



Awareness of Secondary Schools Teachers about Continuous and Comprehensive Evaluation due to variation of their Gender and Experience

Manam Sreenivasulu, Research Scholar, Department of Education, Dravidian University, Kuppam, Andhra Pradesh.

Dr. G. Lokanadha Reddy, Professor (Retd.), Department of Education, Dravidian University, Kuppam, Andhra Pradesh.

Abstract:

Continuous and comprehensive evaluation (CCE) helps in identification of areas for which the student has aptitude and interests. As a result, it helps in focusing efforts in identifying the areas where changes in value systems and attitudes are required. CCE helps the individual students to make decisions regarding the future pertaining to the courses, choice of subjects and carriers to be chosen in future life. CCE helps in generating appropriate information/reports pertaining to the progress of the students with regard to scholastic as well as co-scholastic areas and thus help in predicting the future performance and success of the learner. Continuous evaluation helps the evaluator to diagnose the weaknesses of the students and permits the teacher to ascertain the weaknesses and strengths of the individual learner along with his/ her needs. CCE provides an instant and immediate feedback to the teacher who can then come to a conclusion if there exists a need to revisit a particular concept or unit and teach the same to a few individual students who are in need of remedial instruction or to the entire class. Objectives of the study are to find out the significant differences in the awareness of teachers on continuous and comprehensive evaluation in secondary schools due to variations in their gender and years of experience. The method that has been adopted by the investigator in the present research study is the survey method. The total number of statements in the questionnaire was 66 with 8 dimensions. The findings of the study will draw the attention of all policy planners, school administration and stakeholders to take necessary steps for smooth functioning of CCE in secondary schools. In the light of findings of the study few recommendations are made for effective implementation of CCE.

Keywords: Continuous and comprehensive evaluation (CCE), scholastic, co-scholastic.

Introduction:

According to NCF (2005) the procedures that are being put into practice in our schools are inhibiting the thinking capacity of the children, making them diffident and helpless creatures with absolutely no audacity to think and act creatively. There has been a rising concern against the existing format of the textbooks, the teaching-learning procedures being practiced and the examination system that has been perennially continued for multiple years without any change introduced into it. All these things have been premised on learning through rote method. Many concerns were also flagged that the present day education is fast losing its relevance because it is not addressing the children's needs or interests and likewise the evaluating procedure has also failed to meet the requirements of real-life and as a result all of these are creating a lot of stress on children and these are going to result in adverse effects on the society. It has also added a word of caution that it is high time that such unhealthy trends are brought an end and appropriate reforms are started which will really herald in the right form the education and which will be really beneficial to all the stakeholders of the educational system in the country. It is highly pivotal that there must be reforms in syllabi and curriculums of the educational system for making the students face the challenges in real-life situations. It has to be borne in mind that education is not passive reception of information from the prescribed textbooks by learning it through rote methods but is the inviting and construction of knowledge through active involvement with passion through various activities for building one's own knowledge. The existing examination system focuses more on how much information the student has crammed into his mind and regurgitated in the examination while evaluating his/her level of accomplishment of various competencies. The process of examination system has been made a very complicated and complex activity by the teachers, government machinery and the parents. The existing examination system has led to the cropping up of many evils in the system like mass copying, high technology malpractices etc. Keeping in view the evils prevailing in both the teaching and learning practices and the evaluation process, the NCF (2005) has categorically stated that the aim of the education, including evaluation, should be the attainment of educational aims and goals and marks and ranks are not the criteria for testing the educational merit of the students.

The Right to Education Act (2009) has categorically stated that it is incumbent upon both the government and the teachers to shoulder the responsibility of providing the school children with such pleasant learning experience at school that they veritably help the children to grow their physical, social, cognitive and emotional faculties and to make the students achieve the academic standards that are specified for the standard in which they are studying. It has specifically directed the teachers not to pressurize the students in the name of studies and to give them 'learning without burden'.

The ultimate and the highest goal of education is to test and measure the extent of acquiring of learning competencies and the behavioural changes. It is one of the cornerstones on which the edifice of the educational activities is constructed. A teacher tries to measure and evaluate the academic accomplishments of the students after

the completion of instruction. Presently, a major breakthrough has been accomplished with regard to education evaluation and it goes by the popular name of continuous and comprehensive evaluation (CCE).

