



A STUDY OF AWARENESS ON CCE IN ASSOCIATION WITH THE IMPLEMENTATION OF CCE, OCCUPATIONAL STRESS AND ATTITUDE TOWARDS CCE OF PRIMARY SCHOOL TEACHERS

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ABSTRACT Globalisation has made a tremendous impact on all spheres of life and education is no exception. The growing demand for globalization raises a lot of changes in education on the quality of education. To meet these growing demands a lot of changes are being made in the field of education and one such change is evaluation. The main objective of the present study is to find out whether there is any association between awareness on CCE and Implementation of CCE, Occupational stress & Attitude towards CCE. Teachers' attitude Scale, Occupational stress scale was adopted and checklist for the implementation of CCE and awareness of teachers on CCE questionnaire were constructed by the investigator for this study. A sample of 773 primary school teachers representing different management and locality in Warangal District is taken for the data analysis following stratified sampling technique. ' χ^2 ' test was employed for analysis of the data. Awareness on CCE has significant association with the implementation of CCE of primary school teachers. Awareness on CCE has no significant association with the occupational stress and attitude towards CCE of primary school teachers.

INTRODUCTION

Continuous and Comprehensive Evaluation, commonly known as 'CCE' is introduced as a school based system of evaluation as per the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), implemented since April 2010. The Act requires that Continuous and

Comprehensive Evaluation be implemented for children till the completion of elementary schooling. In view of the mandatory requirement under RTE Act, which prohibits any public examination up to Class VIII, it is all the more important for all stakeholders in school education, especially teachers understand and use CCE meaningfully to enable each child to learn and progress.

The evaluation has a prominent role to play in everyone's life can be considered as a process of collecting data for the purpose of making decisions about individuals and groups and this decision making role is the reason that assessment touches many people's lives. The entire community is very much interested when test scores are used to make interpersonal comparisons. When test scores from their institution reported and compared with scores from the institution in the communities.

Evaluation is a process of determining the extent to which the objectives are achieved. This is not only concerned with appraisal of achievement but also with its improvement. Evaluation is also concerned with the identification of learning experiences and educational environment to produce changes in their learners' behavior.

Evaluation is goal-directed and education outcomes are judged in terms of goal attainment. Every Educational program should aim for the all-round development of the personality of the student. The learning experience provided in the school should contribute to the achievement of the desired goals. The teacher while deciding about the relative learning experience should see both scholastic and co-scholastic outcomes desirable behavioral outcomes of that program.

The scope of evaluation in schools extends almost all the areas of learners' personality development. It should include both scholastic and co-scholastic areas. It should be comprehensive in nature. This is in line with the goals of education evaluation, which is continuous and reveals strengths and weaknesses of learners more frequently so that the learners have a better opportunity to understand and improve themselves. It also provides feedback to the teacher for modifying their teaching strategies.

Evaluation not only measures the progress and achievement of the learners and also the effectiveness of teaching material and methods used for teaching. Hence evaluation should be viewed as a component of the curriculum with the twin purpose of delivery and for the improvement in the teaching-learning process.

The evaluation will not be perceived as something administered by the teacher and taken by the learner at the conclusion of the period of learning. When the evaluation is seen as the end of the learning exercise both the teacher and learner will tend to keep it out, saying that the teaching-learning process, rendering assessment broadly irrelevant and the learner will tend to keep it outside the teaching-learning process rendering assessment broadly irrelevant and alien to the curriculum.

REVIEW OF LITERATURE

Mohd Sartaz (2015) revealed that currently the perception of government school teachers is average which indicates moderate acceptability of Continuous and Comprehensive Evaluation by the teachers. The educators are not sufficiently trained for the operational implementation of Continuous and Comprehensive Evaluation in government schools. Moreover, the study discovered that there are

several obstacles in the appropriate implementation of Continuous and Comprehensive Evaluation such as large number of students in the classes, lack of appropriate training, inadequate infrastructure & teaching materials and increased volume of work.

Rasmi Ranjan Dasa, Bijay Kumar Swain and Kalpana Pattanayak (2016) concluded that the attitude of D.El.Ed. students towards CCE has found to be encouraging.

Vimala, K (2017) reveal that government school teachers male and female, primary and secondary, educational qualification are no significant but teaching experience in government teachers are significant of the study.

Mabel Soruba Rani, S and Dr. Suganthi, M (2018) revealed that CCE plays a moderate level role in attaining educational objectives at Upper Primary Level and there is significant difference in the Mean Score between the role of CCE in attaining educational objectives at upper primary level with respect to Mode of Appointment.

