



OPEN ACCESS INTERNATIONAL JOURNAL OF SCIENCE & ENGINEERING

ATTITUDE TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE): A STUDY AMONG SECONDARY SCHOOL TEACHERS IN MIZORAM

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Abstract: The study was conducted to find out teachers attitude towards CCE among secondary school teachers of Mizoram. Simple random sampling method was adopted by selecting 177 teachers from all over Mizoram. A standardized questionnaire called Teachers attitude towards CCE Scale (TASTCCE-SA) constructed by Dr. Vishal Sood & Dr. Arti Anand was used to find out the level of Attitude. It was found that Secondary school teachers have moderate level of attitude towards CCE. Analyses were also done by testing the hypothesis to find out the significant difference in their attitude level with reference to their gender, age group, academic qualification and locality. Significant differences in their level of attitude were found with reference to their age group, academic qualification and locality.

Keywords – Attitude, Teacher, CCE, Gender, Age, Educational qualification, Locality

I INTRODUCTION

Continuous and Comprehensive Evaluation (CCE) was introduced at the elementary stage of education on March, 2011 in Mizoram. The SCERT, the Academic Authority for Elementary Education in the State, is responsible for its implementation and monitoring at the elementary level of education. The scheme has been revised in 2012. The external board examination has been scrapped and the state has developed Source Book on CCE accompanied by session work plan for teachers to guide them in implementation of CCE.¹

Apart from SCERT, teachers play a very important role for successful implementation and monitoring of CCE in schools. Teacher's active involvement is the main key for the success of CCE. Teachers need to record and back up all the activities of students including curricular and co-curricular activities. Training of teachers, master trainers, and other educational functionaries has been carried out for the successful implementation of CCE. With all those efforts and

groundwork the scheme of CCE has been rolled out in all elementary schools of the state for a period of almost 7 years.

II ATTITUDE

Attitude can be said as a specific mental state. It is a view point one holds towards a person, object, task or idea. It stimulates the behavior and performance of an individual. Attitude develops gradually as a result of individual's experiences. The degree or strength of an individual's attitude may vary from extremely positive to extremely negative. It is an individual's predisposed state of mind regarding a value and it is precipitated through a responsive expression toward a person, place, thing, or event (the attitude object) which in turn influences the individual's thought and action.

Allport (1935)² quotes "An attitude is a mental and neural set of readiness exerting directive dynamic influence upon the individual's response to all objects and situations with which it is related."

According to Anastasi (1976)³, "Attitude is often defined as a tendency to react favorably or unfavorably

towards a designated class of stimuli, such as a national or ethnic group, a custom or an institution”.

III CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

Continuous and Comprehensive Evaluation (CCE) focuses on regularity and continuity on assessment and holistic development of learners including cognitive, affective and psychomotor domains and also includes use of variety of tools and techniques for the assessment of learners. Continuous and comprehensive evaluation is a process of assessment, mandated by the Right to Education Act, of India. This approach to assessment has been introduced by state governments in India, as well as by the Central Board of Secondary Education in India, for students of sixth to tenth grades and twelfth in some schools. From this the smaller classes student can have a practice to face the exam of board in younger age.⁴ The aim is to make learning a joyful task by evaluating the performance of students in academic and co-academic activities and by taking number of small tests throughout the year in place of single test at the end of the academic program. Only Grades are awarded to students based on work experience, skills, dexterity, innovation, steadiness, teamwork, public speaking, behavior, etc. to evaluate and present an overall measure of the student's ability.

IV NEED AND IMPORTANCE OF THE STUDY

In Mizoram, the whole society has pre-conceived ideas that CCE is a system of evaluation where students cannot fail in their annual promotion examination. At the initial stage of implementation, teachers of elementary education faced a lot of problem since the system required good co-operation between teachers and students and even with the parents. This paper focus on how the teacher faced the scheme of continuous and comprehensive evaluation in their respective schools. The outcome of CCE can be seen at the higher level of education i.e. at the secondary level of education. Teachers of secondary education are the one who practically faced and follow up the learning outcome provided by the scheme of CCE. The attitude of teachers of secondary education towards CCE will marked the consequences of the CCE. Hence, it is necessary to find out the attitude of teachers towards CCE from those who are currently working in the field of education at Secondary level.

