ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 12| December 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

ATTITUDE AND COMPETENCIES OF TEACHERS AT THE SECONDARY LEVEL REGARDING CONTINUOUS AND COMPREHENSIVE EVALUATION IMPLEMENTATION

Dr. M. Ramakrishna Reddy
Assistant Professor, Central University of Jharkhand, Ranchi,

Article DOI: https://doi.org/10.36713/epra19334
DOI No: 10.36713/epra19334

ABSTRACT

Continuous and Comprehensive Evaluation (CCE) stands as a comprehensive assessment paradigm, aiming to appraise various facets of student development consistently throughout their academic journey. This research delves into the attitudes and proficiencies of secondary school teachers concerning the adoption and execution of CCE. Employing a mixed-methods approach, data collection extended across a spectrum of secondary school environments, capturing insights from teachers across diverse settings. The study sets out to unravel teachers' perceptions, confrontations, and preparedness regarding CCE integration, thereby unveiling the underlying determinants shaping their attitudes and competencies in this realm.

The study seeks to analyze the perspectives of secondary school teachers regarding Continuous and Comprehensive Evaluation (CCE), and secondly, to measure their competencies in implementing CCE. To facilitate data collection, the researcher devised two instruments: the Teacher Attitude Scale and the Teacher Competencies Scale. The present study is conducted in Anantapur, Andhra Pradesh State. The total sample comprises 80 teachers employed in both government and private secondary schools. The findings anticipated from this research endeavor hold the potential to captivate the attention of policy framers, school administrative bodies, and stakeholders alike, prompting necessary actions to ensure the seamless operation of CCE within secondary educational institutions.

In light of the findings, recommendations are proposed to address the impediments hindering the effective implementation of CCE. These findings underscore the recognition among teachers of the prospective benefits that CCE promises, albeit overshadowed by obstacles such as inadequate training, resource deficiency, and insufficient institutional support. Moreover, discernible disparities in attitudes and competencies among teachers emerge, delineated by factors like tenure, subject specialization, and pedagogical methodologies employed.

KEYWORDS: *Continuous and Comprehensive Evaluation (CCE), attitudes, competencies, pedagogical methodologies.*

INTRODUCTION

Education has undergone substantial transformations, emphasizing more nuanced and holistic approaches to assessing student progress. Continuous and Comprehensive Evaluation (CCE) symbolizes this evolution, transitioning from conventional assessment approaches towards a more comprehensive and ongoing evaluation of student learning and growth. In secondary education, where the groundwork for future academic and personal development is laid, the role of teachers is pivotal in effectively implementing CCE.

The attitudes and competencies of secondary school teachers are crucial in shaping the success of CCE implementation. Their beliefs, perceptions, and skills influence how CCE is incorporated into classroom practices, ultimately impacting the quality of assessment, feedback, and student outcomes. Understanding teachers' attitudes towards CCE and their competencies in implementing it is essential for optimizing the educational experience and fostering holistic student development.

Researchers and educators have shown growing interest in exploring the development of attitudes toward evaluation and their influence on the evaluation process. There is a direct correlation between attitudes and CCE, as attitudes influence one's internal disposition and behavior, thereby affecting evaluation practices. Positive attitudes among teachers are instrumental in the success of CCE, as they foster a constructive approach towards the evaluation process.

Competencies, alternatively pertain to the capacity to efficiently and effectively perform tasks. They encompass qualities such as fluency, enthusiasm, and adaptability, and must be functional and operational when needed. Competencies in teaching include a range of skills and behaviors essential for delivering course content effectively and achieving desired student outcomes. Competency development and training are interlinked, with organizations prioritizing training to build and refine competencies among their workforce.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 12| December 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Each competency comprises various individual skills and behaviors, which must be integrated and combined effectively to enhance performance. Simply learning individual skills is insufficient; they must be integrated and practiced to achieve a composite performance greater than the sum of its parts. This comprehensive approach to fostering competency ensures that teachers possess the requisite skills and capabilities essential for successful implementation of CCE, consequently contributing to student achievement.

