

A Comparative Study of Attitude of Private School Teachers and Government School Teachers towards Continuous and Comprehensive Evaluation (CCE)

Shuchi Goyal

Department of Education, Shri Venkateshwara University, Amroha, Uttar Pradesh, India

Abstract

The academic growth and intellectual advancement of a nation is determined by the quality of its citizens which is directly linked with the quality of education imparted to them. Education plays an important role in bringing about desired changes in the society. The changes can be seen in knowledge, skills, attitudes and professionalism of the people around us. Quality of education depends upon several factors- inherited traits, financial support, home, curricula, parental attitude and method of instruction in schools etc.

A teacher's attitude can fulfill or destroy the purpose of education. Government and various competent authorities keep on bringing changes in education system for its improvement. One of such of the changes is – Introduction of CCE at secondary level in all CBSE affiliated schools.

The success of CCE depends upon the teachers to an extent. Therefore the investigator feels the need to know about teachers' attitude or perception towards CCE. The present paper aims to compare teachers of Government and Private schools regarding their attitude towards CCE. 120 teachers, 60 in each category were given a Questionnaire prepared by the investigator. The questionnaire had 30 items to answer.

It was found that overall there is no significant difference in teachers' attitude towards CCE whether they belong to government school or private school. However government school teachers showed marginal better attitude score towards CCE.

KEYWORDS- CCE, Education, Government schools, Private schools, Middle level

INTRODUCTION

As a teacher when I see my students doing well in life, serving the country to the best of their abilities, I feel honoured and satisfied. I think every teacher strives (should strive) for it. It is our utmost duty to nurture the childhood in such a manner that when they grow up they become good citizens. I believe that besides all other factors, teachers' attitude plays an important role in imparting the relevant skills and ideas in their students. A teacher's attitude can fulfill or destroy the purpose of education (Best John & Best, 1982). Government and various competent authorities keep on bringing changes in education system for its improvement (Bradfield & Moredock, 1957; Sharma, 1984). One of such of the changes is – Introduction of CCE at secondary level in all CBSE affiliated schools.

In September 2009, CBSE announced the implementation of CCE in all the schools affiliated with it at secondary level. Many workshops and training programmes were conducted by CBSE resource persons throughout the country so that this scheme can effectively be used by them in their schools.

Under the scheme of CCE, CBSE announced many changes in evaluation pattern.

- **Introduction of Grades:** In CCE, the marks obtained by a student are not revealed. Though at the time of evaluation, marks are given to students but later on converted to Grades on a 9- point scale. It considerably reduces Inter and intra examiner variability in marking. It also reduces undesired and unsound comparison of small differences of marks. The purpose is to provide stress free environment to students.
- **Continuous Evaluation:** As suggested by the term, ‘Continuous Evaluation ‘ means that assessment of students’ progress as well as improvement of teaching learning process is a continuous process not onetime affair after the completion of a semester or a year. It spreads over the span of the session to maintain continuity and regularity. It reduces the amount of syllabus to be learnt by students at the time of examination (Rao, 2001; Singhal, 2012).

Assessment throughout the session is divided into four Formative Assessments and two Summative Assessments.

- **Formative Assessment:** Formative Assessment is done during the teaching learning process. It deals with the assessment of scholastic area i.e. performance in various subjects. The purpose of conducting FA is to diagnose the problems faced by students and teachers and then to provide remedies to improve the teaching learning process. A teacher can design tools and techniques as per the requirement and as part of Formative Assessment. The assessment can be done at any time throughout the session. Some of the tools and techniques used for FA are Hands on Activity, Project, Quiz, Worksheet, Puzzle, Assignment, Oral Test etc.
- **Summative Assessment:** Summative Assessment is carried out at the end of a session. It ‘sums-up’ how much a student has learnt from the course. It can only certify the achievement score of a student in a particular subject at a particular given point of time. It is a traditional paper pen test.
- **Comprehensive Evaluation:** Comprehensive Evaluation covers all aspects of a child’s growth and development. Where Scholastic aspect covers achievement in different subjects Co scholastic aspect include assessment of life skills, values, participation in co-curricular activities, student’s attitude towards school mates, teachers, school program and environment.
- **Purpose of Evaluation:** CCE has changed the focus of evaluation. Now it not only provides the assessment of students’ learning it also provides an opportunity to teachers to judge the effectiveness of their efforts and bring improvement in their teaching methodology. Therefore evaluation becomes an integral part of teaching learning process that leads to diagnosis, remedial action and enhancement of learning.