V LITERATURE REVIEW

Shah (2017)⁵ conducted a study on School Teachers' Attitude towards Continuous Comprehensive Evaluation. The main objective of this research were: (i) To Study the Level of School teachers' attitude toward Continuous and Comprehensive Evaluation and to compare

the male and female School teachers as well as urban and rural school teachers' attitude towards Continuous and Comprehensive Evaluation. The findings of the study indicated that there was no significant difference between the male and female school teachers' attitude towards continuous and comprehensive evaluation and there was no significant difference between school teachers' attitude towards continuous and comprehensive evaluation working in urban and rural areas.

An analysis of attitude of high school teachers towards continuous and comprehensive evaluation was studied by **Naidu** (2017)⁶. The data was collected from 100 high school teachers of East Godavari district of Andhra Pradesh through administration of a self-developed tool. 't' test was applied to study the significance of difference between various groups. The findings reveals that male and female, government and private, married and Un-married, and rural and urban high school teachers do not differ on their attitude towards continuous comprehensive evaluation.

Singh (2016)⁷ studied the influence of teaching and class related variables in attitude towards continuous and comprehensive evaluation (CCE). The study was conducted among teachers teaching in schools affiliated to the Central Board of Secondary Education of Sri Muktsar sahib district (Punjab). Attitude of teachers towards continuous and comprehensive evaluation scale (2011) developed by Dr. Tirath Singh was used. Most of the categories under each grouping variable showed unfavorable attitude towards CCE. The teachers teaching up to 10th had higher degree of favorableness of attitude towards CCE, whereas teachers teaching up to 12th class had unfavorable attitude. The teachers teaching small classes had favorable attitude whereas teachers teaching large classes had unfavorable attitude but the difference is not significant. Hence both had nearly neutral attitudes towards CCE. The teachers who choose teaching as their first preference had higher degree of favorableness of attitude towards CCE whereas teachers who did not opted teaching as first choice had unfavorable attitudes towards CCE.

Raina & Verma (2015)⁸ conducted a study on Continuous and Comprehensive evaluation- A study of Teachers Attitude. Data was collected from teachers (N=144) of CBSE affiliated schools of Jammu province. Statistical tools like Analysis of variance and t test were used to study the significance of difference between the various groups. The overall results indicate that the there is a significant difference between the attitude of teachers towards continuous comprehensive evaluation in relation to the interaction of school type, qualification and locality.

Barwal & Sharma (2015)⁹ studied attitude of secondary school teachers towards Continuous and Comprehensive Evaluation among school teachers of Mandi

District, Himachal Pradesh. The study was undertaken by the investigator with the objectives like to study the difference in the altitude of male and female, government Mid private, CBSE and IIPBOSE and rural and urban secondary school teachers towards continuous comprehensive evaluation. As such data was collected from 150 secondary school teachers of Dist. Mandi of Himachal Pradesh through administration of a self-developed tool. A statistical tool like t test was applied to find out the significance of difference between various variables. The findings reveals that male and female, government and private, CBSE and IIPBOSE, and rural and urban secondary school teachers do not differ on their attitude towards continuous comprehensive evaluation.

Objectives of the study:

The objectives of the study are as follows:

1. To determine the attitude of secondary school teachers of Mizoram towards CCE.
2. To find out the gender difference among secondary school teachers of Mizoram on their attitude towards CCE.
3. To analyze the difference in attitude towards CCE among secondary school teachers of Mizoram in relation to their age group.
4. To analyze the difference in attitude towards CCE among secondary school teachers of Mizoram with reference to their academic qualification.
5. To find out the difference in attitude towards CCE among secondary school teachers of Mizoram in relation to their locality.

Hypotheses of the study:

The following hypotheses are stated in null form:

1. There is no significant difference between male and female teachers in their attitude towards CCE.
2. There is no significant difference between lower age-group and higher age-group secondary school teachers in their attitude towards CCE.
3. There is no significant difference between graduate teachers and post-graduate secondary school teachers in their attitude towards CCE.
4. There is no significant difference in attitude towards CCE among secondary school teachers with reference to their locality.

