



Research Paper

Attitude towards Continuous and Comprehensive Evaluation (CCE) among Secondary Teachers with respect to Some Demographic Variables

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ABSTRACT: Continuous and Comprehensive Evaluation (CCE) is an evaluating system introduced in 2009 in India and implemented in 2011 in Mizoram for measuring knowledge acquisition, skill-building, and overall learning through various processes such as marks and grades, summative assessment, co-scholastic evaluation, and so on. The successful implementation of CCE system in schools depends greatly on the teachers. A descriptive survey research was conducted to find out how certain variables like gender, type of school management, marital status, educational qualification and teaching experience can contribute to the attitude of teachers towards CCE. The tool used was Continuous and Comprehensive Evaluation Attitude Scale CCEAS-SSDR developed by Dr. Subhash Sarkar and Rakhal Datta and percentage method was utilized analyzing the data. From the result it was found that teachers had extremely unfavourable attitude towards CCE. Gender difference existed on teachers' attitude towards CCE where male teachers have higher attitude than female teachers. However the present study does not find significant difference on the teachers' attitude towards CCE with respect to variables such as type of school management, marital status, educational qualification and teaching experience.

KEYWORDS: Attitude of teachers, Continuous and Comprehensive Evaluation, Secondary school teachers, Variables

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I. INTRODUCTION

Continuous and Comprehensive Evaluation (CCE) is the name of a system of school-based evaluation that considers all facets of students' development. CCE is an assessment procedure which was mandated in 2009 by the Right to Education Act of India (RTE Act, 2009). This assessment proposal was introduced by the state governments in India and the Central Board of Secondary Education (CBSE) for students of class 6 to class 10 and also till class 12 in some schools (Singh, 2022).

In CCE system, the evaluation process takes into account a student's academic and extracurricular activities in other words scholastic and co-scholastic areas. The final evaluation result is developed through various processes such as marks and grades, summative assessment, co-scholastic evaluation, and so on.

CCE system is helpful in many ways including holistic development of the students. Varied co-curricular activities aid in determining a student's level of holistic development. Along with the cognitive domain, this trend categorically focuses on a student's social and emotional development. The teachers can also be the beneficiaries by improvement of peer learning opportunities in CCE pattern because this system addresses the need to instill skills such as collaboration. Teachers assess this learning through a variety of assessments. Therefore, Continuous and Comprehensive Evaluation (CCE) measures knowledge acquisition, skill-building, and overall learning. Besides, it also brings the learner to the center of the teaching and learning process (Priyanka, 2020).

II. RATIONALE OF THE STUDY

Numerous assessments from the teachers have been made following the introduction of Continuous and Comprehensive Evaluation in India. Even though the programme as a whole is incredibly beneficial in terms of promoting quality education and improving the evaluation system in our educational field yet some teachers think positively about CCE while others think negatively about it. As a result, it is necessary to investigate the various attitudes of teachers.

The investigators are aware that there are numerous CCE issues in the majority of the schools. Therefore, there is a strong desire to learn about how the teachers feel about the ongoing and comprehensive evaluation.

III. OBJECTIVES OF THE STUDY

1. To study the attitude of secondary school teachers towards CCE.
2. To compare the attitude of secondary school teachers towards CCE with respect to the following demographic variables:
 - Gender
 - Type of school management
 - Marital status
 - Educational qualification
 - Teaching experience.

IV. HYPOTHESES OF THE STUDY

1. There is no significant difference between secondary school teachers' attitude towards CCE with respect to gender.
2. There is no significant difference between secondary school teachers' attitude towards CCE with respect to type of school management.
3. There is no significant difference between secondary school teachers' attitude towards CCE with respect to marital status.
4. There is no significant difference between secondary school teachers' attitude towards CCE with respect to educational qualification.
5. There is no significant difference between secondary school teachers' attitude towards CCE with respect to teaching experience.

V. METHODOLOGY

Method of the Study: The study is quantitative in nature and adopted descriptive survey research design to study the attitude of teachers towards CCE.

Population and Sample: The population of the study included all the secondary school teachers in Aizawl city, the capital city of Mizoram state. The sample of the study comprised of 120 teachers working in government and privately run secondary schools in Aizawl.

Tool used: Continuous and Comprehensive Evaluation Attitude Scale CCEAS-SSDR developed by Dr. Subhash Sarkar and Rakhil Datta was used for collecting data.

Statistical techniques employed : Percentage method was used for studying various levels of attitude obtained by the teachers. Mean, standard deviation and t-test were employed to test the hypotheses.

VI. ANALYSIS AND INTERPRETATION OF DATA

1. Level of attitude of secondary teachers towards CCE

Table 1: Attitude of Secondary Teachers towards CCE

Level of Attitude	No. of teachers	Percentage
Highly Positive	3	2.5
Above average Positive	2	1.67
Average Positive	33	27.5
Low Negative	35	29.17
Highly Negative	35	29.17
Extremely negative	12	10
TOTAL	120	

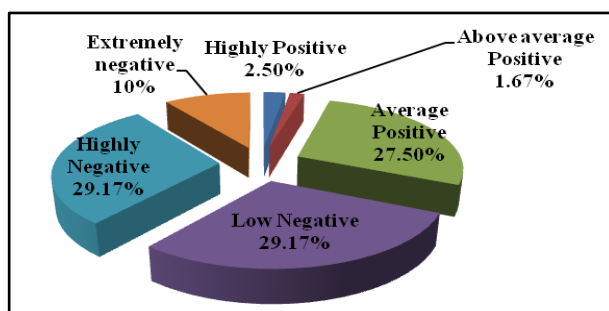


Fig. 1: Attitude of secondary teachers towards CCE

Table 1 and Fig 1 show that out of the 120 teachers, only 3 teachers (2.5%) have highly positive attitude towards CCE, 2 teachers (1.67%) possess above average positive attitude towards CCE, 33 teachers (27.5%) have average positive attitude towards CCE, 35 teachers (29.17%) have low negative attitude toward and similarly another 35 teachers (29.17%) have highly negative attitude towards CCE and finally there are 12 teachers (10%) who have a score of extremely negative attitude towards CCE.