RATIONALE OF THE STUDY

CBSE published teachers’ manuals containing detailed guidelines on the methodology of evaluation, school based evaluation, tools and techniques to be used, criteria of converting marks into grades and implications for schools. Teachers are supposed to go through the manuals and use the guidelines given. As quoted by Ms. Veenu Gupta, Commissioner and State Project Director of Sarva Shiksha Abhiyan

“Implementation of CCE is a huge task as it involves changing the mindset of teachers”.

Thus the success of CCE depends upon the teachers to an extent. Therefore the investigator feels the need to know about teachers' attitude or perception towards CCE. Do all teachers have the same feeling or is there any difference between the attitude of government and private school teachers? What are the problems they are facing? It is this concern that leads the investigator to find the ground realities of CCE in private and government schools.

KEY WORDS

1. **Continuous and comprehensive Evaluation:** CCE refers to a system of evaluation introduced by CBSE in all schools affiliated with it. It takes care of scholastic as well as co scholastic aspects of a child's personality. It promotes holistic approach to determine a child's growth and development.
2. **Attitude:** An Attitude can be defined as a positive or negative evaluation of people, objects, event, activities, and ideas or just about anything in our environment. It is an expression of favour or disfavour. Psychologists define Attitude as a learned tendency to evaluate things in a certain way.

OBJECTIVES

1. To study the difference in the attitude of government school teachers and private school teachers towards CCE.
2. To study the difference in the attitude of male teachers of government school and private school towards CCE.
3. To study the difference in the attitude of female teachers of government school and private school towards CCE.

HYPOTHESES

1. There is no significant difference in the attitude of government school teachers and private school teachers towards CCE.
2. There is no significant difference in the attitude of male teachers of government school and private school towards CCE.
3. There is no significant difference in the attitude of female teachers of government school and private school towards CCE.

DESIGN OF THE STUDY

Sample:

The population for the present study comprises of all the teachers teaching in different schools of India. The schools can belong to any category government or private. The sample selected for the present study was limited to teachers teaching in the schools with following specifications.

1. Secondary level.

2. CBSE affiliated.
3. Delhi and Haryana Region.

Teachers were selected from both government and private schools. Twelve government schools were selected randomly as sample from Haryana and Delhi state. The tabular representation of the information is given below.

Table 1
Sampling Distribution of Teachers

Schools		Number of teachers	Number of male teachers	Number of female teachers
Type	Number			
Government schools	12	60	22	38
Private schools	13	60	20	40

Research Methodology: A Survey research methodology was selected. As researcher was unable to find a standardized questionnaire for this, a self made Questionnaire was used. It was based on personal experience and viewpoints presented regarding CCE in the framework. It contains 30 questions. The investigator visited the schools and Questionnaire was distributed with the due permission of the Principal. Some of the questionnaires were filled online and sent via emails.

Analysis of Data: The final data collected through the questionnaire was then subjected to quantitative and qualitative analysis. The data was analyzed. Mean and standard deviation was used to find teachers' attitude towards CCE. A *t-test* was used to compare the teachers' attitudes.

For scoring of teachers' attitude, five point scale was used. The five points were

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|------------------------|---------------------------|
| 1. STRONGLY AGREE (SA) | 4. DISAGREE(D) |
| 2. AGREE (A) | 5. STRONGLY DISAGREE (SD) |
| 3. UNDECIDED (U) | |

For favourable items, 5 marks were assigned to SA, 4 marks were assigned to A, 3 marks to U, 2 marks to D and 1 mark to SD and for unfavourable items, the marking scheme was reversed. The marks obtained in all 30 items by the teacher were summed up to know the teachers' attitude towards CCE.

RESULTS

Objective 1: Attitude of Government and Private School Teachers Towards CCE.

