



# A Study Of Attitude Towards Continuous And Comprehensive Evaluation Of Secondary Students In Relation To Their Socio-Economic Status

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**Abstract:** The Investigators have conducted a study on students' attitudes towards continuous and comprehensive evaluation. Quantitative survey methods were followed for the present study. Samples of 20 secondary schools have been randomly selected from Nadia district of West Bengal. Students of class IX of different secondary schools were given two scales one was questionnaire on Continuous and Comprehensive Evaluation and another Socio-Economic Status scale prepared by investigator. In this study, data was analyzed using quantitative data analysis techniques. It was found that although most of the students said that they were aware of CCE, the way they responded to the items showed that they were not very aware of CCE. Although there are many reasons behind this; such reluctance to study, various family problems is a big reason why CCE project is not implemented properly.

**Keywords:** Continuous and comprehensive evaluation, attitudes, secondary students, socio-economic Status

## Introduction

Evaluation is not a student's grade or progress, but learning materials are very effective and this method used for curriculum exchange. It aims to make the essential elements of the curriculum effective and strengthens the teaching and learning process. Therefore, it is important not only for teachers but also for students. In many cases, the assessment or assessment is applied to some extent by the teacher and considered to be adopted by the student at the final level of learning. When assessment is considered the culmination of learning practices, both teachers and students prefer to keep it away from the teaching-learning process. It is not accurate in terms of broader evaluation and is surprising in the curriculum. Again, such perceptions are associated with student anxiety and stress. Conversely, if evaluation is considered an integral part of the learning process, it is intended to be continuous. Every situation for learning is also a situation for evaluation. Students are not afraid of tests and exams because they are now involved in the teaching and learning process. It rather identifies the strengths and weaknesses of the student. Once the student's strengths

are revealed, it becomes easier to take actions to solve or solve learning problems and to enhance or enhance learning. This opportunity for school evaluation often extends to all areas of student personality development. It is inclusive because it includes both areas of education and co-education. For example, a math score or grade represents an attitude towards a subject and academic ability, and an interest in a subject represents a skill in a collaborative curriculum. Both subjects are interrelated and consistent with educational goals. If the evaluation is continuous, the strengths and weaknesses of the student will also be revealed, and it will give them the opportunity to understand their progress. It also provides the information teachers need to improve their teaching strategies.

### **Review of Related literature**

(singhal, 2012)Conducted a study on continuous and comprehensive evaluation –A study of Teachers perception. The major aim of the study was to study the government schoolteachers’ perception of CCE. The investigator found that the perception of government school teachers is average, which indicates moderate acceptability of CCE by the teacher. But the teachers are not adequately prepare for the effective execution of CCE scheme. Beside the large number of students were lack of appropriate training, inadequate infrastructure, and teaching materials of work act as barriers in smooth execution of CCE.

(Singh , Patel, & Desai, 2013) Conducted a study on Attitude of student teachers towards Continuous and Comprehensive Evaluation with reference to Gender, Caste, and Habitat.The main aim of the study was to measure the attitude towards continuous internal assessment. To measure the attitude of B.Ed. students towards CCE in respect to gender, Habitat and caste. The investigator considered 180 of secondary students as sample. Researchers had employed the survey method and the main findings of the study revealed that the attitude of secondary students towards continuous and comprehensive evaluation has found to be favorable. Majority of the students were in the favor of continuation of this system.

(Mishra & Mallick, 2014) Mishra and Malikunder took a survey related to perception of teachers’ parents and students about continuous and comprehensive evaluation samples of 20 elementary schools at selected randomly for Jaipur district of Odissa. 30 elementary school teachers and 50 parents are considered the sample of the study. Studentswere taken from upper primary classes between the group of age 11 to 14 years a questionnaire for teachers and interview schedule for students are developed by the researcher in Odia language data were analyzed by using both qualitative and quantitative data analysis technique. It was found that most of teachers parents and community members are not aware about CCE more about teachers are least middle to even inform the parents about the assessment results the investigator mentioned that lack of adequate teachers was one of the major reason for improve implement of CCE scheme.