REVIEW OF RELATED LITERATURE

Chopra and Gupta (2013) conducted a study titled "Learners Attitude towards Continuous and Comprehensive Evaluation" with the aim of exploring learners' attitudes towards teachers' assessment practices and how Continuous and Comprehensive Evaluation (CCE) impacted their lives. The findings revealed that a significant majority of students, accounting for 80%, held favorable attitudes towards CCE.

In a study by Rana (2015) aimed at understanding teachers' attitudes towards Continuous and Comprehensive Evaluation, it was found that approximately 52% of teachers working in rural areas exhibited a more positive attitude towards CCE.

Sudip (2018) undertook research to investigate the competencies of modern teachers. The study analyzed various aspects, including levels of teachers' professional growth, students' skills, pedagogical innovations, teachers' pedagogical culture, and 21st-century teaching competencies.

Sharma and Gupta (2020) conducted a study that delved into the challenges inherent in the execution of Continuous and Comprehensive Evaluation (CCE), a topic extensively discussed in scholarly works. The study pinpointed various hurdles, encompassing logistical constraints like time limitations and workload burdens, alongside conceptual difficulties associated with harmonizing assessment methods with the aims of CCE. This investigation illuminates the multifaceted impediments encountered by educators in seamlessly incorporating CCE into their instructional approaches, emphasizing the necessity for holistic strategies to tackle these challenges and enhance the execution of CCE.

The present research endeavor aims to address a notable gap in existing literature by delving into the attitudes and competencies of secondary school teachers regarding Continuous and Comprehensive Evaluation (CCE). Recognizing this lacuna, the study endeavors to explore how teachers perceive and navigate the terrain of CCE implementation within secondary educational settings. By shedding light on teachers' attitudes and competencies towards CCE, this research endeavors to offer valuable insights into the complexities of integrating CCE. Furthermore, by scrutinizing the challenges encountered during CCE implementation, the study aims to pinpoint areas for enhancement and devise strategies to surmount obstacles, thereby elevating the standard of education and improving student outcomes.

OBJECTIVES OF THE PRESENT STUDY

The study's objectives represent the achievable aims guiding the research towards its intended outcomes. The present study has established the following objectives for the present study:

1. To assess the attitudes of teachers in secondary schools regarding Continuous and Comprehensive Evaluation.
2. To evaluate the competencies of teachers at the secondary school level in implementing Continuous and Comprehensive Evaluation.

METHODOLOGY USED IN THE STUDY

Method used in the Study

In the current research study, the investigator has employed the survey method as the primary research approach. Additionally, the researcher utilized case studies, observations, interviews, and formal discussions with Principals/Headmasters, Teachers, Management, and Parents (during data collection) as supplementary sources of information.

Tools used in the Study

The study aims to ascertain the attitudes and competencies of teachers in secondary schools regarding the implementation of continuous and comprehensive evaluation. To fulfill these objectives, the investigator devised the following rating scales:

1. Teacher Attitude Scale (TAS) - A scale crafted to gauge the viewpoints of secondary school teachers regarding continuous and comprehensive evaluation.
2. Teacher Competencies Scale (TCS) - A rating scale formulated to evaluate the competencies of secondary school teachers in implementing continuous and comprehensive evaluation.

Locale and Sample of the Study

The current study is situated in Anantapur, Andhra Pradesh State. Fifteen secondary schools were carefully selected as the study's locale. The total sample size comprises 80 teachers employed in both government and private secondary schools at the period of data gathering for this research.

