



A Study of Effect of Workload on Attitude of Primary School Teachers towards Continuous and Comprehensive Evaluation

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1. Introduction

Continuous and comprehensive evaluation (CCE) has been treated as one of the most progressive developments in the otherwise orthodox Indian education system CCE was called a “stress relieving” education system for the simple reason that the Board Exams were done away with; but along with it were introduced activities and class work-homework evaluations. One section of people in this world was the most disappointed, they were our teachers. This oppressive system has forced the students to hastily finish their work, the reason, simply being that this has overloaded the burned of the teachers. Consequently, content and originality in weekly activities has been ignored.

In this new pattern, numerical marketing have been replaced with grading system. Now the students are assessed according to the grading system, “the continuous and comprehensive evaluation (CCE) scheme refers to a school based evaluation of students that covers all the aspects of a student’s development.” It emphasizes two-fold objectives continuity in evaluation and assessment of board – based learning. In the CCE scheme ‘Continuous’ demotes regular assessments, frequent unit testing, analysis of learning gaps, applying corrective or remedial measures, teaching based on learning needs, retesting and giving feedback to teachers and students for their self-evaluation, etc. The term ‘Comprehensive’ on the other hand indicates to cover both the scholastic and the co-scholastic aspects of a student’s growth and summative assessment.

2. Statement of Problem

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3. Objectives

- To study the Attitude (favourable or unfavourable) of schoolteachers towards CCE in relation to their Workload.
- To study the Influence of Workload on Attitude of Schoolteachers towards CCE.

4. Sample

The present study was conducted on teachers teaching in schools affiliated to the Central Board of Secondary Education (CBSE). The sample comprised of 228 (Mean age =33.94, SD = 10.93) teachers; out of these 0 were male (mean age =36.94bSD =9.58) and 168 were female (Mean age =33.19, SD =11.30). 139 teachers belong to urban area (Mean age = 32.70, SD = 10.66) 42 to semi urban area (Mean age=35.88, SD =10.74) and 47 to rural area (Mean age =36.09, SD = 11.64)

5. Data Collection

Data was collected only from teachers who were willing to give the opinion. It ensured the true response from the teachers. The teachers were approached individually and were given sufficient time to answer. The response sheets were then collected. Keeping in mind research ethics, no identity (like name of teacher and school) of teacher is collected.

6. Research Tool

Attitude of teachers towards Continuous and comprehensive Evaluation Scale (2011) was developed by the investigators.

Final scale consisted of 50 statements on five points namely Strongly Agree, Agree,

Undecided, Disagree, Strongly Disagree with six dimensions namely Teacher's Role in CCE; Formative & Summative; Student's Status; Quality Control in CCE; Feasibility of CCE; Grading system; and Assessment and record keeping in CCE.

Summary of ANOVA for CCE (total and dimension wise)

Dimension	Source of Variance	Sum of Squares	Df	Mean Square	F	P
Teachers' Role in CCE	Between Groups	187.99	3	62.66 14.33	4.37	.005
	Within Groups	3210.06	224			
	Total	3398.05	227			
Formative & Summative	Between Groups	156.86	3	52.29 9.62	5.44	.001
	Within Groups	2154.10	224			
	Total	2310.96	227			
Students' Status	Between Groups	321.83	3	107.28 13.01	8.24	.001
	Within Groups	2914.64	224			
	Total	3236.47	227			
Quality Control in CCE	Between Groups	1343.58	3	447.86 35.37	12.66	.001
	Within Groups	7922.89	224			
	Total	9266.47	227			

7. Educational Implications

Findings of the study suggested that teaching workload of teachers in CBSE schools needs to remain in the limits given by CBSE. Further, workload of CCE operations should also be balanced as excess leads to unfavourable attitude towards CCE and without favourable attitude; success of CCE is not easy. Recent analysis of feedback taken by CBSE regarding CCE also indicated similar ideas.

References

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