Methods of the study:

Descriptive survey method is adopted for the study.

Population and sample:

The population includes all the secondary school teachers of Mizoram. 177 secondary school teachers were selected as the sample of the study.

Tools used:

To assess the attitude towards CCE among secondary school teachers, Teachers attitude towards CCE (TASTCCE-SA) constructed by Dr. Vishal Sood & Dr. Arti Anand (2011) was used in the present study. The scale

consists of 48 statements. Each item has five alternatives from which a respondent has to choose any one which candidly expresses his response. The scale can be administered to any type of professionals. It has both positive and negative statements. Items at serial nos. 4, 5, 6, 9, 10, 14, 17, 20, 21, 23, 24, 27, 33, 34 39, 40, 42, 44, 46, 47 and 48, are negative and others being all positive. The positive ones carry weightage of 5, 4, 3, 2, 1 and the negative ones carry weightage of 1, 2, 3, 4, 5. The score when converted to z-score gives measure of level of attitude of teachers towards CCE.

The reliability of the scale was established using Test-Retest method. The test-retest reliability was got by correlating 1st test and retest scores of the representative sample of 56 teachers and, was found to be 0.769 which is significant at 0.01 level. The validity of attitude scale was established by using content validity, intrinsic validity, face validity, cross validity and item validity. The item can be considered to be valid enough since those items which were retained in the final form of the scale have t-value greater than 1.75. The intrinsic validity of the scale was ascertained by ensuring internal consistency of the scale through product-moment correlation method. The split half reliability coefficient of 0.844 was also fairly high and ensured intrinsic validity of the scale.

Mode of data analysis:

For hypothesis testing, data analysis were made employing descriptive statistics such as; Mean, Standard Deviation and inferential statistics such as; Test of significance difference between two group Means (t-test).

Result and Interpretation:

The result are shown and interpreted according to the objectives framed:

1. *Objective No 1:* To determine the attitude of secondary school teachers of Mizoram towards CCE.

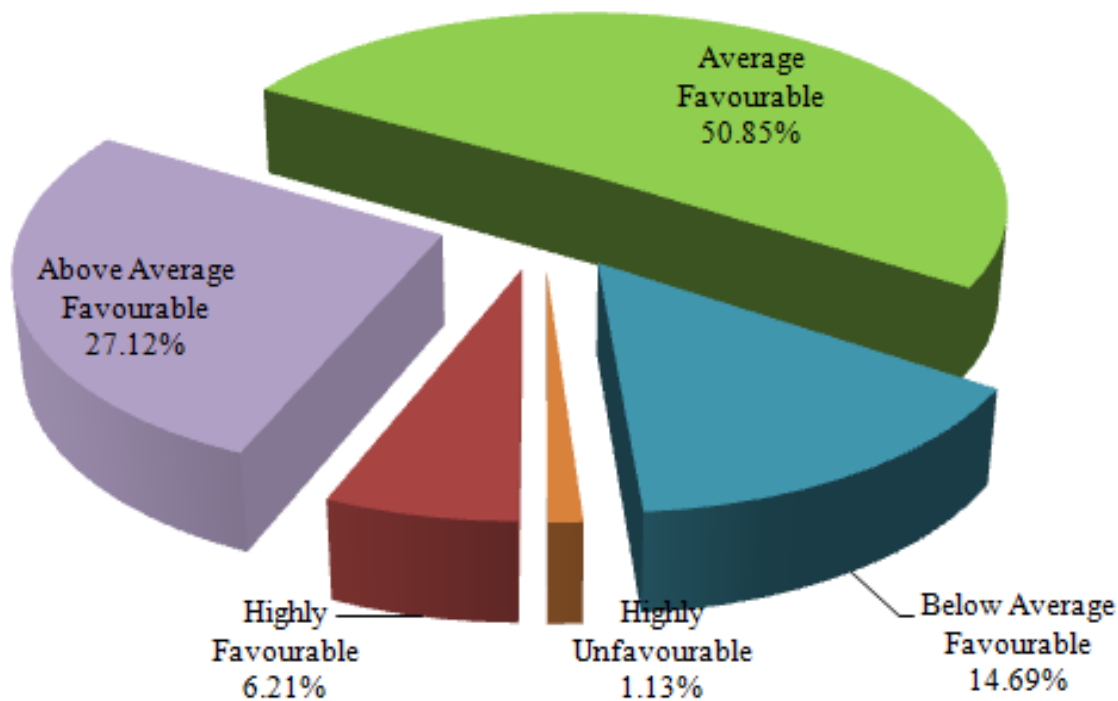
The attitude of secondary school teachers towards CCE is calculated by converting raw score of TASTCCE Scale to z-score according to the norms given in the manual of the scale. The value of z-score is differentiated for male and female teachers. The Z-score obtained after conversion can be used to determine the level of attitude of teachers towards CCE. The number of teachers in different levels of attitude has been shown in the table below.