Data Collection

The researcher received authorization from the Headmaster/Principal of the chosen secondary schools to collect data from the teachers. Before administering the assessment tools, a positive relationship was established with the teachers. The developed rating scales, known as the Teacher Attitude Scale and the Teacher Competencies Scale, were then distributed to the secondary school teachers to evaluate their attitudes and competencies regarding continuous and comprehensive evaluation. Teachers were instructed to thoroughly read the provided guidelines before rating the statements on the tools, and they were given no specific time constraints for their responses. Following this, the researcher personally collected the completed rating scales from the participants in the study.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 12| December 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Statistical Techniques Used in the Study

The gathered data underwent analysis using appropriate statistical methods, which involved computing numbers and percentages with the support of the SPSS software package.To determine the distribution of secondary school teachers across low, moderate, and high levels of awareness towards Continuous and Comprehensive Evaluation (CCE), mean and standard deviation of attitude and competencies scores were computed using the mean ± 1 standard deviation. Furthermore, the number and percentage of secondary school teachers falling into low, moderate, and high levels of attitude and competencies towards CCE were calculated dimension-wise.

DATA ANALYSIS AND INTERPRETATION

1. Number and Percentage of Teachers working in Secondary Schools with Low, Moderate and High Levels of Attitude towards implementation of Continuous and Comprehensive Evaluation

Table-1 illustrates the breakdown of secondary school teachers according to their attitudes toward implementing Continuous and Comprehensive Evaluation (CCE) across several dimensions. These dimensions encompass conceptual understanding, subject matter proficiency, instructional skills, preparation of Teaching-Learning Materials (TLM), proficiency in other educational activities, evaluation skills, management abilities, and capabilities in engaging with parents, community members, and external agencies, alongside their overall attitude.

Table-1: Number and Percentage of Teachers working in Secondary Schools with Low, Moderate and High Levels of Attitude towards implementation of Continuous and Comprehensive Evaluation

Attitude Dimensions	Number and Percentage of Teachers working in Secondary Schools with Low, Moderate and High Levels of Attitude					
	Low ≤ *Mean - S.D*		Moderate *In Between*		High ≥ *Mean + S.D*	
	Number	%	Number	%	Number	%
Conceptual Competencies	12	15.00	52	65.00	16	20.00
Content Competencies	12	15.00	52	65.00	16	20.00
Transactional Competencies	14	17.50	48	60.00	18	22.50
Competencies in Preparation of TLM	13	16.25	53	66.25	14	17.50
Other Educational Activity Competencies	11	13.75	59	73.75	10	12.50
Evaluation Competencies	13	16.25	54	67.50	13	16.25
Management Competencies	12	15,00	57	71.25	11	13.75
Competencies in working with Parents, Community and other Agencies	11	13.75	59	73.75	10	12.50
Attitude as a whole	13	16.25	52	65.00	15	18.75

Note: The Number and Percentage of Teachers working in Secondary Schools with Low, Moderate and High Levels of Attitude towards implementation of CCE has been arrived based on mean ± 1S.D (M ± 1σ) for each item for the sample of the study.

As indicated in Table 1, among the 80 surveyed teachers, the majority, consisting of 52 teachers (65%), showed a moderate level of attitude toward implementing continuous and comprehensive evaluation holistically. The range for this moderate attitude level ranged from 60% to 73.75%. Additionally, 15 teachers (18.75%) displayed a high level of attitude toward CCE implementation, falling within a range of 12.5% to 22.5%. In contrast, 13 teachers (16.25%) exhibited a low level of attitude toward CCE implementation, with the range for this level spanning from 13.75% to 17.5%.

According to the analysis performed, it's apparent that most teachers demonstrate a moderate attitude toward implementing Continuous and Comprehensive Evaluation (CCE). This discovery corresponds with earlier investigations carried out by Awofala and Babajide (2013), Mehta (2012), Rajani Kumari and Yogesh Punia (2016), Rana (2015), and Sivakumar et al. (2013). In particular, the present study reveals that over 80.75% of secondary school teachers exhibit moderate to low levels of attitude regarding CCE implementation.

