



**ORIGINAL RESEARCH PAPER**

**Education**

**A STUDY OF ATTITUDE OF SECONDARY SCHOOL TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION WITH COMMUNITY AND SALARY PER MONTH**

**KEY WORDS:**

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**ABSTRACT**

Examination ascertains the proficiency of a student up to a certain limit. It induces students to prepare well in the subjects given to them. But by examination, the real talent of students cannot be fathomed. The main objective of the present study is to study the influence of community and salary per month 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 community and salary per month at 0.01 level of significance on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation. Hindu community and those who are getting High salary per month secondary school teachers are positive attitude than the other communities and those who are getting low salary per month secondary school teachers. Government has to provide good amenities for other communities and those who are getting low salary per month secondary school teachers.

**INTRODUCTION**

Our examination compels students to prepare for those topics or for which students are not interested. Great minds cannot be tested by the prevailing examination system that is defective. The term examination makes a student unnecessarily nervous.

Examinations are thought of as a test of the ignorance of students. But it is not justifiable. The present system of examination encourages the habit of cramming. No step has yet been taken to rectify the defects so far. We find that a student fleets his time carelessly for the whole year without study as reading for a few days before the day of examination enables him to pass the examination. They pass the examination just by getting by heart some selective topics. Another method adopted by students nowadays is by copying. The examination encourages idleness, copying and carelessness.

To eradicate such evils the progress of a student should be judged not by the final result but by taking into account the results of several examinations conducted by various examiners. Otherwise dull students would be able to show their brilliance whereas good and sincere students would feel neglected and helpless.

There is a difference of judgment in awarding marks in essay type questions by different examiners. Examinations, however, cannot be avoided altogether. The question papers should be designed so as to test the overall aspect of a student. By such changes, the drawbacks of examination can be brought down up to a certain extent.

**REVIEW OF LITERATURE**

Mishra, S and Malik, P (2014) reported that community of individuals does have significant difference on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation. However, Sudarshan Mishra and Prasanta Mallik (2014) reported that community of individuals does not have significant difference on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

Sivasakthi Rajammal, T and Muthumanickam, R (2012) and Papparayudu, J. S (2016) reported that salary per month of individuals do 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 community and salary per month.

Objective of the Study: To study the impact of community and salary per month on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

**Hypotheses of the study**

1. There would be no significant impact of 'community' on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.
2. There would be no significant impact of 'salary per month' 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. Community, 3. Salary per month.

**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. Community**

In the present investigation, On the basis of community; the Secondary school teachers are divided into three groups. Secondary school teachers community is Hindu formed as Group – I, Group – II is formed as Secondary school teachers community is Muslim and Group – III is formed as Secondary school teachers community is Christian. The influence of 'community' on the attitude of secondary school teachers towards continuous comprehensive evaluation is investigated. The corresponding attitude of secondary school teachers towards continuous comprehensive evaluation scores of three groups are analysed accordingly. The influence of 'community' on the attitude of secondary school teachers towards continuous comprehensive evaluation is investigated through 'F' – test. The following hypothesis is framed.

**Hypothesis – 1**

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

S.No.	Community	N	Mean	S.D.	'F' – Test
1.	Group – I	98	209.84	35.87	5.489**
2.	Group – II	76	203.54	32.54	
3.	Group – III	66	200.59	30.29	

\*\* Indicates significant at 0.01 level

It is found from the Table – 1 that the computed value of 'F' (5.489) 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 community has significant influence on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

**2. Salary per month**

In the present investigation, On the basis of Salary per month; the Secondary school teachers are divided into three groups. Secondary school teachers salary per month is up to Rs. 25,000/- formed as Group – I, Group – II is formed as Secondary school teachers salary per month is Rs. 25001/- to Rs. 50000/- and Group – III is formed as Secondary school teachers salary per month is above Rs. 50000/-. The influence of 'Salary per month' on the attitude of secondary school teachers towards continuous comprehensive evaluation is investigated. The corresponding attitude of secondary school teachers towards continuous comprehensive evaluation scores of three groups are analysed accordingly. The influence of 'Salary per month' on the attitude of secondary school teachers towards continuous comprehensive

evaluation is investigated through 'F' – test. The following hypothesis is framed.

**Hypothesis – 2**

There would be no significant impact of 'salary per month' 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 salary per month on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation**

S.No.	Salary per month	N	Mean	S.D.	'F' - Test
1.	Group – I	82	208.46	35.42	4.988**
2.	Group – II	84	203.54	32.59	
3.	Group – III	74	201.89	30.18	

\*\* Indicates significant at 0.01 level

It is found from the Table – 2 that the computed value of 'F' (4.988) 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 salary per month has significant influence on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

Findings: There is significant influence of community and salary per month 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. Community and salary per month 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. Community has influence on the attitude of secondary school teachers towards continuous comprehensive evaluation. It is observed that Hindu community group of secondary school teachers have positive attitude towards continuous comprehensive evaluation than other community groups of secondary school teachers. The administrators have to provide facilities for other community group of secondary school teachers.

2. Salary per month has influence on the attitude of secondary school teachers towards continuous comprehensive evaluation. It is observed that high salary secondary school teachers have positive attitude towards continuous comprehensive evaluation than low salary secondary school teachers. The administrators have to give salary based on the government norms for low salary secondary school teachers.

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