From the Below table - 1, it was found that maximum number of students comprising 50.85% of the total samples were under moderately favorable attitude. 27.12% have above average attitude and 6.21% were under the category of highly favorable attitude. 14.69% fell under the category of below average attitude and 1.13% have highly unfavorable attitude towards CCE. There were no teachers under the category of extremely favorable and extremely unfavorable attitude towards CCE.

Table No 1
Attitude of secondary school teachers towards CCE

S/No	Range of z-score	Level of Teacher's Attitude	No. of Teachers	Percentage
1	+2.01 and above	Extremely Favorable	0	0.00
2	+1.26 to +2.00	Highly Favorable	11	6.21
3	+0.51 to +1.25	Above Average Favorable	48	27.12
4	-0.50 to +0.50	Average/Moderate Favorable	90	50.85
5	-0.51 to -1.25	Below Average Favorable	26	14.69
6	-1.26 to -2.00	Highly Unfavorable	2	1.13
7	-2.01 and below	Extremely Unfavorable	0	0.00

Figure 1 Pie chart showing distribution of different level of attitude towards CCE



Discussion: It has been found that majority of the teachers comprising 84.18% of the total sample have positive attitude towards CCE. Most of the teachers included in the study are currently working in government, deficit and adhoc aided schools at the secondary level. They are the teachers who practically faced and follow up the learning outcomes provided by the elementary education through the scheme of CCE. Positive attitude acquired by the secondary school teachers indicated that the scheme of CCE at elementary stage is successful and helpful for further education.

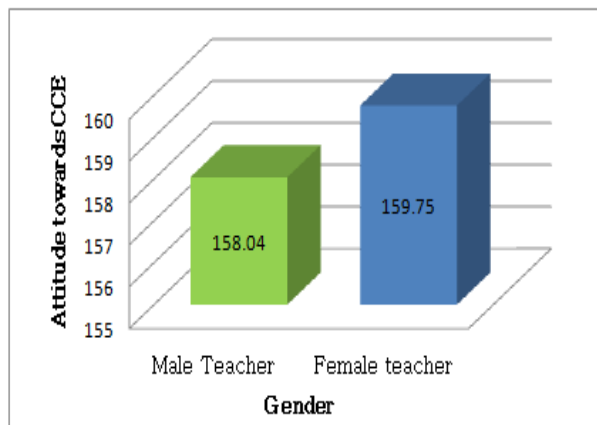
Objective No 2: To find out the gender difference among secondary school teachers of Mizoram on their attitude towards CCE.

The significant differences in their attitude towards CCE between male and female teachers were analyzed by comparing the mean using t-test analysis.

Table No. 2
Table showing mean difference between Male and female teachers

Gender	No of Teachers	Mean	S.D	't' value	Significant level
Male Teacher	112	158.04	16.21	0.73	N.S
Female teacher	65	159.75	12.89		

Figure 2 Bar graph showing mean difference on teacher's attitude with respect to gender



The above table - 2 reveals that there is no significant difference between male and female teachers in their attitude towards CCE. Female teachers have slightly higher mean value. However the mean difference is not significant when tested statistically. Therefore the hypothesis that says "There is no significant difference between male and female teachers in their attitude towards CCE" is accepted.