Deepa, B and Dayakara Reddy, V (2020a) inferred that there is significant influence of management and locality at 0.01 level of significance on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

Deepa, B and Dayakara Reddy, V (2020b) found that there is significant influence of qualification and experience at 0.01 level of significance on the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation.

Objective of the study

To find out whether there is any association between awareness on CCE and Implementation of CCE, Occupational stress & Attitude towards CCE.

Hypotheses of the study

- There would be no significant association between the awareness on CCE of primary school teachers and their implementation of CCE, Occupational stress & Attitude towards CCE.

Tools for the Study

Teachers' attitude Scale, Occupational stress scale was adopted and checklist for the implementation of CCE and awareness of teachers on CCE questionnaire were constructed by the investigator used for this study.

Data Collection

A sample of 773 government primary school teachers was selected from 5835 of total population of teachers in Warangal district. The investigator personally visited schools with the permission of the headmasters of the schools. The teacher who attended to the school on the day of collection of data is considered for the purpose of the study. The data on each variable in the study is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the study and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique ' χ^2 ' test was employed to test hypotheses.

Association between awareness on CCE and Implementation of CCE, Occupational stress & Attitude towards CCE

The association between awareness on CCE of primary school teachers and their implementation of CCE, Occupational stress & Attitude towards CCE is investigated through χ^2 – test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant association between the awareness on CCE of primary school teachers and their implementation of CCE, Occupational stress & Attitude towards CCE.

The above hypothesis is tested by employing χ^2 – test. The results are presented in Table – 1.

It is clear from the Table – 1 that the computed value of ' χ^2 ' (18.998) is greater than the critical value of ' χ^2 ' (13.277) for 4 df at 0.01 level. Hence the Hypothesis – 1 is rejected at 0.01 level of significance. It is concluded that awareness on CCE has significant association with the implementation of CCE of primary school teachers.

It is clear from the Table – 1 that the computed value of ' χ^2 ' (3.973) is less than the critical value of ' χ^2 ' (9.488) for 4 df at 0.05 level. Hence the Hypothesis – 1 is accepted at 0.05 level of significance. It is concluded that awareness on CCE has no significant association with the occupational stress of primary school teachers.

It is clear from the Table – 1 that the computed value of ' χ^2 ' (14.033) is greater than the critical value of ' χ^2 ' (21.026) for 12 df at 0.05 level. Hence the Hypothesis – 1 is accepted at 0.05 level of significance. It is concluded that awareness on CCE has no significant association with the attitude towards CCE of primary school teachers.

Table – 1: Association between the awareness on CCE of primary school teachers and their implementation of CCE, Occupational stress & Attitude towards CCE

Variable	Description	Level of awareness on CCE				' χ^2 ' – Value
		Low	Average	Good	Total	
Level of Implementation	Low	337	4	1	342	18.998**
	Moderate	415	17	1	433	
	High	21	4	0	25	
	Total	773	25	2	800	
Level of Occupational stress	Less	282	13	0	295	3.973@
	Moderate	449	11	2	462	
	More	42	1	0	43	

Variable	Description	Level of awareness on CCE				' χ^2 ' – Value
		Low	Average	Good	Total	
	Total	773	25	2	800	
Level of Attitude	Extremely Favourable	15	3	0	18	14.033@
	Highly Favourable	28	1	0	29	
	Above Average Favourable	124	4	0	128	
	Average / Moderate Favourable	422	13	2	437	
	Below Average Favourable	155	3	0	158	
	Highly Unfavourable	18	1	0	19	
	Extremely Unfavourable	11	0	0	11	
	Total	773	25	2	800	

** Indicates significant at 0.01 level

The table value of ' χ^2 ' for 4 df at 0.01 level is 13.277 and at 0.05 level is 9.488.

Conclusions: In the light of the findings, the following conclusions are drawn. Awareness on CCE has significant association with the implementation of CCE of primary school teachers and awareness on CCE has no significant association with the occupational stress and attitude towards CCE of primary school teachers.

EDUCATIONAL IMPLICATIONS

- There is no pressure for students to become highly academic because they aim to encourage individuals to choose subjects based on their interests while retaining the importance of academia.
- They aim to make the students feel more related so they improve on their academic ability without feeling under pressure.
- CCE system also focuses on holistic education which aims to develop various aspects of a student's personality which ultimately helps them identify what they are better at and stronger at in terms of academics.
- CCE helps in dropping stress of students in different ways like, evaluating learning advancement of students at expected time gaps on small portions of contents. Encourage learning through employing different teaching aids and techniques and involving captive activities in the learning process.
- The grading system will help to give up the use of negative comments on the learner's performance.

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