(Basu & Debnath, 2016)Conducted a study attitude towards the acceptance level of CCE system among the eighth grade students of Hooghly district in West Bengal.The major objectives are to study the attitude towards the acceptance level of CCE for the sample under consideration and to compare the acceptance Level of CCE for their strata and gender. Researches are randomly selected 200 students from Hooghly district survey method was used to collect data. It was found that urban all male Students have shown better attitude towards the acceptance level of CCE system in comparison to the rural All students and male students.

## Need and Importance of the study

The Necessity and Importance of Study in West Bengal, there is a preconceived notion in the whole society that CCE is a method of assessment where students cannot fail their annual promotion examination. In the early stages of implementation, secondary education students faced many problems because the system required good cooperation between teachers and students and even between parents. This research paper focuses on how students came up with consistent and comprehensive assessment plans in their respective schools. CCE results are seen at higher levels of education i.e. secondary level of education. Secondary education teachers are those who are practically confronted and follow the learning outcomes provided by the CCE project. The attitude of secondary education students towards CCE will determine the consequences of CCE. Therefore, it is necessary to find out the attitude towards CCE from those who are currently studying at the secondary level or at this level.

## Statement of the problem

Last decade CCE has an important role in school education. Sometimes parents and teachers need to know how students are making progress and what the outcomes are at a particular stage. Past testing methods only test memory and it does not measure the student's overall development. It was thought to be unreliable and inadequate; As a result, students have lost their national character and ideals. **“A Study of Attitude towards Continuous and Comprehensive Evaluation of Secondary Students in Relation to their Socio-Economic Status”**

## Objective of the study

**Following are the objectives of this study:**

1. To study the attitude towards continuous and comprehensive evaluation of the secondary students.
2. To find out difference of attitude towards continuous and comprehensive evaluation between boys and girls.
3. To find out difference of academic achievement in continuous and comprehensive evaluation in reference to their SES.
4. To find out relation between attitude towards continuous and comprehensive evaluation and academic achievement in continuous and comprehensive evaluation in reference to their SES.

## Hypotheses of the study

1. There is no statistically significant difference of attitude towards continuous and comprehensive evaluation between male and female students.
2. There is no statistically significant difference of academic achievement in continuous and comprehensive evaluation between male and female students.
3. There is no significant correlation between attitude towards continuous and comprehensive evaluation and academic achievement in respect of the SES of the students.

## Methodology of the study

Descriptive survey method is adopted for the study. The research was conducted on secondary students of govt., govt.-aided, secondary school in Nadia district, West Bengal. The participants were selected by purposive sampling.

## Population and sample:

The population includes all the secondary students of West Bengal. 600 secondary students were selected as the sample of the study.

## Tools used for data collection:

To assess the attitude towards CCE among secondary students, two scales were used one was questionnaire on Continuous and Comprehensive Evaluation and another Socio-Economic Status scale prepared by investigator.

## Analysis of data:

**H<sub>01</sub> : There is no significant difference between Male and female Students in Attitude towards continuous and comprehensive evaluation**

**H<sub>1</sub> : There is significant difference between Male and female Students in Attitude towards continuous and comprehensive evaluation**

