



ORIGINAL RESEARCH PAPER

Education

INFLUENCE OF LOCALITY AND GENDER ON THE IMPLEMENTATION OF CONTINUOUS AND COMPREHENSIVE EVALUATION OF PRIMARY SCHOOL TEACHERS

KEY WORDS:

Implementation, Primary School Teachers, Continuous and Comprehensive Evaluation (CCE), Locality and Gender.

Mrs. S.P. Vasudha Priya*

Research Scholar, Department of Education, Sri Padmavati Mahila Visvavidyalayam, Tirupati, Andhra Pradesh, India. *Corresponding Author

Dr. G. Suneetha Bai

Associate Professor, Research Supervisor, Department of Education, Sri Padmavati Mahila Visvavidyalayam, Tirupati, Andhra Pradesh, India.

ABSTRACT

Evaluation is a process of determining the extent to which the objectives are achieved. This is not only concerned with appraisal of achievement but also with its improvement. Evaluation is also concerned with the identification of learning experiences and educational environment to produce changes in their learners' behavior. The main objective of the present study is to study the influence of locality and gender on the implementation of Continuous and Comprehensive Evaluation of primary school teachers. Implementation of Continuous and Comprehensive Evaluation of primary school teachers scale developed by me (Vasudha Priya, S.P., 2020) was adopted for the present study. A sample of 240 Primary school teachers representing all categories of primary schools in Chittoor District by following the standardized procedures. 't' – test was employed for analysis of the data. There is significant influence of locality and gender at 0.01 level of significance on the implementation of Continuous and Comprehensive Evaluation of primary school teachers. Urban locality and female primary school teachers are better implementation of Continuous and Comprehensive Evaluation than the rural and male primary school teachers. Government has to provide good amenities for rural and male primary school teachers.

INTRODUCTION

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 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, saying 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.

Continuous and Comprehensive Evaluation during the teaching-learning process, that informs teaching and areas that need improvement in learning along with assessment at the end of the term. Comprehensiveness is seen as considering the child's overall development including spheres apart from typical curricular areas. This system of Continuous and Comprehensive Evaluation was recommended to identify the learning needs, difficulties and conceptual gaps to provide timely and appropriate interventions to reduce stress and anxiety and enhance learning to help all children progress. It was also intended to reduce rote learning, help teachers reflect, review and improve their teaching and provide all children including those with special needs and those belonging to the marginalized groups with the feedback to improve their learning to bloom their potential fully. However, it needed to be made more credible through various means suiting the context.

REVIEW OF LITERATURE

Bhubaneswari Misra (2017), Raina and Verma (2017), Donna Lalnunfeli, Malsawmtluanga, H. T., Lalhlmpuii Ralte and Tracy Lalduhawmi (2018) and Ramadevi Narla (2019) reported that locality of individuals does have significant difference on the implementation of Continuous and Comprehensive Evaluation of school teachers. However, Amit Singh (2017) and Bhargava Naidu, M (2017) reported that locality of individuals does not have significant difference on the implementation of Continuous and Comprehensive Evaluation of school teachers.

Latha, C (2017) and Lalbiakdiki Hnamte and Lalhruaitluangin (2018) reported that gender of individuals does have significant difference on the implementation of Continuous and Comprehensive Evaluation of school teachers. However, Amit Singh (2017), Bhargava Naidu, M (2017), Donna Lalnunfeli, Malsawmtluanga, H. T., Lalhlmpuii Ralte and Tracy Lalduhawmi (2018) and Vijay Jaiswal and Anjali Gaud (2019) reported that gender of individuals does not have significant difference on the implementation of Continuous and Comprehensive Evaluation of school teachers.

Scope of the Study: The main intention of the present study is to find the relation of implementation of Continuous and Comprehensive Evaluation of primary school teachers with locality and gender.

Objective of the Study: To study the impact of locality and gender on the implementation of Continuous and Comprehensive Evaluation of primary school teachers.

Hypotheses of the study

1. There would be no significant impact of 'locality' on the implementation of Continuous and Comprehensive Evaluation of primary school teachers.
2. There would be no significant impact of 'gender' on the implementation of Continuous and Comprehensive Evaluation of primary school teachers.

Tools for the Study

1. The implementation of Continuous and Comprehensive Evaluation of primary school teachers scale (Checklist) was developed by me (Vasudha Priya, S.P., 2020) was adopted. The tool was highly reliable for the investigation. The total items are 28. For the purpose of scoring; numerical values (weightages) were assigned to each of the two categories namely; Yes or No. For "Yes" one mark for "No" zero mark were assigned. The total score obtained by each teacher are marked on the right top corner of the sheet.
2. Personal data regarding the primary school teacher – 1. Name, 2. Locality, 3. Gender.

