



# A Study On “Effectiveness Of Continuous And Comprehensive Evaluation In Secondary Schools Of Visakhapatnam District”

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## ARTICLE INFO ABSTRACT

In this study an attempt was made to Effectiveness of CCE in Secondary Schools of Visakhapatnam District. The investigator is interest to find out the performance of teachers on continuous and comprehensive evaluation and their achievement level of the learning in the students. For this the investigator developed a structured questionnaire and collected the information by personnel interview with the teachers who are working in secondary schools in Visakhapatnam District. One of the contributing factors of any successful research is the employment of its and the procedures adopted in testing the hypothesis. This methodology chapter outlines the design of the study, produces adopted for selecting sample, the instrumentation, data collection, data analyses and the hypothesis testing.

**Key Words:** behavior, CCE, children, influence, Secondary Students, methodology

## Introduction

Education means the modification of behavior of the child. The teacher has to modify the behavior of the student in relations to the social conditions existing. In other words, modification of the behavior should take place in the direction of social values or conditions. Social forces usually influence education because both the teacher and the student belong to society and they live in it. The child’s personality will always be developed in accordance with his social skills needed to lead his social life efficiently and successfully. Education also needed to raise a social order not based on traditional thinking only but also on modern thinking, new equipment, view and the modern ways of life there by developing scientific thinking and attitudes instead of irrational and illogical thinking. Education is a process of development; Education should make an individual vocationally self-dependent, intellectually mature, socially efficient, culturally refined, morally virtuous and spiritually advanced. Education should help the child to adjust himself physically and mentally to his environment and to the changing circumstance in life.

### Continuous and comprehensive Evaluation:

Continuous and Comprehensive evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student’s development. It is a developmental process of assessment which emphasizes on two-fold objectives. These objectives as continuity in evaluation and assessment of broad-based learning and behavioral outcomes on the other. In this scheme the term ‘continuous’ is meant to emphasize that evaluation of identified aspects of students ‘growth and development’ is a continuous process rather than event, built into the total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and for their self-evaluation.

The second term ‘comprehensive’ means that scheme attempts to cover both the scholastic and the co-scholastic aspects of student’s growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of the tools and techniques (both testing and non-testing) and aims at assessing a learner’s development in areas of learning like:

1. Knowledge

2. Understanding/Comprehension
3. Applying
4. Analyzing
5. Evaluating
6. Creating

Continuous evaluation helps in bringing awareness of the achievement to the child, teachers and parents from time to time. They can look into the probable cause of the fall in achievement if any, and may take remedial measures of instruction in which more emphasis is require. Because of some personal reasons, family problems and adjustment problems, children start neglecting their studies, resulting in sudden fall in their achievement. If the teacher, child and parents don't come to know about this sudden fall in the achievements and the neglect in studies by the child continuous for a longer period then it will result in poor achievement and a permanent deficiency in learning for the child.

#### Objectives of the study:

1. To study the significance difference between male and female teachers opinions towards effectiveness of CCE in secondary schools.
2. To study the significance difference among teachers opinions based on their school management with respect to effectiveness of CCE in secondary schools of Visakhapatnam district
3. To study the significance difference between UG with B.Ed and PG with B.Ed, qualified teachers opinion towards effectiveness of CCE in secondary schools.
4. To study the significance difference between below 10 and above 10 years experienced teachers opinion towards effectiveness of CCE in secondary schools of Visakhapatnam district

#### Hypothesis of the study:

1. There will be no significant difference between male and female teachers opinion towards effectiveness of CCE in secondary schools
2. There will be no significant difference among teachers opinion based on their school management with respect to effectiveness of CCE in secondary schools.
3. There will be no significant difference between UG with B.Ed and PG with B.Ed, qualified teachers opinion towards effectiveness of CCE in secondary schools.
4. There will be no significant difference between below 10 and above 10 years experienced teachers opinion towards effectiveness of CCE in secondary schools of Visakhapatnam district

#### Variables of the study:

1	sex	Male/Female
2	Management	Govt/Private/Aided/Local bodies
3	Experience	Below 10 yrs/ Above 10 yrs
4	Qualification	UG with B.Ed / PG with B.Ed

**Design of the study:** In this study the investigator going to find out the significant levels of the literacy skills by the teachers that the investigator also testing the personal opinion of the teachers towards continuous and comprehension evaluation to measure the level of conditions in educational sociological and administrative factors.

**Research Tool:** According to John W. Best like the tools in the carpenter's box, each research tool is appropriate in a given situation to accomplish a particular purpose. Each data-gathering device has its own merits and hazards or limitations.

The instructions that are employed to gather new facts or to explore new fields are called as 'tool'. It is of vital importance to select suitable instruments or tools.

Different tools are suitable for selecting different types of data. The investigator may use any one or more of the tools in combination for this purpose, there are two types of tools called standardized tool and tool prepared by the investigator.

Since, the present investigation is related to collection of information from the opinions of the teachers regarding the continuous and comprehensive evaluation, an 'opinionnaire' was constructed and administered and to find out the continuous and comprehensive evaluation in secondary schools.

#### Construction of the tool:

The present investigation is intended to study the opinions of teachers towards effectiveness of continuous and comprehensive evaluation in secondary schools. After going through various previous investigations and research articles in journals and periodicals and some of the research papers published on the subject matter, the investigator has present research problem taken into the opinions of the teachers towards effectiveness of

continuous and comprehensive evaluation in secondary schools. The investigator had developed and adopted the tool has given in the annexure to collect the opinions.

