ATTITUDE OF TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION IN RELATION TO TRAINING IN COMPUTERS AND CO-SCHOLASTIC ASPECTS

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Abstract

The main contention of the study is to find out attitude of teachers towards continuous and comprehensive evaluation in relation to training in computers and co-scholastic aspects. For this purpose the sample of 150 teachers was randomly selected. The teachers thus selected were administered a questionnaire (a set of four questions) to elicit information regarding training received by them in computers and co-scholastic aspects. Descriptive method was employed to conduct the present study. To study the main effects and interaction effects of independent variables on the dependent variable 2×2 analysis of variance (ANOVA) was employed. The overall results indicate that there is a significant difference between the attitude of trained and untrained teachers towards the co-scholastics aspects of Continuous and Comprehensive Evaluation scheme.

Introduction

Examination is the most important part of our education system. It is the basis of evaluating the teaching learning process. Most of the educational policies are formulated on its basis. A teacher performance is judged by his student's achievement in examinations. "External examinations are largely inappropriate for the knowledge society of 21st century and its need for innovative problem solving. Questions if not framed well, call for rote memorization and fail to test higher order skills like reasoning and analysis, lateral thinking, creativity and judgement. External examinations make no allowance for different types of learners and learning environment and induce an inordinate level of anxiety and stress. Therefore there is need for a functional and reliable system of school based evaluation i.e. Continuous and Comprehensive Evaluation (CCE)." - National curriculum framework 2009

Continuous and Comprehensive Evaluation (CCE)

The term 'Continuous Evaluation' stands for assessment of a student throughout the year, not just at the end of a term. It means regularity of assessment, frequency of unit testing, diagnosis of learning gap and retesting for their self evaluation. The term 'Comprehensive Evaluation' denotes assessment of all round development of child's personality. Broadly we assess a child's growth in two areas scholastic and co-scholastic. The evaluation of scholastic aspects includes evaluation in various school subjects and evaluation in co-scholastic aspects include assessment of personal and social qualities, interests, attitudes, values, life skills and level of participation in different co-curricular activities. For carrying out such type of evaluation multiple techniques have to be employed by the teachers and school authorities.

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As per CBSE (2011) the co-scholastic assessments should include Life skills, Thinking skills (Creative thinking, Critical thinking, Problem solving and Decision making),Social skills (Communication skills and Inter personal skills),Emotional skills, Values, Attitudes and participation in Co-curricular activities

Research studies related to training in computers and Co- Scholastic aspects

Rao (2006) developed and tried out a training package on Continuous and Comprehensive Evaluation on several primary school teachers from southern region and found that the teachers had improved their questioning skills in the classrooms and other evaluation practices pertaining to scholastic aspects as well as pertaining to personal and social qualities of students.

Rao (2007) studied the evaluation practices of teachers before and after implementing the training programme of Continuous and Comprehensive Evaluation. It was found that it is essential to equip the teacher with the essential skills and competencies of evaluation so that they will be able to integrate evaluation well with their teaching- learning process.

Kasturi (2011) conducted study on innovative evaluation procedure for learners-reflection of teacher educators and B.Ed trainees on a sample of 10 experienced teacher educators and 80 B.Ed students to find out the existing awareness among B.Ed trainees regarding the importance of Continuous Comprehensive Evaluation. Majority of the students and teacher educators felt that the Continuous Comprehensive Evaluation was useful to understand students' progress in specific time and related with specific content. Majority of the students and teacher educators agreed upon the usefulness of the implementation of CCE but lamented that there were some obstacles like lack of necessary knowledge and skill to implement Continuous Comprehensive Evaluation, inadequacy of infrastructure and time, difficulty to prepare and maintain records. Many of the students and teacher educators suggested the remedial measures to overcome the obstacles like orientation to teachers about Continuous Comprehensive Evaluation and provisions in curriculum planning of activities time and work planning.

Saxena and Namdeo (2012) suggested that teachers should be oriented in such a way that they can efficiently participate in effective assessment of indoor and outdoor classroom activities of the students. Training programme should include methods of collecting, recording, compiling and interpreting evidences of learner's growth.

Bansal (2013) argued that there is an urgent need of teacher professional development, may it be, knowledge and skills in development of assessment tools, their proper execution, different way of record keeping, making meaningful inferences from the information collected and providing stakeholders with constructive feedback.

Singhal (2014) concluded that with millions of teachers practicing in school without proper orientation and training, it is not possible to achieve the goals behind implementation of Continuous Comprehensive Evaluation. It has therefore been realized that a sincere effort for training of teachers is required.

Objectives

1) To study the effect of training in computers on the attitude of teachers towards Continuous and Comprehensive Evaluation.
2) To study the effect of training in co-scholastic aspects on the attitude of teachers towards Continuous and Comprehensive Evaluation.
3) To study the interaction effect of training in computers and co-scholastic aspects on the attitude of teachers towards Continuous and Comprehensive Evaluation.

Hypotheses

H_{01} There is no significant difference between the attitude of trained and untrained teachers in computers towards Continuous and Comprehensive Evaluation.

H_{02} There is no significant difference between the attitude of trained and untrained teachers in co-scholastic aspects of Continuous and Comprehensive Evaluation towards Continuous and Comprehensive Evaluation.

H_{03} There is no significant interaction between training in computers and co-scholastic aspects on the attitude of teachers towards Continuous and Comprehensive Evaluation.

Research method used

Descriptive method was used to conduct the present study.

Sample of the study

A sample of 150 secondary school teachers from different government and private schools (affiliated to CBSE) in Chandigarh was taken for collection of data. The technique employed was random sampling. A questionnaire (set of four questions) was administered to the entire sample to collect information whether they were trained or not in computers and co-scholastic aspects.