Review of related Literature:

Acharya and Mondel (2015) conducted a research study to assess the awareness of the teachers with regard to continuous and comprehensive evaluation at the elementary schools of Assam. The main objectives of the research study were to elicit the knowledge of the teachers with regard to continuous and comprehensive evaluation (CCE). It was revealed through the findings of the study that, there existed no significant differences between female and male and rural and urban teachers with regard to awareness of CCE.

Kumar and Mondel (2015) conducted a research study regarding the teachers' awareness in relation to continuous and comprehensive evaluation at the Elementary schools of Assam. The data was collected from the sample respondents with the help of a questionnaire. It was revealed through the findings of the research study that there existed no significant difference between the female and male and teachers with regard to the awareness pertaining to continuous and comprehensive evaluation. Similarly there existed no significant difference between the untrained elementary school teachers and the trained elementary school teachers with regard to the knowledge of continuous and comprehensive evaluation (CCE) in the study area.

Matthew and Rathoure (2013) made a research study to analyze the awareness that existed among the secondary school teachers with regard to the continuous and comprehensive evaluation. Both the male and female teachers had equal awareness regarding the CCE. When compared to the awareness of the teachers who were working in the private schools and the government schools, the findings of the research study revealed that the teachers who were working in government schools had more awareness regarding CCE when compared to the teachers who were working in private schools.

The present study is a humble attempt to fill the research gap. Keeping these lacunae in view, the present research study has been undertaken to explore the terrain to understand how the awareness of the teachers who were working in secondary schools about the continuous and comprehensive evaluation.

Objectives of the Study

The objectives of the study are the attainable goals for the attainment of the research work towards which it is directed. The following are the objectives framed for the present study.

1. To find out the significant differences, if any, in the awareness of teachers on continuous and comprehensive evaluation in secondary schools due to variations in their Gender (men/women).
2. To find out the significant differences, if any, in the awareness of teachers on continuous and comprehensive evaluation in secondary schools due to variations in their Years of experience (5 years and below/ 6- 10 years/ above 10 years).

Method used in the Study

The method that has been adopted by the investigator in the present research study is the survey method.

Tools used in the Study

The objectives of the study are to identify the awareness of teachers working in secondary schools about the continuous and comprehensive evaluation. To achieve the above stated objectives, the investigator developed the rating scale i.e. Rating Scale to Assess the Secondary School Teachers awareness about the Continuous and Comprehensive Evaluation (Teacher Awareness Scale).

Locale and Sample of the Study

The locale of the present study is the Prakasam district of Andhra Pradesh State. Prakasam district is one of the developing districts in Andhra Pradesh. The researcher selected total number of the secondary schools selected is 72. 106 teachers in Ongole division, 102 teachers in Markapuram division, 98 teachers in Kandukur division and 94 teachers Parchoor division are selected as the sample of the study. Thus, the total sample of the study is 400 teachers working in government, municipality and private secondary schools, at the time of collection of data for the study.

Data Collection

The investigator got permission from the Headmaster/Principal of the respective secondary schools to collect data from the teachers. Good rapport was established with the teachers before administering the tools. The developed rating scales were administered to the secondary school teachers to know their attitude and competencies towards continuous and comprehensive evaluation. Teacher awareness Scale is administered to the teachers working in secondary schools. The teachers were directed to go through the instructions carefully before rating the statements of the tools. No time limit was set to respond to the rating scale. The investigator collected the filled-in rating scales personally from the respondents of the study.

Statistical Techniques Used in the Study

The collected data were analyzed by using appropriate statistical techniques such as mean, S.D, t-test and F-test with the help of SPSS package.

Data Analysis and Interpretation:

Effect of 'Gender' on the Awareness, Attitude and Competencies of teachers working in Secondary Schools about the implementation of Continuous and Comprehensive Evaluation

Table-1 represents the mean and standard deviation scores of awareness, attitude and competencies of men and women teachers working in secondary schools about the implementation of continuous and comprehensive evaluation- dimension wise and as a whole along with the calculated t-values.

