Attitude of Secondary School Mathematics Teachers towards CCE

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Abstract: Continuous and Comprehensive Evaluation (CCE) refers to a system of evaluation that covers all aspects of students' development. Successful implementation of CCE system depends upon the active participation of the teachers and active participation of the teachers greatly depends upon their attitude. This research focused on attitude of secondary school mathematics teachers towards CCE. 100 secondary school mathematics teachers selected from various schools in Thoothukudi district were the sample of this study. Findings of the study revealed that majority of the teachers have moderate level of attitude towards CCE.

Keywords: Attitude, CCE

Introduction

Education plays a key role in the development of a nation. The education system of a country reflects the ethos, aspirations and expectations of a particular society. As aspirations and expectations of each generation vary with time, constant review of curriculum and evaluation system becomes an essential exercise. Evaluation is a very important component of the education system. It can make or destroy the purpose of education. Evaluation has remained a major irritant in the entire system of educational growth and development. The purpose of evaluation is to assess the attainment level of students in all aspects of development, diagnose the learning difficulties and provide direction for remedial instructions. Evaluation is widely acknowledged as a powerful means of improving the quality of education (Kothari & Thomas, 2012)

CCE and its Importance

Continuous and Comprehensive Evaluation (CCE) refers to a system of evaluation that covers all aspects of students' development. It is a curricular initiative, attempting to shift emphasis from testing to holistic learning. The major focus of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore will not be merely limited to assessment of learner's scholastic attainments. It uses assessment as a means of motivating learners in further programmes to provide information for arranging feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive picture of a learner's profile including both the scholastic and non-scholastic areas of personality development.

CCE helps in improving student’s performance by identifying his/her learning difficulties at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance. The importance of CCE are

- Help to develop cognitive, psychomotor and affective skills
- Develop students’ thinking processes while de-emphasising memorisation
- Make continuous evaluation an integral part of the teaching-learning process
- Use evaluation data for improving teaching-learning strategies
- Utilise assessment data as a quality control device to raise academic outcomes
- Enable teachers to make student-centric decisions about learners’ processes of learning and learning environments
- Transform teaching and learning into a student-centric activity
- Reduce the dropout rate as there will be less fear and anxiety related to performance
- Greater focus on learning rather than teaching to the examination
- Emphasis on conceptual clarification through experiential learning
- Help the learners to develop holistically in terms of personality
- Improve student's accomplishments through regular diagnostics and remedial instructions
Need and Significance of the study

School education is the necessary foundation for strengthening human resources in which talents are nurtured. National Policy of Education (1989) had made several recommendations to improve the quality of school education. The introduction of Continuous and Comprehensive Evaluation (CCE) is considered as one of the major steps taken in this regard to improve and strengthen the quality of school education.

Successful implementation of CCE system depends upon the active participation of the teachers and active participation of the teachers greatly depends upon their attitude. A positive attitude makes the work not only easier but more effective and also professionally rewarding. A negative attitude makes the teaching task harder, less effective and unpleasant. CCE includes many innovations like semester system, grading system, assessment system etc. These innovations would turn to be effective and successful only when teachers are willing wholeheartedly to implement CCE system in right manner and spirit. Hence there is great need to check teacher’s attitude towards continuous comprehensive evaluation. This study is significant, as it helps to understand how teachers perceive CCE and such an understanding can lead to ways of improving the implementation of CCE.

Objectives of the study

The objectives of the study were as follows:
1. To compare the attitude of male and female secondary school Mathematics teachers towards CCE
2. To compare the attitude of government and government aided school Mathematics teachers towards CCE
3. To compare the attitude of rural and urban school Mathematics teachers towards CCE
4. To compare the attitude of experienced and low experienced Mathematics teachers towards CCE

Sample

By using random sampling technique a sample of 100 secondary school mathematics teachers were selected from various schools in Thoothukudi district.

Tool used in the study

CCE attitude scale developed by the investigator was used to measure the attitude of the sample.

Results of the study

<table>
<thead>
<tr>
<th>Variables</th>
<th>Categories</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>6</td>
<td>22.2</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>9</td>
<td>12.3</td>
<td>51</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>Below 20 yrs</td>
<td>12</td>
<td>14.46</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>20 Yrs&amp; above</td>
<td>3</td>
<td>17.6</td>
<td>11</td>
</tr>
<tr>
<td>Type of School</td>
<td>Govt.</td>
<td>5</td>
<td>12.8</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Govt. Aided</td>
<td>10</td>
<td>16.4</td>
<td>43</td>
</tr>
<tr>
<td>Location of the School</td>
<td>Rural</td>
<td>13</td>
<td>19.1</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>2</td>
<td>6.2</td>
<td>24</td>
</tr>
</tbody>
</table>

From the above table it is inferred that 22.2%, 66.7% and 11.1% of male mathematics teachers and 12.3%, 69.9% and 17.8% of female mathematics teachers have come under the category of low, moderate and high level of attitude towards CCE respectively.
From the above table it is inferred that 14.46%, 69.88% and 15.66% of mathematics teachers who have below 20 yrs of experience and 17.6%, 64.7% and 17.6% of mathematics teachers who have above 20 years of experience have come under the category of low, moderate and high level of attitude towards CCE respectively.