Several factors contribute to the presence of low attitude among teachers towards CCE implementation. These include delays in the supply of manuals, infrequent conduct of workshops, overwhelming syllabus requirements, insufficient knowledge regarding the preparation of CCE model question papers, lack of professional skills among teachers, inadequate remuneration, diminished enthusiasm for professional development, excessive workload, age-related concerns, low confidence levels, and personal challenges within their families.

In essence, these results highlight the complex obstacles encountered by teachers as they strive to adopt and proficiently execute Continuous and Comprehensive Evaluation (CCE) within secondary education contexts. It is essential to tackle these hurdles through tailored interventions and supportive measures to cultivate a more favorable environment for CCE implementation. This endeavor is crucial for elevating the standard of education and improving student outcomes.

Figure-1 depicts a bar diagram illustrating the distribution of teachers at the secondary schools based on their levels of attitude

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 12| December 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

towards within the execution of continuous and comprehensive evaluation.

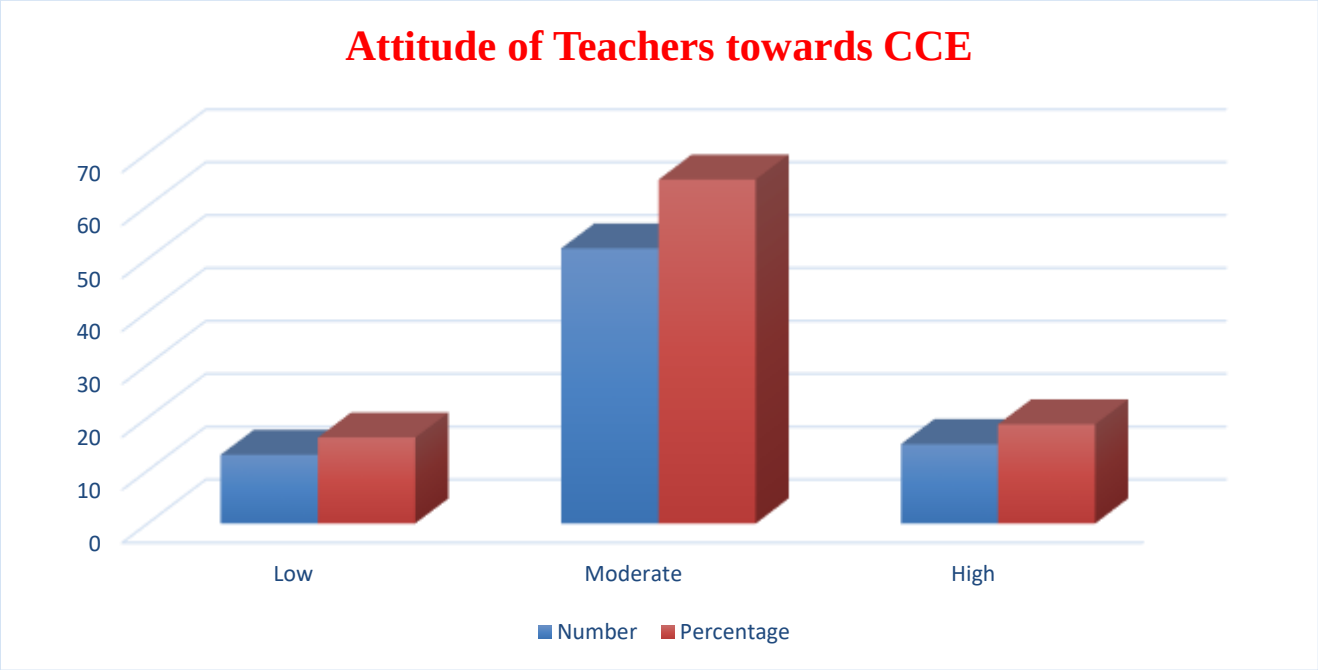


Figure- 1: Number and Percentage of teachers working in secondary schools with low, moderate and high levels attitude towards implementation of continuous and comprehensive evaluation.