### Standardization of the tool:

The opinionnaire was constructed for the teachers. The pilot testing was done on 30 teachers randomly selected from the secondary school in Visakhapatnam district. The data analyzed and the reliability test was calculated. Item analysis was carried out to find out the difficulty and discrimination of each of the items. The reliability coefficient of the tool was calculated using split half method and found to be 0.68. The items which are unanswered by all teachers and which are marked by undecided/blank by all are omitted. The items with poor discriminating value are also detected. After deleting those items the research tool was validated by three subject experts for the content validity and construct validity. The item which are identified as vague or unclear were removed.

Item No	Chi-Square value	p-value	Item No	Chi-Square value	p-value	Item No	Chi-Square value	p-value
1	28.06**	0.00	1	37.67**	0.00	1	17.76**	0.00
2	24.12**	0.00	2	17.06**	0.00	2	10.27*	0.02
3	25.33**	0.00	3	3.21 <sup>NS</sup>	0.52	3	8.97*	0.05
4	15.42**	0.00	4	11.39*	0.02	4	32.61**	0.00
5	19.58**	0.00	5	17.15**	0.00	5	12.30*	0.02
6	22.00**	0.00	6	13.67**	0.00	6	21.09**	0.00
7	15.33**	0.00	7	40.18**	0.00	7	17.06**	0.00
8	21.09**	0.00	8	35.33**	0.00	8	20.18**	0.00
9	15.33**	0.00	9	13.27**	0.00	9	31.70**	0.00
10	26.24**	0.00	10	23.12**	0.00	10	18.97**	0.00
11	17.15**	0.00	11	35.73**	0.00			
12	18.06**	0.00	12	18.27**	0.00			
13	17.76**	0.00	13	9.88*	0.04			
14	32.82**	0.00	14	17.15**	0.00			
15	24.33**	0.00	15	15.64**	0.00			
16	12.61*	0.01	16	12.00*	0.02			
17	33.52**	0.00	17	15.33**	0.00			
18	13.67**	0.00	18	16.55**	0.00			
19	16.15**	0.00	19	32.91**	0.00			
20	15.33**	0.00	20	9.27*	0.05			
21	27.97**	0.00	21	17.45**	0.00			

\*\*Significant at 0.01, \*Significant at 0.05 and NS: Not Significant

### Sample:

The researches have covered all 80 teachers who are participated in the present study interview are working in the sample area in Visakhapatnam district could have given scope for under generalization of the findings. The sample profile is given in the above following tables.

### Sample distribution of teachers by their sex wise

Sex	Frequency	Percent
Male	40	50.00
Female	40	50.00
Total	80	100.00

### Sample distribution of teachers by their management wise

Management	Frequency	Percent
Government	30	37.50
Private	20	25.00
Local bodies	15	18.75
Aided	15	18.75
Total	80	100.00

### Sample distribution of teachers by their experience

Experience	Frequency	Percent
Below 10	42	52.50
Above 10	38	47.50
Total	80	100.00

### Sample distribution of teachers by their qualification wise

Qualification	Frequency	Percent
UG with B.Ed	14	17.50
PG with B.Ed	66	82.50
Total	80	100.00

#### Procedure of Data collection:

The investigator administered the test directly to measure the performance of the teachers from Anakapalli and Butchayyapeta mandalas of Visakhapatnam districts randomly. A total of 52 items were included in the questionnaire under 3 sub categories for teachers such as:

1. Educational factors
2. Student performance factors
3. Administrative factors

A total of 80 teachers were involved in the study from Visakhapatnam district. The investigator conducted the test in a given time for each item directly. With the help of objective type of answers prepared by the investigator, the test scripts were valued. The response obtained by the teachers of all the schools selected for the Study were carefully collected and recorded.

#### Statistical data:

The computations were made for age wise, sex wise, qualification wise, type of schools they are working and experience wise cross tabulations were constructed. The analysis was performed with respective the percentage of groups in the variables. The statistical tool called chi-square has used for qualitative information to derive response patterns related to views of administrative aspects. After the quantification of the data, various statistical measures such as mean, standard deviations, 't' value and analysis of variants have been calculated.

#### Findings and conclusions:

1. There is a significance difference between male and female teachers opinions towards effectiveness of CCE in secondary schools.
2. There is a significance difference among teachers opinion based on their school management with respect to effectiveness of CCE in secondary schools of Visakhapatnam district.
3. There is no difference between UG with B.Ed and PG with B.Ed., qualified teachers opinion towards effectiveness of CCE in secondary schools of Visakhapatnam district.
4. There is no difference between below 10 and above 10 years experienced teachers opinion towards effectiveness of CCE in secondary schools of Visakhapatnam district.

#### Recommendations:

1. Evaluation is the back bone of teaching learning process. In classroom environment evaluation especially CCE is very helpful in strengthening the teaching learning process. Educational institutional management may arrange capability building programs for teachers to familiarize them with evaluation, its importance and its process.
2. The head of educational institutions may monitor teaching learning process with a view to implementing CCE.
3. Curriculum designers and developers may design and develop formative evaluation tools within curriculum document for each subject.
4. Regarding performance of students, teachers need special orientation to understand the unique and peculiar problems of children with various demographic differences.
5. The parents as well as government should engage in programs that can motivate to students to improve their academic performance.

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