2. Attitude of teachers towards CCE with respect to gender

Table 2: Comparison of attitude towards CCE between male and female teachers

Variables	N	Mean	SD	t-value	Significant level
Male	68	139.88	18.96	3.20	Significant at 0.01 level
Female	52	129.26	17.23		

Table 2 reveals that out of 68 male teachers the mean value is 139.88 and standard deviation is 18.96 whereas out of 52 female teachers the mean value is 129.26 and standard deviation is 17.23. The calculated t-value is 3.20 which is greater than the table value of t at 0.01 level. Hence, the null hypothesis is rejected which means that there is significant difference between secondary school teachers' attitude towards CCE with respect to gender.

3. Attitude of teachers towards CCE with respect to type of school management

Table 3: Comparison of attitude towards CCE between private and government school teachers

Variables	N	Mean	SD	t-value	Significant level
Government	61	137	21.47	1.01	Insignificant
Private	59	133.50	15.82		

Table 3 reveals that out of 61 government school teachers the mean value is 137 and standard deviation is 21.47 whereas out of 59 private school teachers the mean value is 133.50 and standard deviation is 15.82. The calculated t-value is 1.01 which is less than the table value of t at 0.01 level. Hence, the null hypothesis is accepted which means that there is no significant difference between secondary school teachers' attitude towards CCE with respect to type of school management.

4. Attitude of teachers towards CCE with respect to marital status

Table 4: Comparison of attitude towards CCE between married and unmarried teachers

Variables	N	Mean	SD	t-value	Significant level
Unmarried	59	138.88	18.45	2.07	Insignificant
Married	61	131.80	18.84		

Table 4 reveals that out of 59 unmarried teachers the mean value is 138.88 and standard deviation is 18.45 whereas out of 61 married teachers the mean value is 131.8 and standard deviation is 18.84. The t-value is 2.07 which is less than the table value of t at 0.01 level. Hence, the null hypothesis is accepted which means that there is no significant difference between secondary school teachers' attitude towards CCE with respect to marital status.

5. Attitude of teachers towards CCE with respect to educational qualification

Table 5: Comparison of attitude towards CCE between graduate and postgraduate teachers

Variables	N	Mean	SD	t-value	Significant level
Graduate	50	137.76	20.56	1.18	Insignificant
Post Graduate	70	133.51	17.57		

Table 5 reveals that out of 50 graduate teachers the mean value is 137.76 and standard deviation is 20.56 whereas out of 70 post graduate teachers the mean value is 133.51 and standard deviation is 17.57. The calculated t-value is 1.18 which is less than the table value of t at 0.01 level. Hence, the null hypothesis is accepted which means that there is no significant difference between secondary school teachers' attitude towards CCE with respect to their educational qualification.

6. Attitude of teachers towards CCE with respect to teaching experience

Table 6: Comparison of attitude towards CCE among teachers having below 10 years and above 10 years experience

Variables	N	Mean	SD	t-value	Significant level
Below 10 years	68	135.75	17.72	0.30	Not significant
Above 10 years	52	134.67	20.52		

Table 6 reveal that out of 68 teachers having below 10 years experience the mean value is 135.75 and standard deviation is 17.72 whereas out of 52 teachers having above 10 years experience the mean value is 134.67 and standard deviation is 20.52. The calculated t-value is 1.03 which is less than the table value of t at 0.01 level. Hence, the null hypothesis is accepted which means that there is no significant difference between secondary school teachers' attitude towards CCE with respect to their teaching experience.

VII. DISCUSSION AND CONCLUSION

The results of the current study reveal that the attitude of secondary school teachers of Aizawl city towards Continuous and Comprehensive Evaluation (CCE) is negative which means that the teachers had extremely unfavourable attitude towards CCE. The negative attitude towards CCE can be due to many reasons such as lack of training or practice and insufficient infrastructure and facilities. The findings of Ramdas and Divya (2007) revealed that the teachers have high appreciation for the grading but they do not accept it whole heartedly as most of them have neutral attitude towards the implementation of the new system.

The present study regarding the attitude of male and female teachers towards CCE shows that there exists significant difference between the two groups where male teachers have higher attitude than female teachers. From this finding the investigators felt that the reason why male teachers show higher attitude towards CCE than female teachers may be because in terms of modern technology and computer programmes that are helpful for evaluating students' performance, male teachers are more advanced compared to female teachers. However previous study (Lalnunfeli et al., 2018) done in Mizoram state, found no significant difference on teachers' attitude towards CCE in terms gender.

Further, the present study does not find significant difference on the teachers' attitude towards CCE with respect to variables such as type of school management, marital status, educational qualification and teaching experience. CCE is an evaluation scheme which was implemented in 2011 in Mizoram. Due to this it can be said that the scheme does not have much effect on the teachers' positive and negative attitude based on the type of school they work, their marital status, their academic qualification as well as how long they have been working as a teacher.

For any educational innovation to be implemented successfully, teachers' competency must be developed through orientation programmes that support teachers and encourage action. So, in order for teachers to gain new knowledge and better ideas and become innovative, it is imperative that proper training be organized for them, and availability of adequate materials and assistance from the concerned authority must be assured.

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