



ATTITUDE OF SECONDARY SCHOOL STUDENTS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION IN NORTH 24 PARGANAS

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RESEARCH ARTICLE



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Abstract

Continuous and comprehensive evaluation is an assessment approach that evaluate student learning and development thought out their academic journey, rather than just at the end of a term or year. The objective of the present descriptive survey of attitude of secondary school student towards continuous and comprehensive evaluation in North 24 parganas in West Bengal. A total 100 response were collected by self-made questionnaire. IT was that the maximum number positive attitude towards continuous and comprehensive evaluation educational situation. when look at gender (classificatory variable) male student (54%) gave more response than female student (46%) and inferential statistically the difference was found to be not significant ($p>0.05$). When look at habitat variable, rural area students (59%) have more positive than urban area students (41%) and inferential statistically the difference was found to be not significant ($p>0.05$). Another variable academic achievement between girls 70.89% Student more gave more response than boys 70.12% academical achievement, inferential statistically the difference was found to be not significant ($p>0.05$). Next variable academic achievement classificatory rural students (70.76) gave more response than urban students (70.07%) inferential statistically the difference was found to be not significant ($p>0.05$).

Keywords: *Continuous and comprehensive evaluation, Assessment, Secondary School Students, North 24 Parganas*

Introduction

In order to bring about the improvement in the quality of education and the wholesome development of the child, evaluation process should pay adequate importance on both scholastic and non-scholastic areas of development. CCE refers to a school-based system of assessment that covers all aspects of student's development. It helps in improving student performance by identifying his/her learning difficulties at regular intervals right from beginning of the academic session and employing suitable remedial measures for enhancing their leaning performance. By facilitating all round development of students, providing all the students the same opportunity to display their individual potential, helping the teachers to realize the effectiveness of teaching learning process, continuous and comprehensive evaluation technique proved to be enhance to the student but futile to generate time for the evaluation and the reevaluation techniques. Focusing on the excellence in academics alone undoubtedly result in lopsided development of personality.

In an effort to reduce the stress and fear of examination. Continuous and Comprehensive Evaluation (CCE) has been recommended by different policy documents from time-to-time at the national level. The Right of Children to Free and Compulsory Education (RTE) Act 2009 provided hope and vision to this approach of assessing children's progress in a system which is accustomed to classifying and labelling children in terms of scores or grades.

According to the title the operational definitions of the study was:

Continuous and Comprehensive Evaluation (CCE): The term 'continuous' refers to regularity in assessment. The development of a student is a continuous process. Therefore, students' development should be assessed continuously.

Evaluation has to be completely integrated with the teaching and learning process. Evaluating students on a continuous basis in a cyclic manner is one aspect of CCE. The term 'continuous' includes 'Continual' and 'Periodicity' aspects of evaluation.

Secondary Stage: In the present study elementary stage refers to class ix to x. It consists of both secondary (class I to V) and upper primary (class V to VIII) stages of education as per the state pattern.

Review of the Related literature

Studies in abroad:

Ovute et al. (2015), conducted a study Evaluation of continuous assessment practices in higher institutions of learning in Enugu State, Nigeria. The major objectives of the study were 1) to study the frequently used continuous assessment instrument tools in higher institutions in Enugu State. 2) To study the attitude of lecturers towards implementation of the Continuous Assessment in higher institutions of learning in Enugu state, Descriptive survey method was adopted for collect the data. 184 Lecturers were proportionately sampled from three purposively selected higher institutions in Emigu state the major findings of the study majority of the teachers implementing quiz as a tool for CCE. Open discussion, debate, excursion were ranked low in their usage for assessment. Finally, other instruments like questionnaire, socio- metric, interview and observation were not used. That indicates that lecturers agreed that they do not use them in any way while assessing their students. Lecturers have very low attitudes towards the use of continuous assessment in higher institutions in Enugu state.