2. Number and Percentage of Teachers working in Secondary Schools with Low, Moderate and High Levels of Competencies in implementation of Continuous and Comprehensive Evaluation

Table-2 presents the number and percentage of teachers categorized into low, moderate, and high levels of competencies in the implementation of continuous and comprehensive evaluation across various dimensions. These aspects comprise conceptual understanding, subject matter proficiency, instructional skills, preparation of TLM competencies, competencies in other educational activities, evaluation competencies, management competencies, and competencies in working with parents, community, and other agencies, as well as overall competencies.

Table-2: Number and Percentage of Teachers working in Secondary Schools with Low, Moderate and High Levels of Competencies in implementation of Continuous and Comprehensive Evaluation

Competencies Dimensions	Number and Percentage of Teachers working in Secondary Schools with Low, Moderate and High Levels of Competencies					
	Low ≤ *Mean - S.D*		Moderate *In Between*		High ≥ *Mean + S.D*	
	Number	%	Number	%	Number	%
Conceptual Competencies	12	15.00	52	65.00	16	20.00
Content Competencies	13	16.25	51	63.75	16	20.00
Transactional Competencies	14	17.50	49	61.25	17	21.25
Preparation of TLM Competencies	13	16.25	53	66.25	14	17.50
Competencies of teachers on other Educational activities	16	20.00	45	56.25	19	23.75
Evaluation Competencies	15	18.75	49	61.25	16	20.00
Management Competencies	12	15.00	51	63.75	17	21.25
Competencies in working with Parents, Community and other Agencies	14	17.50	50	62.50	16	20.00
Competencies as a whole	14	17.50	50	62.50	16	20.00

Note: The Number and Percentage of Teachers working in Secondary Schools with Low, Moderate and High Levels of Competencies in implementation of CCE has been arrived based on mean ± 1S.D (M ± 1σ) for each item for the sample of the study.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 12| December 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

From Table 2, it is evident that among the 80 teachers surveyed in secondary schools, 50 teachers (62.5%) demonstrate a moderate level of competencies overall in the implementation of continuous and comprehensive evaluation. The range for the moderate level of competencies spans from 56.25% to 66.25%. Similarly, 16 teachers (20%) exhibit a high level of competencies overall, with the range for this level ranging from 17.50% to 23.75%. Conversely, 14 teachers (17.50%) possess a low level of competencies overall, with the range for this level varying from 15% to 20%.

The results suggest that most teachers possess a moderate level of competency when it comes to executing continuous and comprehensive evaluation. This observation aligns with earlier studies conducted by Geeta (2016), Jimmy and Malinda (2019), and Tambunan (2014). Additionally, it is deduced that 80% of secondary school teachers display moderate to low levels of competency in this area.

Several factors aid in the prevalence of low competencies among teachers. These include:

- Inadequate infrastructure, hindering the provision of a conducive teaching environment.
- Insufficient training opportunities for teachers, impeding their effectiveness in fulfilling their duties.
- Lack of experience and skills among teachers, affecting their ability to perform responsibilities adequately.
- Low motivation due to factors such as unattractive work environments and salary packages, limited career development opportunities, and lack of self-motivation.
- Large class sizes, making it challenging for teachers to effectively monitor student progress.
- Limited knowledge among teachers regarding the use of appropriate teaching materials and methods.
- Inadequate access to laboratory equipment and ICT resources.
- Insufficient availability of reference and reading materials.
- Additional administrative duties assigned to teachers, detracting from their teaching responsibilities.
- Lack of administrative support for teachers' professional development endeavors.

Improving teacher competencies in executing continuous and comprehensive evaluation is crucial for enhancing the quality of education and student outcomes. This can be achieved through targeted interventions and supportive mechanisms designed to address these challenges effectively.

Figure-2 illustrates a bar diagram depicting the distribution of teachers at the secondary schools based on their levels of competencies within the execution of continuous and comprehensive evaluation.