From the above table it is inferred that 12.8%, 66.7% and 20.5% of Govt. school mathematics teachers and 16.4%, 70.5% and 13.1% of aided school mathematics teachers have come under the category of low, moderate and high level of attitude towards CCE respectively.

From the above table it is inferred that 19.1%, 66.2% and 14.7% of rural school mathematics teachers and 6.2%, 75% and 18.8% of urban school mathematics teachers have come under the category of low, moderate and high level of attitude towards CCE respectively.

Findings and discussions

Based on the analysis it is found that, 11.1% of male mathematics teachers and 17.8% of female mathematics teachers have highly favourable attitude towards CCE. But the percentage values shows that female teachers have more favourable attitude towards CCE than their counter parts. There is a general tendency among the male teachers to abhor the record maintenance work which is one of the core responsibilities in CCE and this may have reflected in their poor attitude towards CCE.

15.66% of mathematics teachers who have below 20 yrs of experience and 17.6% of mathematics teachers who have more than 20 years of experience have highly favourable attitude towards CCE. But the values reveal that experienced teachers have more positive attitudes towards CCE than the mathematics teachers who have less experience. It is very obvious that experienced teachers have sound knowledge and they are more familiar about the subject and the content. Even though the experienced teachers feel difficult to accept the changes, they believe that CCE play a significant role in all round development of child’s personality.

20.5% of Govt. school mathematics teachers and 13.1% of aided school mathematics teachers have high level of attitude towards CCE. The number of students enrolled in govt. schools is low when compared to aided schools. CCE has expanded teachers’ roles and responsibilities and also the register entries are time consuming. So the government school teachers might feel easy to record the curricular and co-curricular activities of the students of small classes.

14.7% of rural school mathematics teachers and 18.8% of urban school mathematics teachers have high level of attitude towards CCE. But the percentage values shows that urban school mathematics teachers have more favourable attitude towards CCE than rural teachers. Rural school mathematics teachers might have the problem of large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and these factors may act as a barrier in smooth execution of CCE. Lack of seriousness among the rural students towards academics was also reported as a serious concern of the rural teachers.

Recommendations

Positive teacher’s attitudes are fundamental to effective teaching. A teacher must be interested in his teaching. “Implementing CCE is a huge task as it involves changing the mindset of teachers,” as quoted by Ms. Veenu Gupta, Commissioner and State Project Director of Sarva Shiksha Abhiyan. The following are a few recommendations taking into consideration of teachers’ suggestions which may help to develop positive attitude among teachers towards CCE.

• It is essential to equip the teachers with the essential skills and competencies of evaluation so that they would be able to integrate evaluation well with their teaching-learning process, assist students in the attainment of required standards through proper guidance, feedback and remediation.

• Though the teachers realize the importance of CCE, due to heavy syllabus they feel difficult to manage time and they have to be hurry in order to finish syllabus on time and thus couldn't give proper justice to CCE at times. So syllabus should be reduced and designed in such a way that it provides scope for effective implementation of CCE.

• CCE offers schools a great opportunity to eliminate rote learning for exams. But this system is not easy to implement and requires extensive teacher training and support. More workshops have to be conducted on CCE and practical training should be given.

• While assessing student’s activities, teachers mentioned that they could not
control all students due to more number of students in classes. So the number of students in a class needs to be reduced

- Students and parents should also be given proper awareness on CCE. The concept of CCE and its implementation procedures should be clearly explained to them. This will help in successful and effective implementation of CCE.

Conclusion

The process of education with CCE becomes interactive, communicative and collaborative and it has been found to have significant effect on both the scholastic areas, namely, mathematics, language and environmental science, and co-scholastic areas, namely, regularity, punctuality, discipline and cleanliness. The evaluation skill of the teachers in CCE is very important to raise the standards of pupil’s achievement by giving constant feedback, remediation and improvement of classroom instructional strategies and so on. The need is to bring favorable change in teacher’s attitude towards this scheme, so that their skills will be enriched. The knowledge of the attitude of the teachers will be helpful to the policy makers for the true implementation and to know the success of the system.

References