Table-1: Mean and S.D. of Awareness, Attitude and Competencies of Men and Women teachers working in Secondary Schools about the implementation of CCE and the calculated t-values

Dimensions	Gender				Calculated t-value
	Men (N=229)		Women (N=171)		
	Mean	S.D.	Mean	S.D.	
Conceptual Competencies	18.25	3.43	18.05	3.07	0.59@
Content Competencies	21.92	4.32	21.63	4.28	0.67@
Transactional Competencies	21.50	4.80	21.04	4.37	0.99@
Preparation of TLM Competencies	13.89	3.14	13.64	2.96	0.79@
Competencies in Other Educational Activities	10.05	1.98	9.92	1.97	0.62@
Evaluation Competencies	20.87	4.88	20.79	4.79	0.17@
Management Competencies	9.80	1.96	9.78	2.03	0.10@
Competencies in working with Parents, Community and other Agencies	13.84	3.08	13.67	2.90	0.56@
Awareness as a whole	130.12	25.89	128.53	24.75	0.62@

Note: @ Not significant at 0.05 level

From table-1, it is clear that the obtained t-values with respect to the awareness dimensions- conceptual competencies (0.59), content competencies (0.67), transactional competencies (0.99), preparation of TLM competencies (0.79), competencies in other educational activities (0.62), evaluation competencies (0.17) management competencies (0.10), competencies in working with parents, community and other agencies (0.56) and awareness as a whole (0.62) are not significant at 0.05 level. It means, the men and women teachers working in secondary schools did not experience either the awareness as a whole nor its dimensions. Hence, the formulated hypothesis '*there exists significant difference in the awareness of teachers about the continuous and comprehensive evaluation in secondary schools due to variations in their gender*' is rejected with respect to the above said dimensions. These findings are in acceptance with the results of Acharya and Mondel (2015), Kumar and Mondal (2015), Mathew and Rathoure (2013), Panda (2012), and Pooja (2012). There was no significant difference between men and women teachers with regarding to the awareness pertaining to implementation of continuous and comprehensive evaluation. This may be because of the sensitisation that has been created among the teachers of both the genders regarding the continuous and comprehensive evaluation scheme because it has been a nationwide program and has been implemented across the length and breadth of the nation. No discrimination should be shown between the men and women teachers regarding the effect of workload on the teaching effectiveness. The equal awareness in the both genders may be because of the influence of formal training received by them, equal perception regarding to CCE.

Effect of 'Years of experience' on the Awareness, Attitude and Competencies of teachers working in Secondary Schools about the implementation of Continuous and Comprehensive Evaluation

The mean and standard deviation scores of awareness, attitude and competencies of teachers working in secondary schools about the implementation of continuous and comprehensive evaluation- dimension wise and as a whole based on length of experience i.e. teachers with below 5 years, 6 to 10 years and above 10 years experience along with the calculated F-values are presented in table-2.

Table-2: Mean and S.D. of Awareness, Attitude and Competence scores of Teachers with different Length of Experience in Secondary Schools on implementation of CCE and the calculated F-values

Dimensions	Years of Experience						Calculate d F-value
	Below 5 years (N= 113)		6 to 10 years (N=167)		Above 10 years (N=120)		
	Mean	S.D.	Mean	S.D.	Mean	S.D.	
Conceptual Competencies	15.19	2.97	17.96	1.25	21.26	2.72	201.44**
Content Competencies	17.81	3.29	21.42	1.45	26.08	3.88	238.91**
Transactional Competencies	17.77	3.49	20.57	2.58	25.64	4.38	156.89**
Preparation of TLM Competencies	11.30	2.67	13.35	1.50	16.73	2.60	177.50**
Competencies in other Educational Activities	8.41	1.81	9.85	1.13	11.69	1.69	136.75**
Evaluation Competencies	17.08	3.67	19.98	2.64	25.58	4.35	177.84**
Management Competencies	8.13	1.63	9.57	1.07	11.67	1.70	177.04**
Competencies in working with Parents, Community and other Agencies	11.41	2.54	13.32	1.65	16.63	2.54	167.48**
Awareness as a whole	107.0 9	20.5	126.0	8.48	155.27	22.43	231.31**

Note: ** Significant at 0.01 level

The stated hypothesis 'there exists significant difference in the awareness of teachers about the continuous and comprehensive evaluation in secondary schools due to variations in their years of experience' is accepted, as the F-values in the table-19 for conceptual competencies (201.44), content competencies (238.91), transactional competencies (156.89), preparation of TLM competencies (177.50), competencies in other educational activities (136.75), evaluation competencies (177.84) management competencies (177.04), competencies in working with parents, community and other agencies (167.48) and awareness as a whole (231.31) were significant at 0.01 level. It means, teachers having different years of experience i.e. teachers with below 5 years, 6 to 10 years and above 10 years of experience was significantly differing in their awareness about the continuous and comprehensive evaluation.