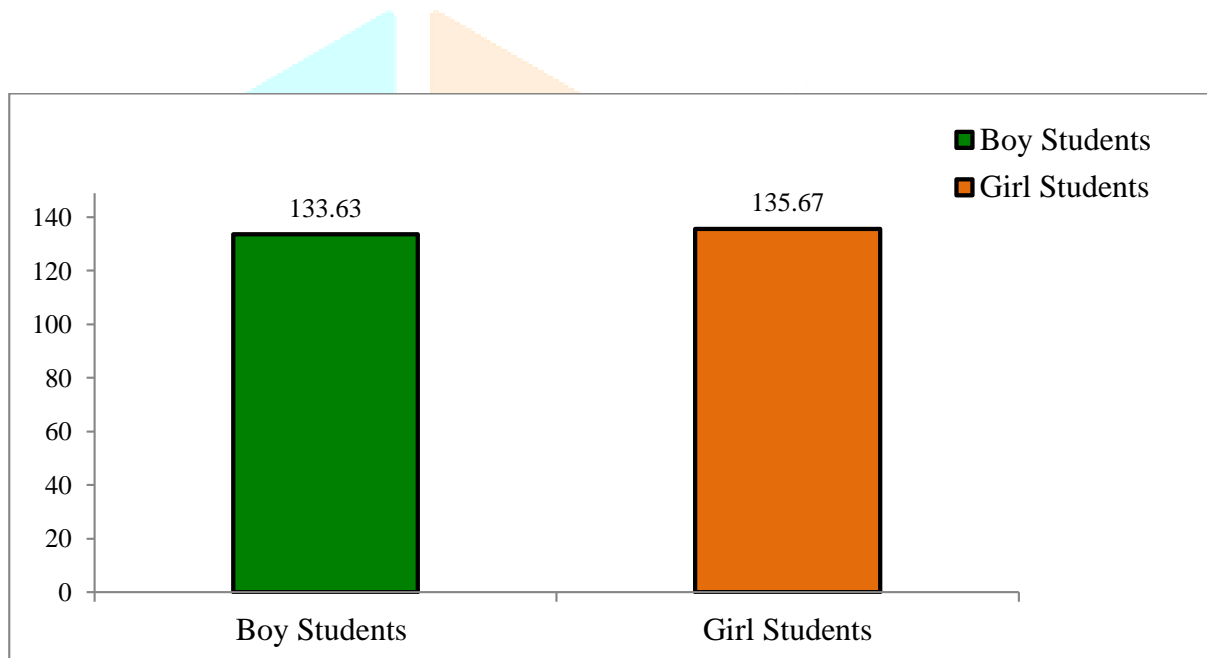
Table – 1

**t-test between Male and female Students in  
Attitude towards continuous and comprehensive evaluation**

Boy Students			Girl Students			MD	df	SE <sub>D</sub>	t	Sig. level
n1	Mean	SD	n2	Mean	SD					
302	133.63	11.42	298	135.67	9.00	2.04	598	0.84	2.43	Sig. at 0.05 level

t at 0.05 level = 1.96

**Interpretation:** There is significant difference between Boys and Girl Students in Attitude as the t-value of 2.43 is greater than the criterion t-value of 1.96 at 0.05 level for df 598. So the null hypothesis  $H_{01}$  is rejected and the alternative hypothesis  $H_1$  is accepted.



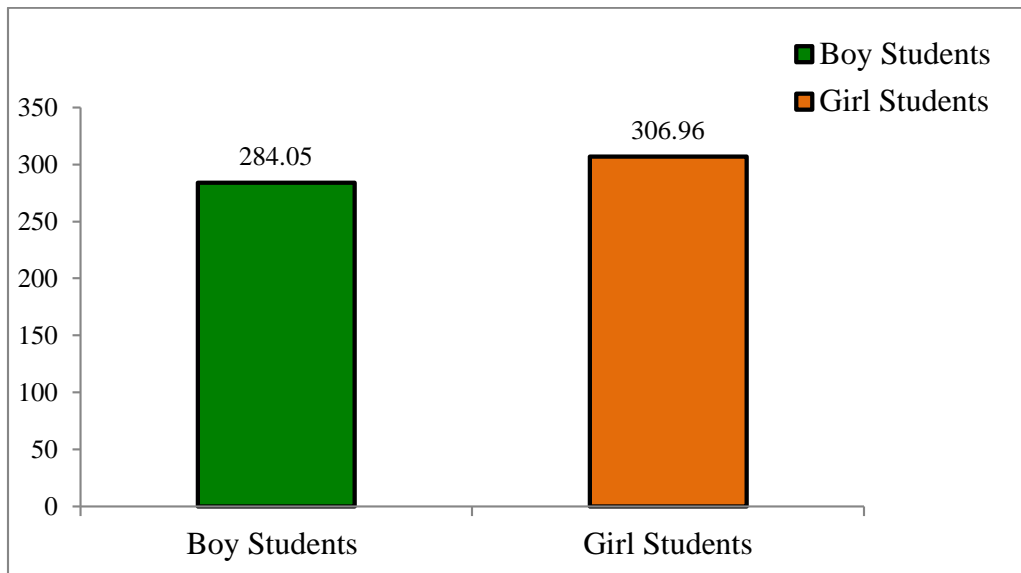
**Graphical showing the mean scores of Boy Students and Girl Students in Attitude toward continuous and comprehensive evaluation**