Sardarch (2014), conducted on a study Assessment for Learning in a Malaysian ESL Primary Context taking objectives 1. To investigate how Year One and Year Two ESL teachers implement. 2. To investigate how Year One and Year Two ESL teachers implement AFL. Through classroom discussions; and also 3. To investigate how Year One and Year Two ESL teachers provide students with formative feedback. This study found that the teachers valued the importance of questioning technique depending on the nature of the topic and learning objectives. The participating teachers recognized the importance of creating a collaborative culture in the classroom to help students interact with each other and learn collaboratively in the discussion. The participating teachers valued feedback containing praise and praised their students to keep them motivated learn to better.

Byabato & Kisamo (2014), conducted Implementation of School Based Continuous Assessment (CA) in Tanzania Ordinary Secondary Schools and its Implications on the Quality of Education. The main purpose of the study is to investigate the implementation of school based continuous assessment (CA) in Ordinary Secondary Schools and its implications on the quality of education. The study adopted the descriptive survey design where questionnaires were administered to all participants. A total number of 546 Teachers participated in filling up a questionnaire. The sample targeted 560 teachers from 40 Olevel schools in which 14 teachers were involved in each school. The major findings of the study has revealed that currently the implementation of school based CA is fraught with a number of serious problems such as lack of teachers" integrity favouritism and marks inflation, lack of uniformity in the assessment tools, procedures for recording and reporting varying from school to school and the doubted training and ability of some of the teachers who generate them as many of them lack professional training on assessment practices. Teachers have limited competence of language and various subject vocabularies. The findings indicated that take home assignments and tests are more used on weekly basis with 51.03percentage and 33.84 percentage respectively.

Zelege (2013), did study a comparative study on the practice of continuous assessment between Addis Ababa and Unity Universities. The major objective of the study was 1) to compare the continuous assessment practices in two universities. Convenience sampling is used to collect the data. A total of 20 instructors were taken from both institutions. In-depth interview with instructors and students was used data collection the major findings of the study were the judgemental role of continuous assessment is more practiced than the development role of the assessment.

Kapambwe (2010), conducted a study the Implementation of School Based Continuous Assessment in Zambia and found the assessment for learning in secondary stage emphasizes the improvement of pupils rather than achievement. It implies that the assessment is developmental as it seeks to diagnose the weaknesses and determine approaches that help to redress them.

Studies in India:

Choudhury (2020), Attitude of secondary school students towards continuous and comprehensive evaluation (CCE) in rural areas Objectives-To find out the nature of attitude of Secondary School Students towards CCE, to find out the difference of attitude towards CCE between govt. aided and private or self-financed school students. The type of the study is Quantitative Descriptive Survey type. Data has been analysed by this study through inferential statistics, Mean, S.D. and 't'-test. Variable For this study two variables have been taken; type of school (Govt. &Private) and gender (Boys & Girls) respectively 210 students have randomly selected as a sample from two Govt. Aided and two Self-Financed schools of Murshidabad district in West Bengal. To find out the attitude of Secondary School Students towards CCE, researcher has developed a tool and this tool has sent to expert and it has been standardized and validated by him (the expert). Findings Researcher formulated three null hypotheses and all the three null hypotheses got rejected. So, these things which found out from the study are – There is a

significant difference of attitude between Govt. Aided and Private School Students, there is a significant difference of attitude between boy and girl students of Govt. Aided Secondary School.

Roy, P. (2018), continuous comprehensive evaluation at secondary school students in West Bengal. The present study was undertaken with the focus on the following objectives. To study the perception of teachers regarding continuous comprehensive evaluation system at secondary level in West Bengal. To study the attitude of teachers towards the implementation of continuous comprehensive evaluation system at secondary level in West Bengal. To study the opinions of students about continuous comprehensive evaluation at secondary level in West Bengal. To study the awareness level of parents about continuous comprehensive evaluation at secondary level in West Bengal. To study of the system of continuous comprehensive evaluation as viewed by school heads at secondary level in West Bengal. The study at hand is a Survey study is descriptive type.

