

## Perception of teachers towards continuous and comprehensive evaluation (CCE) with respect to gender, teaching experience and educational qualification

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### Abstract

The implementation of the system of Continuous and Comprehensive Evaluation (CCE) is a revolutionary attempt for change in the traditional system of evaluation. It envisages bringing quality along with raised standards in education by nurturing each and every aspect of a child further leading to a better future youth and development. The major responsibility of implementation of the system lies with the teachers and their perceptions hold importance. The present study investigated whether gender, teaching experience and educational qualification influence the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) or not. The findings revealed that the male and female teachers, teachers with low or moderate experience and high experience, graduate and postgraduate teachers do not differ significantly in their perception towards Continuous and Comprehensive Evaluation (CCE).

**Keywords:** Continuous and Comprehensive Evaluation (CCE), perception, teachers, gender, experience, qualification

### Introduction

The idea of Continuous and Comprehensive Evaluation (CCE) has been prevailing from last so many years, demanding a change in the Indian Education system. As a follow up of the idea, different committees and commissions have been formed from time to time to give recommendations regarding the evaluation system. Finally, the system of Continuous and Comprehensive Evaluation (CCE) was implemented. It came into existence with certain aims. The basic aim of Continuous and Comprehensive Evaluation (CCE) is the all-round development of every child. This is achieved through the evaluation of each and every aspect of the child by the teacher. Thus, perceptions of teachers form an important concern to make the scheme of Continuous and Comprehensive Evaluation (CCE) a success. According to Business Dictionary, perception is "the process by which people translate sensory impressions into a coherent and unified view of the world around them. Though necessarily based on incomplete and unverified (or unreliable) information, perception is equated with reality for most practical purposes and guides human behavior in general". In the present study, perception of teachers is studied with respect to the socially constructed features of male and female, experience and educational qualification of the teacher. All the demographic variables which the study undertakes are significant as these form extremely important aspects for the success of the present evaluation system.

### Emergence of the problem

Since no differentiation in the implementation of the scheme has been done by Central Board of Secondary Education (CBSE) in terms of different characteristics i.e. gender, teaching experience and educational qualification, the coinciding perceptions of teachers regarding the present system is necessary. Otherwise, the proper implementation of

the scheme is at stake. Various studies have been undertaken by researchers from time to time after implementation of Continuous and Comprehensive Evaluation (CCE), to study the perception towards Continuous and Comprehensive Evaluation (CCE) with respect to the related demographic variables. Jaiswal (2010) <sup>[5]</sup> compared attitude towards Continuous and Comprehensive Evaluation (CCE) with respect to gender and found that female teachers displayed less positive attitude than the male counterparts. Singhal (2012) <sup>[12]</sup> found no significant difference between perception towards Continuous and Comprehensive Evaluation (CCE) with respect to gender and educational qualification. But significant difference between perceptions was found among moderate and highly experienced teachers. Chaudhury and Mondal (2014) <sup>[2]</sup> compared the attitude of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to males and females and found no significant difference between the two groups. Manichander and Brindhamani (2014) <sup>[8]</sup> conducted a study which revealed that no significant difference was found between perception of male and female teachers towards Continuous and Comprehensive Evaluation (CCE). Rathee (2014) <sup>[11]</sup> found that there was no significant difference in perception towards Continuous and Comprehensive Evaluation (CCE) with respect to the teaching experience. Rani and Dhingra (2015) <sup>[10]</sup> conducted a study to find the attitude of teachers towards Continuous and Comprehensive Evaluation (CCE) and the findings revealed that no significant difference was found between the attitude of teachers with respect to gender. Barwal and Sharma (2015) <sup>[1]</sup> made an analysis of attitude of secondary school teachers towards Continuous and Comprehensive Evaluation (CCE) and the findings revealed that the attitude of teachers do not differ significantly with respect to gender. Emimah (2016) <sup>[3]</sup> found out that significant difference of

perception towards Continuous and Comprehensive Evaluation (CCE) exists between female and male teachers, experienced and less experienced teachers. The mix views and the contradictory results of the above studies compelled the investigator and the present study was undertaken.

**Objectives of the study**

1. To study the significant difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to gender.
2. To study the significant difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to their teaching experience.
3. To study the significant difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to their educational qualification.