Further, the mean scores for teachers with below 5 years, 6 to 10 years and above 10 years of experience in secondary schools indicates that teachers with above 10 years of experience showed higher in the awareness dimensions- awareness as a whole (155.27), conceptual competencies (21.26), content competencies (26.08), transactional competencies (25.64), preparation of TLM competencies (16.73), competencies in other educational activities (11.69), evaluation competencies (25.58) management competencies (11.67), and competencies in working

with parents, community and other agencies (16.63) followed by the teachers with 6 to 10 years of experience (126.01, 17.96, 21.42, 20.57, 13.35, 9.85, 19.98, 9.57 and 13.32 respectively) and teachers with below 5 years of experience (107.09, 15.19, 17.81, 17.77, 11.30, 8.41, 17.08, 8.13 and 11.41 respectively).

The mean values clearly indicated that the awareness of teachers with above 10 years of experience about the continuous and comprehensive evaluation was more in the above said dimensions. Significant differences have been witnessed in the teachers with high and low teaching experience pertaining to the continuous and comprehensive evaluation because of the fact that the teachers who have a lot of experience generally tend to have a lot of awareness about the assessment and evaluation system and similarly the experience of these teachers with a lot of experience makes it easy for them with regard to the preparation of question papers on the lines of CCE guidelines, identification of mistakes committed by the students and finally they also tend to be adept at understanding and handling the students. These results are supported by the findings of Raju and Singh (2012).

Findings of the Study

1. The variable '*gender*' did not significantly influence the awareness of teachers working in secondary schools with respect to implementation of continuous and comprehensive evaluation as a whole and its dimensions- conceptual competencies, content competencies, transactional competencies, preparation of TLM competencies, competencies in other educational activities, evaluation competencies, management competencies, and competencies in working with parents, community and other agencies.
2. The variable '*years of experience*' had a significant influence on the awareness of teachers working in secondary schools with respect to implementation of continuous and comprehensive evaluation as a whole and its dimensions- conceptual competencies, content competencies, transactional competencies, preparation of TLM competencies, competencies in other educational activities, evaluation competencies, management competencies, and competencies in working with parents, community and other agencies. Further, the mean values of awareness of teachers working in secondary schools with respect to implementation of continuous and comprehensive evaluation indicate that the teachers having higher years of experience i.e. above 10 years are significantly better than their counterparts followed by teachers who have 6 to 10 years, and 5 years and below experience with respect to the dimensions- conceptual competencies, content competencies, transactional competencies, preparation of TLM competencies, competencies in other educational activities, evaluation competencies, management competencies, and competencies in working with parents, community and other agencies.

Implications of the Study

- The teachers must be completely devoted to their profession and they must conduct remedial teaching classes for the deserving students and endeavours should be made to see that no student is allowed to proceed to the next session without his/her deficiencies being addressed and rectified.

- Seminars, Workshops and Orientation programmes should be conducted to the teachers by focusing on the specific objectives of the continuous and comprehensive evaluation for the sake of bringing about high awareness among the teachers who are endowed with only low and moderate levels of awareness.
- The teachers should have effective communication skills and ability for encouraging the students for maximum participation and engagement in all the activities of the school.

References:

1. Kumar, A. P., and Mondal, M. (2015) Teacher's awareness on continuous and comprehensive evaluation at elementary schools of Assam, *Shrinkhla Ek Shodhparak Vaicharik Patrika*, Vol.2, Issue-12.
2. Mathew, T., and Rathoure. (2013) An analysis of awareness among secondary school teachers towards continuous and comprehensive evaluation in central India, *International Journal of Commerce, Economics and Management*, Vol.3, Issue.4, Pp.26-28.
3. Panda, B. K. (2012) 'Assessment and evaluation practices followed in the ashram schools - A need for context specific evaluation method'. Paper presented at National Conference on Recent Trends in Assessment at School Stage, NCERT, New Delhi.
4. Pooja, S. (2012) Continuous and comprehensive evaluation: A study of teacher's perception, *Delhi Business Review*, Vol.13, Issue.1, Pp.1-28.
5. Raju, M., and Singh, S. (2012) 'Continuous and comprehensive evaluation (CCE) in a sample of government schools in Delhi'. Paper presented at National Conference on Recent Trends in Assessment at School Stage, NCERT, New Delhi.