Discussion: Male and female teachers have different attitudes in their teaching and learning styles. The field of interest and capabilities can also differ in many ways. The result obtained however shows that attitudes towards CCE among male and female teachers are not different. CCE is not a mere factor influenced by individual activities and the changing environment, but it is a scheme which is implemented to school system for better learning outcome. The attitude possessed towards CCE is not sensitive and dependent upon gender.

Objective No 3: To analyze the difference in attitude towards CCE among secondary school teachers of Mizoram in relation to their age group.

The significant differences in their attitude towards CCE between different age group of the teachers were analyzed by comparing the mean using t-test analysis in

Table No. 3 Table showing mean difference between age group of teachers

Age Group	No of Teachers	Mean	S.D	't' value	Significant level
37 years and below	89	161.88	16.18	2.91	0.01
38 years and above	88	155.42	13.14		

Figure 3 Bar graph showing mean difference on teachers' attitude towards CCE with reference to age group

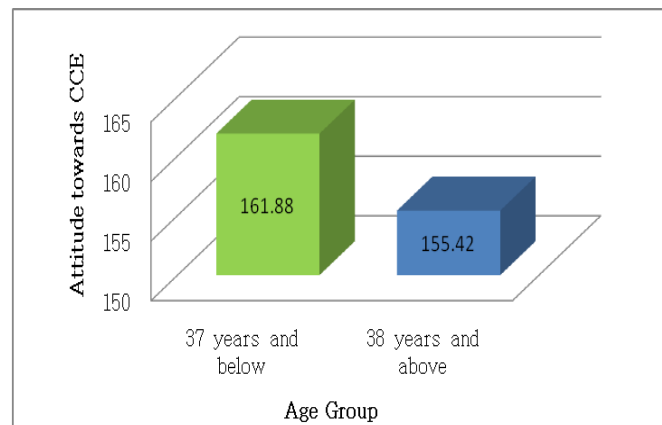


Table - 3 proves that significant difference is found attitude towards CCE between two different age group - 37 years and below & 38 years and above which is significant at .01 level. Young teachers have higher mean score than older teachers indicating that lower age-group teachers have more positive attitude towards CCE. Therefore the hypothesis that says "There is no significant difference between lower age group and higher age group B.Ed In-service teachers in their attitude towards CCE" is rejected.

Discussion: Age differentiates a person in their attitude, interest, responsibilities and maturity. Among the study subjects, younger teachers have more favorable attitude towards new experiences and discoveries and can be attributed to be more active mentally and physically. Teachers who have lots of experiences in the teaching field are thought to be less enthusiastic and active. It can be said that the lower age-group of teachers have more challenging mind than the older teachers, thus enabling them to perform necessary task involved under the scheme of CCE which in turn promote favorable attitude towards CCE.

Objective No 4: To analyze the difference in attitude towards CCE among secondary school teachers of Mizoram with reference to their academic qualification.

The significant differences in their attitude towards CCE between graduate and post-graduate teachers were analyzed by comparing the mean using t-test analysis

Table No. 4 Table showing mean difference between graduate and post-graduate teachers

Academic Qualification	No of Teachers	Mean	S.D	't' value	Significant level
Graduate	83	152.96	14.31	5.05	0.01
Post Graduate	94	163.7	13.93		

Figure 4 Bar graph showing mean difference on teachers' attitude towards CCE with respect to academic qualification

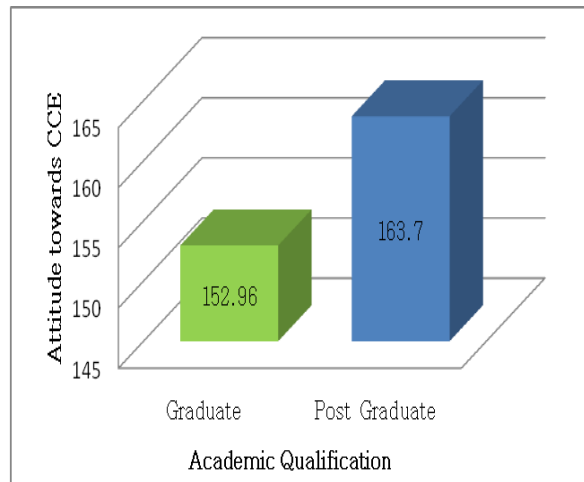


Table No - 4 indicates that significant difference is found in the attitude towards CCE between graduate and post-graduate teachers at .01 level. Therefore the hypothesis that says, 'There is no significant difference between graduate teachers and post-graduate B.Ed In-service teachers in their attitude towards CCE' is rejected.