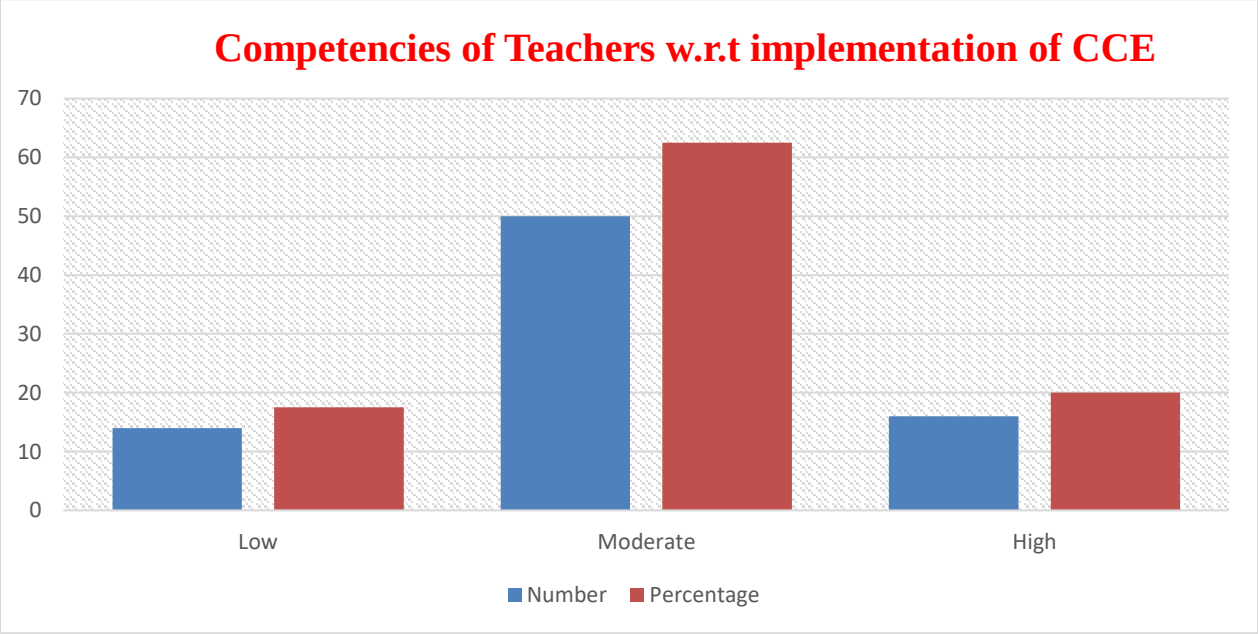


Figure- 2: Number and Percentage of teachers working in secondary schools with low, moderate and high levels competencies with respect to implementation of continuous and comprehensive evaluation.

FINDINGS OF THE STUDY

1. The findings reveal that a substantial majority, accounting for 81.25% of secondary school teachers, exhibit moderate to low levels of attitude regarding the implementation of continuous and comprehensive evaluation. This highlights the pressing teachers' necessity bolster their competencies across various dimensions including conceptual, content, transactional, preparation of TLM, other educational activities, evaluation, management, and working with parents,

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 12| December 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

community, and other agencies. Conversely, only 18.75% of teachers exhibit a high level of attitude towards CCE implementation.

2. Likewise, a significant majority, around 80%, of secondary school teachers demonstrate moderate to low levels of competence in implementing continuous and comprehensive evaluation. This underscores the necessity for teachers to enhance their competencies in conceptual understanding, content delivery, transactional strategies, TLM preparation, engagement in educational activities, evaluation techniques, management skills, and collaboration with parents, community, and other agencies. In contrast, only 20% of teachers demonstrate a high level of competencies in CCE implementation.