**Hypotheses of the study**

1. There is no significant difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to gender.
2. There is no significant difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to their teaching experience.
3. There is no significant difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to their educational qualification.

**Delimitation of the study**

The study has been delimited to the teachers teaching the classes IX and X in CBSE affiliated schools of Chandigarh (U.T.).

**Design of the study**

Descriptive Survey Method of research was employed.

**Sample for the study**

For the selection of the schools, lottery method of random sampling was employed. Then, a sample of 200 teachers was selected randomly from the respective schools.

**Tools Employed**

A self-developed tool of Perception of teachers towards

Continuous and Comprehensive Evaluation (CCE) was used by the investigator.

**Statistical Techniques**

t-test was employed.

**Analysis and Interpretation**

**Objective 1**

States ‘To study the significant difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to gender’.

The objective is fulfilled by testing the Hypothesis 1. This hypothesis has been tested by applying t-test and the results are entered in Table I:

**Table 1:** t-value for the significance of difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to Gender

Gender	N	Mean	Standard Deviation	t-value	Level of Significance
Female	185	66.11	11.229	-0.298	Not Significant
Male	15	67.47	17.378		

**Interpretation and Discussion of Table I**

Table I shows that t-value with a view to examine the significance of difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to Gender is -0.298 which is not significant. Therefore, Hypothesis 1 stating “There is no significant difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to gender” is accepted. Thus, it can be inferred that female teachers and male teachers do not vary significantly in their perception towards Continuous and Comprehensive Evaluation (CCE) as supported by Singhal (2012) [12]; Chaudhury and Mondal (2014) [2]; Manichander and Brindhamani (2014) [8]; Rani and Dhingra (2015) [10]; Barwal and Sharma (2015) [1].

**Objective 2**

States ‘To study the significant difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to their teaching experience’.

The objective is fulfilled by testing the Hypothesis 2. This hypothesis has been tested by applying t-test and the results are entered in Table II:

**Table 2:** t-value for the significance of difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to their teaching experience

Teaching Experience	N	Mean	Standard Deviation	t-value	Level of Significance
Less and Moderately Experienced teachers (0-10) years	59	68.47	13.684	1.608	Not Significant
Highly Experienced teachers 10 years and above	141	65.26	10.746		

**Interpretation and Discussion of Table II**

Table II shows that t-value with a view to examine the significance of difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to teaching experience is 1.608 which is not significant. Hypothesis 2 stating “There is no significant

difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to their teaching experience” is accepted. Thus, it can be inferred that teachers with less or moderate experience do not vary significantly in their perception towards Continuous and Comprehensive Evaluation (CCE) with teachers who are

highly experienced as supported by Rathee (2014) [11].

**Objective 3**

States ‘To study the significant difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to their educational qualification’. The objective is fulfilled by testing the Hypothesis 3. This hypothesis has been tested by applying t-test and the results are entered in Table III:

**Table 3:** t-value for the significance of difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to their educational qualification

Educational Qualification	N	Mean	Standard Deviation	t-value	Level of Significance
Graduate	30	69.87	13.069	1.861	Not Significant
Postgraduate	170	65.56	11.417		

**Interpretation and Discussion of Table 3**

Table III shows that t-value with a view to examine the significance of difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to educational qualification is 1.861 which is not significant. Hypothesis 3 stating “There is no significant difference in the perception of teachers towards Continuous and Comprehensive Evaluation (CCE) with respect to their educational qualification” is accepted. Thus, it can be inferred that perception of teachers towards Continuous and Comprehensive Evaluation (CCE) does not vary significantly with varying educational qualification as supported by Singhal (2012) [12].

**Findings of the study**

1. The male teachers do not significantly differ in their perception towards Continuous and Comprehensive Evaluation (CCE) with the female teachers.
2. The teachers with less and moderate experience do not significantly differ in their perception towards Continuous and Comprehensive Evaluation (CCE) with the teachers who are highly experienced.
3. The graduate teachers do not significantly differ in their perception towards Continuous and Comprehensive Evaluation (CCE) with the postgraduate teachers.
4. Thus, gender, teaching experience and educational qualification do not play a significant role in making a difference between the perceptions of teachers.

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