Misra (2017), conducted study on Attitude of primary school teachers towards continuous and comprehensive evaluation taking Objectives of the study 1. To study the attitude of male and female Primary school teachers towards continuous and comprehensive evaluation. 2. To study the attitude of urban and rural Primary school teachers towards continuous and comprehensive evaluation. 3. To study the attitude of science and arts Primary school teachers towards continuous and comprehensive evaluation. 4. To study the attitude of government and private Primary school teachers towards continuous and comprehensive evaluation. The population for the present study comprises of all the teachers teaching in different Schools of East Godavari District of Andhra Pradesh. The schools selected are both category government and private. The sample selected for the present study was limited to teachers teaching in primary classes. Eleven government schools and thirteen private schools were selected randomly as sample from District of North 24 Parganas state.

Manoharan (2017), conduct study like Attitude and knowledge of the Students and Teachers and parents towards Continuous and Comprehensive Evaluation at selected CBSE schools in Tamil Nadu: A Study. The objectives of the study were 1) To determine the level of attitude and knowledge of students towards CCE 2) To determine level of attitude and knowledge of teachers towards CCE 3) To determine the level of attitude and knowledge of parents towards CCE 4) To examine whether attitude and knowledge vary among teachers, students and parents based on school location 5) To examine whether attitude and knowledge vary among teachers, students and parents based on school management 6) To examine whether attitude and knowledge vary among teachers, students and parents based on demographic (Age, Gender, Education & Occupation). Questionnaire was used. The findings were low attitude and knowledge in students and teachers.

Singh, A., Patel, J. & Desai, R. (2013), they worked on their study titled Attitude of Student Teacher towards Continuous and Comprehensive Education with reference to gender, caste and habitat and found that students have favourable attitudes towards teachers, classroom behaviour and method.

Research Gap

Based on the review of related literature, a research gap that can be identified is:

While numerous studies have investigated the effectiveness of Continuous and Comprehensive Evaluation (CCE) in improving student learning outcomes and teacher attitudes, there is a lack of research exploring the impact of CCE on student learning behaviours and motivations, particularly in the context of Indian secondary schools. Furthermore, most studies have focused on the perceptions of teachers and students, with limited research examining the perspectives of parents and school administrators on CCE. Addressing this research gap can provide valuable insights into the broader implications of CCE on the educational system and inform strategies for its effective implementation. This research gap highlights the need for further investigation into the impact of CCE on student learning behaviours and motivations, as well as the perspectives of parents and school administrators, which have been relatively understudied in the existing literature.

Objectives of the Study

1. To find out difference of attitude towards continuous and comprehensive evaluation between boys and girls students.
2. To find out difference of attitude towards continuous and comprehensive evaluation between rural and urban students.
3. To find out difference of academic achievement between boys and girls students.
4. To find out the relation between attitude towards continuous and comprehensive evaluation and academic achievement.

Hypotheses of the Study

- H₀1.** There is no statistically significant of attitude towards continuous and comprehensive evaluation between boys and girls.
- H₀2.** There is no statistically significant of attitude towards continuous and comprehensive evaluation between rural and urban students.
- H₀3.** There is no statistically significant difference of academic achievement between boys and girls' students.
- H₀4.** There is no significant correlation between attitude continuous and comprehensive evaluation and academic achievement.

Delimitation of the study

- Due of lack of time, resource and other constrains the study will be delimited on these points.
- The study was conducted in only in schools under West Bengal Board Of Primary Education ad schools under West Bengal Board Of Secondary Education.
- Study was done in only Govt. schools and Govt. Sponsored schools.
- Study was done in only Bengali medium schools.

Methodology of the study

Descriptive survey method is adopted for the study. This research is was conducted on secondary students of govt. aided secondary school in North 24 Parganas, West Bengal the participants were selected by purposive sampling.

Variables Used in the Study

Independent variable: continuous and comprehensive Evaluation

Dependent variable: Attitude

Categorical variable: Gender and Locality

Population and Sample

The population includes all the secondary student of West Bengal, where 100 secondary students were selected as the sample of the study from North 24 Parganas district.