**$H_{02}$  : There is no significant difference between male and female Students in Academic Achievement towards continuous and comprehensive evaluation**

Table -2

Boy Students			Girl Students			MD	df	SE <sub>D</sub>	t	Sig. level
n1	Mean	SD	n2	Mean	SD					
302	284.05	54.66	298	306.96	74.51	22.91	598	5.33	4.30	Sig. at 0.01 level

**Interpretation:** There is significant difference between Boy Students and Girl Students in Academic Achievement as the t-value of 4.30 is greater than the criterion t-value of 2.58 at 0.01 level for df 598. So the null hypothesis  $H_{09}$  is rejected and the alternative hypothesis  $H_9$  is accepted.



**Graphical showing the mean scores of Boy Students and Girl Students in Academic Achievement towards continuous and comprehensive evaluation**

**$H_{03}$  : There is no significant relationship between Attitude and Socio Economic Status towards continuous and comprehensive evaluation**

**$H_3$  : There is significant relationship between Attitude and Socio Economic Status towards continuous and comprehensive evaluation**

**Table – 3**

**Correlation between Attitude and Socio Economic Status towards Continuous and comprehensive evaluation of Total Students**

Group	N	df	r	p-value	Significance
Total Students	600	598	0.16	0.00	Significant at 0.01 level

**Interpretation:** The correlation between Attitude and Socio Economic Status towards continuous and comprehensive evaluation of Total Students is 0.16 which is positive and shows that Attitude increases significantly when Socio Economic Status increases at 0.01 level as the p-value of 0.00 is less than 0.01 for df 598. So the null hypothesis  $H_{022}$  is rejected and the alternative hypothesis  $H_{22}$  is accepted.

## Interpretation of Results:

- I. There is significant difference between Boys and Girl Students in Attitude as the t-value of 2.43 is greater than the criterion t-value of 1.96 at 0.05 level for df 598. So the null hypothesis  $H_{01}$  is rejected and the alternative hypothesis  $H_1$  is accepted.
- II. There is significant difference between Boy Students and Girl Students in Academic Achievement as the t-value of 4.30 is greater than the criterion t-value of 2.58 at 0.01 level for df 598. So the null hypothesis  $H_{09}$  is rejected and the alternative hypothesis  $H_9$  is accepted.
- III. The correlation between Attitude and Socio Economic Status towards continuous and comprehensive evaluation of Total Students is 0.16 which is positive and shows that Attitude increases significantly when Socio Economic Status increases at 0.01 level as the p-value of 0.00 is less than 0.01 for df 598. So the null hypothesis  $H_{022}$  is rejected and the alternative hypothesis  $H_{22}$  is accepted.

**Discussion:** The results revealed that students showed reasonable acceptance of CCE. The findings are consistent with the findings of a survey conducted by Singh et al (2013), with majority of students (60.4%) showing a moderately favorable attitude towards the CCE. In this study, t-test analysis showed a significant difference in students' attitudes towards CCE with respect to boys and girls. There were a large number of students who showed moderately favorable attitude towards CCE. Attitudes and Socio-Economic Status of Students this result is similar to the findings of the study by Sivakumar, et al (2013), based on the percentage analysis of students' attitudes towards CCE in upper primary schools, there was a significant difference. Official student attitude score percentage. The moderate acceptance of CCE by students may be due to their reduced stress levels but subsequently increased workload (Kaur, 2014). All schools in the state should come forward with proper implementation of continuous and comprehensive assessment.

## Conclusion:

From the findings of the whole study, it could be conclude that there was significant difference between male and female students. There exists significant difference of attitude towards Continuous and Comprehensive Evaluation of Secondary Students in Relation to their Socio-Economic Status in Nadia district, West Bengal.



### Suggestion of further studies:

- 1) A similar study can be conducted by large sample from various rural and urban areas as well as from different levels or classes.
- 2) A similar study can be conducted including making of the questionnaire for measuring academic achievement.
- 3) A similar study can be done in primary level.
- 4) A similar study can be conducted on other boards and council also.

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