher's attitude towards CCE (overall) and their awareness about CCE.
- The relationship between 'learner- related' dimension of attitude towards CCE and teachers awareness about CCE was found to be positive and significant.
- The 'teachers – related' dimension of the attitude towards CCE was positively and significantly related with the teacher's awareness about CCE.
- The 'process –related' dimension of the attitude towards CCE was found to be positively and significantly related with the

teacher's awareness about CCE.

- No significant relationship was found to exist between the teacher's dimensions of attitude towards CCE.

1.9. EDUCATIONAL IMPLICATIONS.

On the basis of the findings of the study following implications are suggested.

1.9-1. The study found that the sample teachers across gender, location of the School, management structure of the school and teaching experience had satisfactory level of awareness about continuous and comprehensive Evaluation. This may be the resultant effect of mass orientation of elementary teachers about CCE. This is a necessary condition but not a sufficient one continuation of such orientation is quite essential for the effective implementation of CCE in the state of Odisha.

- The sample teachers in terms of location of the school, management structure of the school and teaching experience differed significantly in their awareness about CCE. The elementary teachers working in the schools of rural areas, the sample teachers working under privately managed schools and more experienced elementary teachers were found to be less aware of CCE than their respective counterparts. Hence intensive publicity drive should be undertaken for these categories of teachers through a network of planning centres for sensitisation about the scheme of CCE and its effective implementation.
- The study further revealed that the elementary school teachers across their gender, management structure of the school and teaching experience differed significantly in their attitude towards CCE, although they possessed favourable attitude towards CCE. The female teachers, teachers working in the schools of rural areas, teachers under privately managed schools and more experienced teachers were found to have comparatively low attitude towards CCE than their respective counterparts. This is neither an expected nor a desirable finding. Hence a further probe into the matter is called for to investigate as to why these categories of sample teachers have shown low attitude towards CCE. The stakeholders in the field must find out all such causes and must think of the steps to cure the situation.
- The study has confirmed some sort of interdependence between awareness about CCE and attitude towards CCE. Hence to develop favourable attitude of the elementary teachers towards CCE their awareness need to be taken care of such awareness forms an ingredient for the foundation of their attitude towards CCE.

Therefore organisation of seminar on some issues related to CCE. Conduct of workshop panel discussion, Question answer session, Think pair share etc. can go a long way in this direction. All these programmes will give those hands on experience on CCE and its implementation. It will also give them a platform to interact with the experts and other teachers and thus share their problems and find solutions for the same through the development of necessary insights. Also attempts may be made to encourage the elementary teachers to undertake action research on any issues related to CCE and the agencies like OPEPA and SSA can lead as funding agencies in this direction.

1.10 SUGGESTIONS FOR FURTHER RESEARCH.

On the basis of the findings of the present study following suggestions are offered for further research in this area.

- Further research may be conducted at the national level for wider generalization.
- The limitations in the form of location operating in this study may be overcome by involving the entire state or at least three districts from each revenue division of Odisha for the purpose of further study.
- This study may be replicated on large samples and in other states.
- To understand the awareness and attitude of the elementary

teachers towards CCE, other variables like age, marital status, subject expertise, SES, motivation etc. may be included in further research.

- Refinement of Awareness test and Attitude towards CCE scale may be attempted in most precise manner.
- The present study cannot be comprehensive unless subjected to many variations.
- Case studies regarding the practices of CCE may be undertaken for an in-depth analysis.
- The findings of the study need further cross validation.