Distribution of Sample

Gender	Number	Percentage
Boys	54	54%
Girls	46	46%

Table 1: Gender based sample distribution

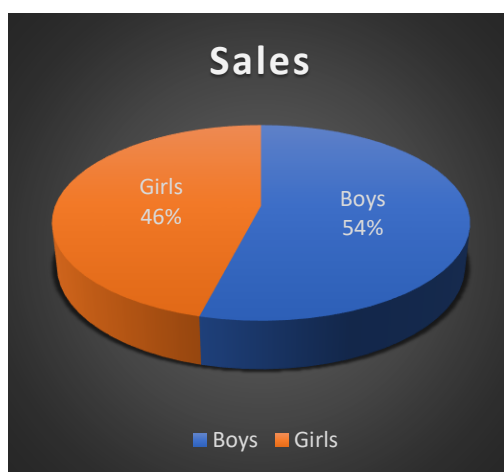


Figure 1: gender wise sample distribution

Locality	Number	Percentage
Rural	59	59%
Urban	41	41%

Table 2: Locality wise sample distribution

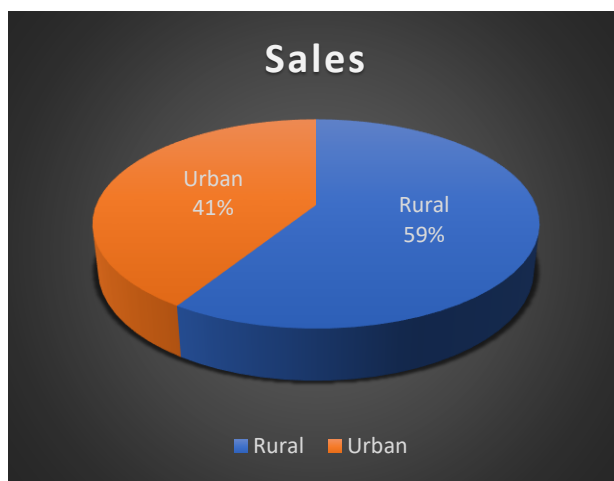


Figure 2: Locality wise sample distribution

Tools

The careful selection of appropriate research tools is crucial for the successful completion of any study. Suitability, relevance, objectivity, reliability, and validity are key criteria guiding the choice of research tools. With these critical features in mind, the investigator identified the following tools as suitable for collecting necessary data to meet the study's objectives.

Attitude towards Continuous and Comprehensive Evaluation for Secondary School Students developed by the researcher was used to measure the student's attitude on the CCE. The scale consists of 20 items with three-point Likert scale as agree, disagree and none of them. Academic marks obtained from the secondary level students' last final exam were taken as indicator of scholastic achievement.

Result & Discussions

The Data Analysis has done here in Quantitative way. The Data analysis and Interpretation has done on the basis of all the objectives were found in this work is described below –

Objective 1: To find out difference of attitude towards continuous and comprehensive evaluation between boys and girls students.

H₀1: There is no statistically significant difference of attitude towards continuous and comprehensive evaluation between boys and girls students.

Attitude towards	Gender	N	Mean	Standard deviation	t-value	Sig. (2 tailed)
Continuous and Comprehensive Evaluation	Boys	54	38.87	4.07	1.27	0.20
	Girls	46	39.95	4.41		

Table 3: Difference of attitude towards continuous and comprehensive evaluation between boys and girls students

Interpretation: The table number 3 show the difference of attitude towards continuous & comprehensive evaluation between boys & girls. It indicates that the mean score and SD score of 54 boys is 38.87 and 4.07. Mean score and SD score of 46 girls is 39.95 and 4.41. All of these results showed that girls secondary students are higher in attitude towards continuous & comprehensive evaluation than boys secondary students. But in order to know whether these differences are statistically significant or not, the investigator applied the 't' test. Calculated t values is 1.27 & P value is 0.20 ($p < 0.05$). The result of the t-test (i.e. 1.27, $df = 98$, $p = 0.20 < 0.05$) shows that there is a significant difference between secondary students boys & girls. Consequently, reject the null hypothesis.