Discussion: The result obtained shows that academic qualification influences the attitude towards CCE among secondary school teachers. Post-graduate teachers have more favorable attitude towards CCE than graduate teachers. It may be assumed that teachers having post-graduate degrees have had better exposures, outreach experiences and gained more knowledge in the field of education than graduate teacher. These may result in more open minded thoughts, higher level of critical thinking and eventual generation of higher attitude towards CCE and its implication. Graduate teachers, with lesser experiences and knowledge in academics may not truly envisage the connotation of CCE scheme than the corresponding post-graduate teachers which may be the reason for them to have unfavorable attitude towards CCE.

Objective No 5 : To find out the difference in attitude towards CCE among secondary school teachers of Mizoram in relation to their locality.

The significant differences in their attitude towards CCE between rural and urban teachers were analyzed by comparing the mean using t-test analysis

Table No. 5 Table showing mean difference between rural and urban teachers.

Locality	No of Teachers	Mean	S.D	't' value	Significant level
Urban	83	165.64	12.48	6.41	0.01
Rural	94	152.51	14.5		

Figure 5 Bar graph showing mean difference on teacher's attitude towards CCE with respect to their locality

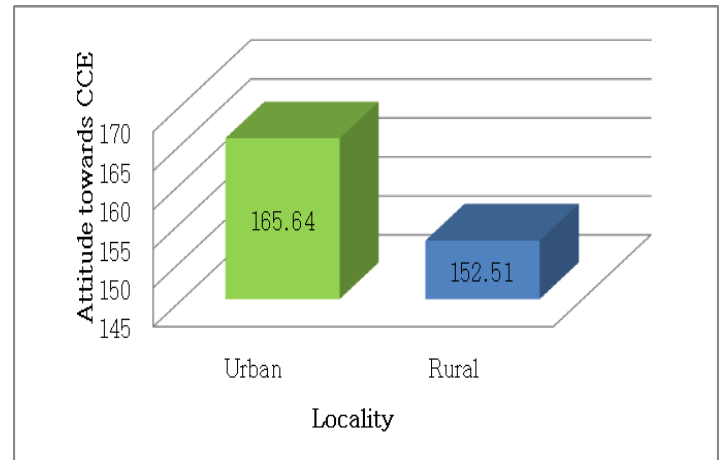


Table - 5 shows that significant difference is found in teachers' attitude towards CCE at .01 level of significance with reference to their locality. Teachers from urban area have higher mean score than teachers from rural area indicating that urban area teachers have better attitude towards CCE than the teachers of rural area. Therefore the hypothesis that says 'There is no significant difference in attitude towards CCE among B.Ed In-service teachers with reference to their locality' is rejected

Discussion: The result obtained shows that teachers from urban areas have more favourable attitude towards CCE than teachers from rural areas. Urban and rural areas are comparatively different in life styles, socio-economic status, area of interest, attitudes and level of education. The favourable attitude of urban teachers may be due to that in urban areas; feasibility of implementing CCE is much easier as compared to the rural areas. Moreover, dearth of teachers in rural areas may contribute to the reason of why the attitude of teachers in rural areas is more unfavorable than teachers from urban areas.

VI CONCLUSION

CCE is a type of evaluation system which can be affected by the performance of both the teachers and students. If the performance and progress of education is very low, CCE scheme cannot be implemented successfully. As, teachers play a key role in successful implementation of CCE, it is necessary for the teachers to have positive attitude towards CCE. The result of the study concluded that majority of the sampled teachers have favorable attitude towards CCE which indicates that Mizoram state has successfully implemented the scheme of CCE. By evaluating scholastic and co-scholastic areas, CCE reduces competitive mind among learners which often leads to stress and pressure among students. This also helps the students who are not

good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics, and also helps to motivate the students who have a thirst of knowledge.

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