Data Collection

The sample for the investigation consisted of 240 Primary school teachers in Chittoor 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 Primary school teachers who attended to the school on the day of collection of data are considered for the purpose of the investigation. The Primary school teachers were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The implementation of Continuous and Comprehensive Evaluation of primary school teachers 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. Locality

In the present investigation, On the basis of locality; the Primary school teachers are divided into two groups. Rural Primary school teachers formed as Group - I and Group - II is formed as Urban Primary school teachers. The influence of 'locality' on the Implementation of Continuous and Comprehensive Evaluation of primary school teachers is investigated. The corresponding Implementation of Continuous and Comprehensive Evaluation scores of two groups are analysed accordingly. The influence of 'locality' on the Implementation of Continuous and Comprehensive Evaluation is investigated through 't' - test. The following hypothesis is framed.

Hypothesis - 1

There would be no significant impact of 'locality' on the Implementation of Continuous and Comprehensive Evaluation of primary school teachers.

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

Table - 1: Influence of locality on the Implementation of Continuous and Comprehensive Evaluation of primary school teachers

S. No.	Locality	N	Mean	SD	't' - Values
1.	Rural	120	13.59	3.27	3.597**
2.	Urban	120	15.63	4.12	

**Indicates significant at 0.01 level

The table value of 't' for 1 and 238 df at 0.01 level is 2.60 and at 0.05 level is 1.97.

It is clear from the **Table - 1** that the computed values of 't' for Implementation of Continuous and Comprehensive Evaluation (3.597) is greater than the critical value of 't' (2.60) for 1 and 238 df at 0.01 level. Hence the **Hypothesis - 1 is rejected** for the variable 'locality' at 0.01 level of significance. It is concluded that 'locality' has significant influence on the Implementation of Continuous and Comprehensive Evaluation of primary school teachers.

2. Gender

In the present investigation, On the basis of gender; the Primary school teachers are divided into two groups. Male Primary school teachers formed as Group - I and Group - II is formed as female Primary school teachers. The influence of 'gender' on the Implementation of Continuous and Comprehensive Evaluation of primary school teachers is investigated. The corresponding Implementation of Continuous and Comprehensive Evaluation scores of two groups are analysed accordingly. The influence of 'gender' on

the Implementation of Continuous and Comprehensive Evaluation is investigated through 't' - test. The following hypothesis is framed.

Hypothesis - 2

There would be no significant impact of 'gender' on the Implementation of Continuous and Comprehensive Evaluation of primary school teachers.

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

Table - 2: Influence of gender on the Implementation of Continuous and Comprehensive Evaluation of primary school teachers

S. No.	Gender	N	Mean	SD	't' - Values
1.	Male	120	13.29	3.47	4.206**
2.	Female	120	15.02	4.06	

** Indicates significant at 0.01 level

The table value of 't' for 1 and 238 df at 0.01 level is 2.60 and at 0.05 level is 1.97.

It is clear from the **Table - 2** that the computed values of 't' for Implementation of Continuous and Comprehensive Evaluation (4.206) is greater than the critical value of 't' (2.60) for 1 and 238 df at 0.01 level. Hence the **Hypothesis - 2 is rejected** for the variable 'gender' at 0.01 level of significance. It is concluded that 'gender' has significant influence on the Implementation of Continuous and Comprehensive Evaluation of primary school teachers.

Findings:

There is significant influence of locality and gender at 0.01 level of significance on the implementation of Continuous and Comprehensive Evaluation of primary school teachers.

Conclusions:

In the light of the findings, the following conclusions are drawn. Locality and gender have significant influence on the implementation of Continuous and Comprehensive Evaluation of primary school teachers.

EDUCATIONAL IMPLICATIONS

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

1. Locality has influence on the implementation of Continuous and Comprehensive Evaluation. It is observed that urban locality group of primary school teachers have better implementation of Continuous and Comprehensive Evaluation than rural primary school teachers. The administrators have to provide facilities for rural primary school teachers.
2. Gender has influence on the implementation of Continuous and Comprehensive Evaluation. It is observed that female group of primary school teachers have better implementation of Continuous and Comprehensive Evaluation than male primary school teachers. The administrators have to provide facilities for male primary school teachers.

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