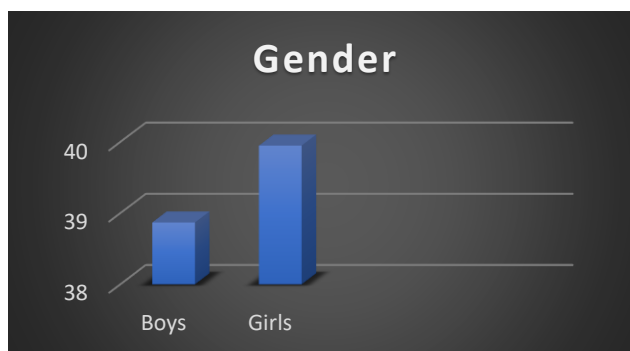


Figure 3: gender wise mean distribution

Objective 2: To find out difference of attitude towards continuous and comprehensive evaluation between rural and urban students.

H₀₂: There is no statistically significant difference of attitude towards continuous and comprehensive evaluation between rural and urban students.

Attitude towards	Locality	N	Mean	Standard deviation	t-value	Sig. (2 tailed)
Continuous and Comprehensive Evaluation	Rural	59	38.76	3.93	-1.37	0.17
	Urban	41	40.24	4.57		

Table 4: Difference of attitude towards continuous and comprehensive evaluation between rural and urban students

Interpretation: The table number 4 show the difference of attitude towards continuous & comprehensive evaluation between rural & urban. It indicates that the mean score and SD score of 59 rural is 38.76 and 3.93. Mean score and SD score of 41 urban is 40.24 and 4.57. All of these results showed that urban secondary students are higher in attitude towards continuous & comprehensive evaluation than rural secondary students. But in order to know whether these differences are statistically significant or not, the investigator applied the 't' test. Calculated t values is -1.37 & P value is 0.17 ($p > 0.05$). The result of the t-test (i.e. -1.37, $df=98$, $p=0.17 > 0.05$) shows that there is a not significant difference between secondary students rural & urban. Consequently, fail to reject the null hypothesis.

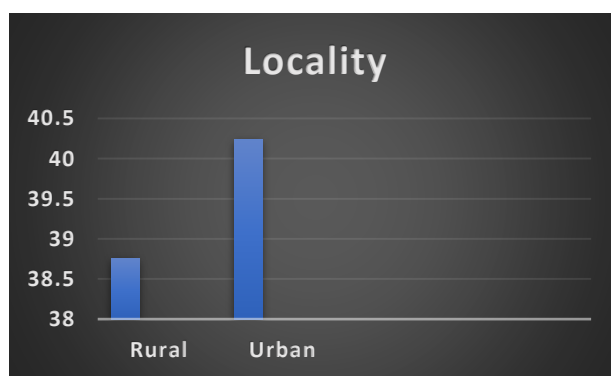


Figure 4: locality wise mean distribution

Objective 3: To find out difference of academic achievement between boys and girls students.

H₀₃: There is no statistically significant difference of academic achievement between boys and girls students.

Academic Achievement	Gender	N	Mean	Standard deviation	t-value	Sig. (2 tailed)
	Boys	54	70.12	14.76	0.25	0.79
	Girls	46	70.89	14.51		

Table 5: Difference of academic achievement between boys and girls students

Interpretation: The table number 5 show the difference of academic achievement between boys & girls. It indicates that the mean score and SD score of 54 boys is 70.12 and 14.76. Mean score and SD score of 46 girls is 70.89 and 14.51. All of these results showed that girls secondary students are higher in academic achievement than boys secondary students. But in order to know whether these differences are statistically significant or not, the investigator applied the ‘t’ test. Calculated t values is 0.25 & P value is 0.79 ($p > 0.05$). The result of the t-test (i.e. 0.25, $df=98$, $p=0.79 > 0.05$) shows that there is a significant difference between secondary students boys & girls. Consequently, fail to reject the null hypothesis.