IMPLICATIONS OF THE STUDY

To foster a more positive attitude and enhance competencies among teachers towards continuous and comprehensive evaluation (CCE), several strategies can be implemented:

- Orientation programmes should be organized for teachers, with a specific focus on the objectives of continuous and comprehensive evaluation. These programmes should aim to enlighten teachers about the significance of CCE, its objectives, and the methodologies involved. By providing comprehensive training and guidance, teachers with low and moderate levels of attitude and competencies towards CCE can be empowered to better understand and implement it effectively.
- Since continuous and comprehensive evaluation necessitates daily observations of students, it is essential to meticulously plan and execute these observations. Teachers should be trained to conduct observations that focus on qualitative aspects of student behavior, rather than simply assigning pass or fail labelsThis method allows teachers to acquire profound insights into student learning and growth, thereby facilitating the implementation of more meaningful assessment practices.
- It's evident that numerous teachers rely on traditional teaching approaches in their classrooms. Encouraging educators to embrace schematic teaching methods can significantly enhance the effectiveness of Continuous and Comprehensive Evaluation (CCE) implementation. This involves utilizing charts, models, and other visual aids to supplement traditional teaching approaches. By incorporating visual and interactive elements into their lessons, teachers can create a more engaging and comprehensible learning environment for students, enhancing their understanding and retention of key concepts.

Through the adoption of these strategies, educators have the opportunity to nurture an environment that prioritizes continuous improvement and innovation in the implementation of Continuous and Comprehensive Evaluation (CCE). This cultivation ultimately contributes to improved student learning outcomes and fosters holistic development.

REFERENCES

1. *Awofala, O. O., and Babajide, B. B. (2013). Investigation of Nigerian Pre-service STM Teachers' Attitudes Toward Continuous Assessment Practices. Journal of Education and Practice, 4(13), 37-50. ISSN: 2222-1735.*
2. *Chopra, V., and Gupta, D. (2013). Evaluation of Students' Perspectives on Continuous and Comprehensive Assessment. Journal of Educational Chronicle- an International Journal of Education, 4(2), 85-92.*
3. *Geeta, S. (2016). Teacher's Ability in Continuous and Comprehensive Evaluation System. International Journal of Science and Research (IJSR), 5(10), 454-457. ISSN: 2319-7064.*
4. *immy, P., and Malinda, M. (2019). The Influence of Teachers' Mathematical Competencies and Character Traits on Students' Academic Achievement. International Journal of Science and Management Studies (IJSMS), 2(2), 139-154. ISSN: 2581-5946.*
5. *Mehta, N. (2012). Application of Continuous and Comprehensive Evaluation (CCE) Methods in Higher Primary Schools adhering to SSC Board Curriculum in Pune City. Presentation at the National Conference on Current Trends in School Assessment, organized by NCERT, New Delhi.*
6. *Rajani Kumari, & Yogesh Punia. (2016). Attitude of Teacher Trainees towards Continuous and Comprehensive Evaluation (CCE). Voice of Research, 5(2), 1-4. ISSN: 2277-7733.*
7. *Rana, S. S. (2015). Teachers' Attitude towards Continuous and Comprehensive Evaluation. Indian Journal of Applied Research, 5(7), 412-414.*
8. *Sivakumar, R., Murugan, P., & Benjamin, E. W. (2013). Students attitude about continuous and comprehensive evaluation at upper primary schools. Indian Journal of Applied Research, 3(12), 174-175.*
9. *Sreenivasulu, M. (2020). A Study on Awareness, Attitude and Competencies of Teachers working in Secondary Schools with respect to Implementing Continuous and Comprehensive Evaluation in Prakasam District. Unpublished Ph.D. thesis, Dravidian University, Kuppam.*
10. *Sudip, M. (2018). The competencies of the Modern Teacher. International Journal of Research in Engineering, Science and Management, 1(10), 351-360. ISSN: 2581-5782.*
11. *Tambunan, H. (2014). Factors Affecting Teachers' Competence in the Field of Information Technology. International Education Studies, 7(12), 258-264.*