The result obtained for this objective is given in the Table 2.

Table 2: School wise Mean, Standard Deviation and t- value of Attitude towards CCE of school teachers.

Type of School	N	Mean	S.D.	df	t-value
Government	60	97.42	11.58	118	2.24*
Private	60	93.02	12.99		

*Accepted at 0.01 level of significance.

From Table 2 it was observed that

- Mean attitude score for school teachers of government schools and private schools towards CCE were found to be 97.42 and 93.02 respectively.
- The standard deviation for school teachers of government schools and private schools were found to be 11.58 and 12.99 respectively.
- Degree of freedom was found to be 118. The obtained t- value is 2.24 which is less than 2.57 and hence found to be insignificant at .01 level of significance. Hence the null hypothesis stating “There is no significant difference in the attitude of teachers teaching in government and private schools towards CCE” is accepted.
- Thus there is no difference in the attitude of teachers towards CCE whether they belong to government school or private schools.

Objective 2: Attitude of Government and Private School Male Teachers Towards CCE.

The result obtained for this objective is given in the Table 3.

Table 3: School wise Mean, Standard Deviation and t- value of Attitude towards CCE of school male teachers.

Type of School	N	Mean	S.D.	df	t-value
Government	22	94.77	10.19	40	0.802*
Private	20	91.55	15.05		

*Accepted at 0.01 level of significance.

From Table 3 it was observed that

- Mean attitude score for school male teachers of government schools and private schools towards CCE were found to be 94.77 and 91.55 respectively.
- The standard deviation for school teachers of government schools and private schools were found to be 10.19 and 15.05 respectively.
- Degree of freedom was found to be 40. The obtained t- value is 0.802 which is less than 2.7 and hence found to insignificant at .01 level of significance. Hence the null hypothesis stating “There is no significant difference in the attitude of male teachers teaching in government and private schools towards CCE” is accepted.
- Therefore there is no difference in the attitude of male teachers towards CCE whether they belong to government school or private schools.

Objective 3: Attitude of Government and Private School Female Teachers Towards CCE.

The result obtained for this objective is given in the Table 4.

Table 4: School wise Mean, Standard Deviation and t- value of Attitude towards CCE of school female teachers.

Type of School	N	Mean	S.D.	df	t-value
Government	38	98.95	12.18	76	1.897*
Private	40	93.75	12.05		

*Accepted at 0.01 level of significance.

From Table 4 it was observed that

- Mean attitude score for school female teachers of government schools and private schools towards CCE were found to be 98.95 and 93.75 respectively.
- The standard deviation for school teachers of government schools and private schools were found to be 12.18 and 12.05 respectively.
- Degree of freedom was found to be 76. The obtained t- value is 1.897 which is less than 2.64 and hence found to insignificant at .01 level of significance. Hence the null hypothesis stating “There is no significant difference in the attitude of female teachers teaching in government and private schools towards CCE” is accepted.
- Therefore there is no difference in the attitude of female teachers towards CCE whether they belong to government school or private schools.

DISCUSSION AND CONCLUSION

On the basis of analysis of data collected, the following conclusions can be drawn.

- It is interesting to note that government school teachers have better attitude towards CCE comparative to private school teachers. Though the difference is insignificant at .01 level of confidence yet it is noticeable.
- There is no difference in the attitude of male teachers towards CCE whether they belong to government school or private schools.
- There is no significant difference in the attitude score of female teachers of both the type of schools.

The disparity in the education provided by government schools and private schools is well known. It is observed that every parent wants his or her child to be studied in a private school. One of the major reasons for this disparity is the role played by the respective teachers. Teaching methodology, way of handing students, organization set up, willingness to teach and learn, all these things make a difference in student’s life. Today teachers are facing the challenge of adapting new teaching strategies, new pattern of evaluation and use of ICT skills. They are responsible for bringing the changes in the classrooms. As CCE aims to make the teaching learning process child centered, teachers need to understand the objectives to channelize their efforts. Moreover teachers have to make parents aware about CCE as success of this pattern can be achieved through

cooperative efforts of teachers and parents. The study shows that teachers of government as well as private schools carry similar and positive attitude towards CCE.

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