

ATTITUDE OF PARENTS TOWARDS CONTINUOUS COMPREHENSIVE EVALUATION SYSTEM WITH REGARD TO THEIR LEVEL OF EDUCATION

Dr. Kiranjit Kaur*

Abstract

The paper presents the results of an investigation aimed to study the attitude of parents towards continuous comprehensive evaluation system in relation to their level of education. Descriptive survey method of research was employed. The sample of present study consisted of 200 parents selected randomly. A self - constructed questionnaire on attitude of parents towards CCE was used by the researchers. The findings of the study revealed no significant difference in the attitude of parents towards continuous comprehensive evaluation system with regard to their level of education.

Introduction

CCE is multidimensional as it involves multiple techniques and different persons like teachers, pupils, peer group, parents, community etc. CCE is the modern method of evaluating all the prime dimensions of a student's personality. CCE system approaches teaching, learning and assessment in an integrated way which means interlinking of the three processes. CCE guidelines need to address how these processes would be integrated. It is said that one's attitude determines one's destiny, so do the Psychologists and Educationists through their experiences have realized the importance of attitude of those who are vital part of the education system i.e. teachers, students, administrators, parents etc. In fact researches have shown that the success of any system, business, firm or institution depends upon the attitude of those who are involved in the system.

There are some apprehensions in some quarters regarding the effectiveness of this system. Singh (2012) concluded that the male teachers had unfavourable attitude whereas female teachers had favourable attitude towards the role of the teachers in the implementation of CCE. Sharma (2013) conducted a study on attitude of teachers towards continuous and comprehensive evaluation. The results of study indicated that high experienced teachers have significantly better attitude towards CCE. Varghese (2013) found that implementation of CCE needs to be improved. Shandilya (2014) found that secondary school teachers do not have very favourable attitude towards implementation of CCE as only 9% teachers were found to be in high favourable attitude towards implementing CCE. Most of the researchers have focused attitude of students and teachers in their studies but parents also form an important part of the whole educational endeavor. So, it is pertinent to study the attitude of parents towards continuous and comprehensive evaluation (CCE) system.

*Assistant Prof, Dev Samaj College of Education, Chandigarh

Objectives

1. To study the attitude of parents having different level of education towards CCE.
2. To study the attitude of parents of elementary level and secondary level students towards CCE.

Hypotheses

1. There is no significant difference between attitude of secondary and senior secondary passed parents towards CCE.
2. There is no significant difference between attitude of secondary passed and graduate parents towards CCE.
3. There is no significant difference between attitude of secondary passed and post graduate parents towards CCE.
4. There is no significant difference between attitude of senior secondary passed and graduate parents towards CCE.
5. There is no significant difference between attitude of senior secondary passed and post graduate parents towards CCE.
6. There is no significant difference between attitude of graduate and post graduate parents towards CCE.
7. There is no significant difference between parents of elementary level and secondary level students with regard to their attitude towards CCE.

Design of the Study

For the purpose of present investigation, descriptive survey method of research was employed.

Sample of the Study

The sample of present study consisted of 200 parents of students studying in government and private schools of Chandigarh, having different levels of education. The distribution was such that 100 out of them were parents of students studying in elementary classes while 100 were parents of students studying in secondary classes.

Tools Used

A self - constructed questionnaire on attitude of parents towards CCE was used for data collection.

Statistical Techniques Used

1. Descriptive statistics such as mean and S.D were employed to study the nature and distribution of the variable under study.
2. Inferential analysis such as 't' test was employed.
3. The graphical representation of the data was done wherever necessary.

Results and Discussion

Table 1 Mean differentials of attitude of secondary and senior secondary passed parents towards CCE

Level of Education of Parents	N	M	S.D.	t- value	df	Level of significance
Secondary	34	106.67	11.897	0.99	94	Not significant
Senior Secondary	62	104.08	12.745			

Table 2 Mean differentials of attitude of secondary passed and graduate parents towards CCE

Level of Education of Parents	N	M	S.D.	t- value	df	Level of significance
Secondary	34	106.67	11.897	0.19	109	Not significant
Graduate	77	106.18	13.467			

Table 3 Mean differentials of attitude of secondary passed and post graduate parents towards CCE

Level of Education of Parents	N	M	S.D.	t- value	df	Level of significance
Secondary	34	106.67	11.897	1.15	59	Not significant
Post Graduate	27	102.81	13.688			

Table 4 Mean differentials of attitude of senior secondary passed and graduate parents towards CCE

Level of Education of Parents	N	M	S.D.	t- value	df	Level of significance
Senior Secondary	62	104.08	12.745	0.94	137	Not significant
Graduate	77	106.18	13.467			

Table 5 Mean differentials of attitude of senior secondary passed and post graduate parents towards CCE

Level of Education of Parents	N	M	S.D.	t- value	df	Level of significance
Senior Secondary	62	104.08	12.745	0.41	87	Not significant
Post Graduate	27	102.81	13.688			

Table 6 Mean differentials of attitude of graduate and post graduate parents towards CCE

Level of Education of Parents	N	M	S.D.	t- value	df	Level of significance
Graduate	77	106.18	13.467	1.10	102	Not significant
Post Graduate	27	102.81	13.688			

From tables 1,2,3,4,5,and 6 it was found that t- values in all the cases i.e. secondary and senior secondary passed parents, secondary passed and graduate parents, secondary passed and post graduate parents, senior secondary passed and graduate parents, senior secondary passed and post graduate parents, graduate and post graduate parents are not significant. Thus, there is no significant difference among parents having different levels of education with regard to their attitude towards CCE.

Table 7 Mean differentials of attitude of parents of elementary level and secondary level students towards CCE.

Parents of Students	N	M	S.D.	t- value	df	Level of significance
Elementary level	100	104.74	12.365	0.45	198	Not significant
Secondary level	100	105.58	13.648			

The t- value is 0.45. It was found that t- value is not significant which means that there is no significant difference between parents of elementary level and secondary level students with regard to their attitude towards CCE.

Major Findings

No significant differences were found among attitude of parents towards CCE having different levels of education and parents of elementary level and secondary level students.

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