Tools Used

Teacher's attitude scale towards Continuous and Comprehensive Evaluation (TASTCCE) by Sood and Anand (2011)

Statistical tools used

In the present study, statistical technique of 2×2 analysis of variance was used to study the main effects and interaction effect of independent variables of training in computers and training in co-scholastic aspects on the dependent variable of attitude of teachers towards Continuous and Comprehensive Evaluation. The groups on the basis of two independent variables were classified as:

X (on the basis of training in computers)

Y (on the basis of training in co-scholastic aspects)

After meeting the assumption of normality of distribution of dependent variable of attitude of teachers towards Continuous and Comprehensive Evaluation ,the assumption of requirement of randomness was amply fulfilled by assigning random and mutually exclusive cases in each cell. The number of cases taken in each cell is equal.

Analysis and Interpretation of results

TABLE 1

Summary of 2×2 Analysis of variance for the variables of training in computers and training in co-scholastics on mean scores for the dependent variable of attitue towards continuous and comprehensive evaluation

Sr. No.	Source of Variance	df	Sum of Squares	Mean sum of squares	F value	Significance
1.	Training in Computers (X)	1	350.78	350.78	2.93	Not significant
2.	Training in co-scholastics (Y)	1	4407.01	4407.01	36.79**	Significant at 0.01 level
3.	Interaction (X×Y)	1	202.17	202.17	1.69	Not significant
4.	Within (error)	100	11978.88	119.79	-	-

F= 3.95 to be significant at 0.05 level for 1/100 degrees of freedom.

F= 6.81 to be significant at 0.01 level for 1/100 degrees of freedom.

* Significant at 0.05 level

** Significant at 0.01 level

Interpretation and Discussion based on Table 1

Main effect of training in computers on attitude of teachers towards Continuous and Comprehensive Evaluation

Table 1 show that the computed value of F for the main effect of training in computers on the attitude of teachers towards Continuous and Comprehensive Evaluation is 2.93, for 1/100 degrees of freedom. This value is less than the table value of F which is equal to 3.95. Therefore, it has not been found significant. Hence the hypothesis H01 "There is no significant difference between the attitude of trained and untrained teachers in computers towards Continuous and Comprehensive Evaluation" is accepted. So, there exists no significant difference between the attitude of trained and untrained teachers in computers towards Continuous and Comprehensive Evaluation. Therefore the teachers trained in computers have the same attitude towards Continuous and Comprehensive Evaluation as compared to the teachers who have received no training in computers. This result may be due to the fact that teachers untrained in computers may have learnt some of the computer programmes required in Continuous and Comprehensive Evaluation of students themselves by hit and trial method with the passage of time or other teachers may have helped them out to evaluate students and in preparing results.

Main effect of training in co-scholastics on attitude of teachers towards Continuous and Comprehensive Evaluation

Table 1 shows that the computed value of F for the main effect of training in co-scholastic aspects on the attitude of teachers towards Continuous and Comprehensive Evaluation is 36.79, for 1/100 degrees of freedom, which is more than the table value of F which is equal to 6.81, therefore it has been found to be significant at 0.01 level of significance. Hence the hypothesis H02 "There is no significant difference between the attitude of trained and untrained teachers in co-scholastic aspects of Continuous and Comprehensive Evaluation towards Continuous and Comprehensive Evaluation" is rejected. So there exists a significant difference between the attitude of trained and untrained teachers in co- scholastics aspects of Continuous and Comprehensive Evaluation towards Continuous and Comprehensive Evaluation. The teachers having training in co-scholastics have much better attitude towards Continuous and Comprehensive Evaluation as compared to the teachers not having any kind of training in co-scholastics. This result finds support from the earlier relevant studies (Rao ,2006; Rao ,2007; Kasturi ,2011 ;Saxena and Namdeo ,2012;
Bansal ,2013; Singh (2014).

Interaction Effect of training in computers and co-scholastics on attitude of teachers towards Continuous and Comprehensive Evaluation

The obtained value of F for the double interaction between training in computers

and training in co-scholastics with respect to attitude of teachers towards Continuous and

Comprehensive Evaluation has come out to be 1.69, for 1/100 degrees of freedom, which is less than the table value of F which is 3.94 and therefore found not to be significant. Hence the hypothesis H03 "There is no significant interaction between training in computers and co-scholastic aspects on the attitude of teachers towards Continuous and Comprehensive Evaluation" is accepted.

Findings and Conclusions

- There was no significant difference between the attitude of trained and untrained teachers in computers towards Continuous and Comprehensive Evaluation.
- There was a significant difference between the attitude of trained and untrained teachers in co-scholastics aspects of Continuous and Comprehensive Evaluation towards Continuous and Comprehensive Evaluation.
- There was no significant interaction between training in computers and co-scholastic aspects on the attitude of teachers towards Continuous and Comprehensive Evaluation.

Educational Implications

1. Evaluation is a very important part of the teaching learning process. The main aim of evaluation is to check whether the set educational objectives have been realized or not. Continuous and Comprehensive Evaluation is a very recent concept introduced by Central Board of Secondary Education (CBSE) to make evaluation process more goals oriented. Therefore it is very important that teachers should have a positive attitude towards it, which is possible only through their proper training of different techniques of evaluation involved in Continuous and Comprehensive Evaluation.
2. Training also instills the self confidence in the teachers regarding evaluation of different aspects of Continuous and Comprehensive Evaluation. Training in use of computers for evaluation process as well as training in techniques of evaluating co scholastic aspects develops favourable attitudes among teachers for continuous comprehensive evaluation, therefore this system can be implemented in its spirit and desirable goals of our policy planners can be achieved.

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