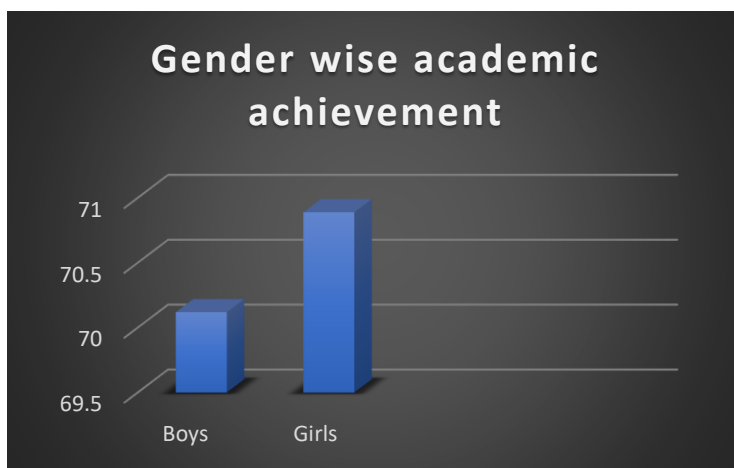


Figure 5: gender wise academic achievement mean distribution

Objective 4: To find out the relation between attitude towards continuous and comprehensive evaluation and academic achievement.

H₀4: There is no significant correlation between attitude towards continuous and comprehensive evaluation and academic achievement.

	CCE	AA
CCE	1	
AA	0.010213	1

Table 6: Relationship between attitude towards continuous and comprehensive evaluation and academic achievement

Interpretation: In the table no 6 state about relationship between attitude towards continuous and comprehensive evaluation and academic achievement. The table indicates that Pearson correlation value (r) is (0.01). Hence correlation value is significant and null hypothesis is rejected.

Findings of the Study: After analysis the data the investigator presented the major findings of the study. The major findings as per the objectives are as follows:

- i. **According to gender wise continuous and comprehensive evaluation system:** From the Table 3 it's found that the null hypothesis was not accepted. There is significant difference between students' attitude of continuous and comprehensive evaluation.
- ii. **According to habitat wise continuous and comprehensive evaluation system:** From the Table 4 found that the null hypothesis was accepted. So, there is no significant difference of students' attitude of continuous and comprehensive evaluation between Rural & Urban students.
- iii. **According to gender wise academic achievement:** From the Table 5 found that the null hypothesis was accepted. So, there is no significant difference of academic achievement between boys and girls student.
- iv. **According to relation between attitude towards of continuous and comprehensive evaluation and academic achievement:** From the Table 6 found that the null hypothesis was rejected. So, there is significant difference between attitude towards of continuous and comprehensive evaluation and academic achievement.

Conclusion

The conclusion serves as the culmination of a research synthesis or study review, providing a comprehensive summary of the findings. It's a crucial aspect of the analytical process, as it distills the main points and outcomes into a clear and meaningful narrative, providing a final resolution to the investigation. The researcher found that there was a significant difference between boys and girls students on their attitude towards continuous and comprehensive evaluation. So, we can say that. Gender Play a significant role in student attitude towards continuous and comprehensive evaluation. The researcher also found that there was a not significant difference between rural and urban students on their level of self- efficacy. Therefore, we can conclude that locality plays a not significant role in student level of attitude towards continuous and comprehensive evaluation. From the study, it was found that there was number.

There is significant difference in academic achievement between boys and girls secondary students. So we can conclude that. Gender does play any significant role in academic achievement of the secondary students. There is significant relationship between attitude towards continuous and comprehensive evaluation and academic achievement. So we can conclude that attitude towards continuous and comprehensive evaluation does play any significant role in academic achievement of this population area.

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