

## **A Study of Attitude Towards Continuous & Comprehensive Evaluation of Senior Secondary School Students In Relation To Their Study Habits**

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**Abstract:** *The aim of this study is to study the Attitude of senior secondary school students towards Continuous and Comprehensive Evaluation (CCE) on their study habits in Allahabad , U.P. Attitude towards CCE is measured by CCE Attitude Scale developed by investigator and Study Habits of the students towards CCE is assessed by the Study Habit Inventory by Dr. M. Mukhopadhyay and Dr. D.N. Sansanwal. A sample of 200 students of senior secondary school of CBSE board of Allahabad has been taken for the study through simple random technique. Study showed that there is a significant positive correlation between attitude of senior secondary school students towards CCE and their study habits and students had fairly favourable study habits exhibited fairly favourable attitude towards CCE. Further there is a significant difference between most favourable and least favourable group of attitude towards Continuous and Comprehensive Evaluation of students on their study habits and Attitude of male and female students do not differ significantly towards CCE.*

**KEYWORDS:** Attitude Towards Continuous & Comprehensive Evaluation, Study Habits

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### **I. INTRODUCTION**

Evaluation is powerful means of improving the quality of the education. Evaluation has very important role in deciding what the students should learn and what the teachers should teach in schools. Continuous and Comprehensive Evaluation refers to a system of school based evaluation system that covers all aspects of students' development. CCE has a broader objective of equal opportunities for all and CCE facilitate the development of a culture of diversity, trust and meaningful learning in schools.

#### **Review Of Related Literature:**

**Pooja Singhal (2012)** conducted a study on Continuous and Comprehensive Evaluation: A study of teachers' perception .The study followed the design of a descriptive survey and consisted a sample of 100 government school teachers from Delhi region. The result of the study is that currently the perception of government school teachers is average which indicates moderate acceptability of CCE by the teachers and large number of students in the classes, lack of appropriate training, inadequate infrastructure and teaching materials and increased volume of work act as barriers in smooth execution of CCE.

**Singh Avtar , Dr. Patel Jayesh& Desai Roshni (2013)** conducted a research on Attitude of student teachers towards Continuous Comprehensive Evaluation with reference to Gender, Caste and Habitat. The population of the study constituted all students in the B.Ed. programme of Maharaja Sayajirao University of Baroda, Vadodara, India. The population i.e. 180 students of B.Ed. course, being too small, the entire population was taken for the sample. A five-point Likert type attitude scale was used. It was found that the Attitude of B.Ed. students towards continuous internal assessment was moderately favourable. There was no significant difference in the mean attitude towards continuous internal assessment of male and female B.Ed. students; students belonging to different habitat and students belonging to different caste categories.

**Marie Jean N. Mendezabal( 2013)** conducted a study on Study Habits and Attitudes: The Road to Academic Success to investigate the relationship of students' study habits and attitudes and their performance in licensure examinations. The participants were graduates in school year 2009-2010 from the different programs of the University. Results of the study are that the participants had favourable study habits, exhibited fairly favourable attitudes toward teachers' classroom behavior and methods, and performed well in the licensure examinations. Students who have more favourable study habits and attitudes obtained better rating in the licensure examination.

Thus it could be concluded that various studies were conducted in area of continuous internal assessment including teachers, students and student teachers with respect to number of variables. But still a clear picture is not coming out through these studies. It can also be concluded from above studies that continuous internal assessment conducted by individual institutions is of great significance and should be given increasing importance.

### **Significance Of The Study:**

There is a need to reform in the traditional examination system because Students and parents have dissatisfaction for this pattern of Evaluation. Summative Assessment nature is not so much authentic to assess the growth and development of the child. It can only measure the level of achievement of the student only at a particular time of examination. The summative assessment system enhance only cramming capacity in the students and decreases the level of the understanding. Summative assessment system develops stress and anxiety in the students. There is need to introduce such Evaluation system which may have greater importance on behavioural development of the child. It is this that has led to the emergence of the concept of continuous and comprehensive school-based-evaluation. Since the whole emphasis of CCE is all round development of students, it is important to see the impact of CCE pattern on study habits of senior secondary school students.

## **II. OBJECTIVES OF THE STUDY**

The Objectives of the study are:

- 1.To study the relationship between attitude towards continuous and comprehensive evaluation and Study habits of senior secondary school students.
- 2.To study the difference between most favourable and least favourable group of attitude towards continuous and comprehensive evaluation of students on the measure of study habits.
- 3.To study the difference in attitude of male and female students towards CCE.

### **Hypotheses of the study**

- 1.There is no significant correlation between attitude towards continuous and comprehensive evaluation and Study habits of senior secondary school students.
- 2.There is no significant difference between most favourable and least favourable group of attitude towards continuous and comprehensive evaluation of students on the measure of study habits.
- 3.There is no significant difference between attitude of male and female students towards CCE.

### **Sample of the study**

The sample was selected from the schools of Allahabad city. The size of the sample was of 200 students (100 male and 100 female students) of class XI.

### **Tool of the study**

- 1.A questionnaire was developed by the investigator to measure the Attitude towards CCE and their reliability, validity were calculated. The questionnaire consisted of 50 items.
2. Study Habit Inventory (SHI) by Dr. M. Mukhopadhyay and Dr. D.N. Sansanwal.

### **Statistical Techniques Used**

For the analysis of data, investigator used Mean, S.D, t-test and Correlation Statistics.

### **Analysis And Interpretation**

For the analysis of the data, the data collected was tabulated

### **Significance of correlation between attitude towards continuous and comprehensive evaluation and Study habits of senior secondary school students**

Total no of students were 200. Correlation between attitude towards continuous and comprehensive evaluation and Study habits is 0.762 which is significant at the level of 0.05. Therefore the hypothesis "There is no significant correlation between attitude towards continuous and comprehensive evaluation and Study habits of senior secondary school students" is rejected.

### **Significance of difference between most favourable and least favourable group of attitude towards Continuous and comprehensive evaluation of students on the measure of study habits**

Students' Attitude	N	Mean	S.D	Degree of Freedom	t-value calculated	Level of Significance
Most Favourable	134	85.43	8.79	198	3.14	0.05
Least Favourable	66	82.04	10.25			

**Table-1** Mean of SHI of Class XI students

The statistically calculated t-value is 3.14 which is significant at level of 0.05 with  $df=198$ . The result indicates that there is significant difference between most favourable and least favourable group of attitude towards continuous and comprehensive evaluation of students on the measure of study habits. Therefore the Hypothesis "There is no significant difference between most favourable and least favourable group of attitude towards continuous and comprehensive evaluation of students on the measure of study habits" is rejected.

**Significance Of Difference Between Attitude Of Male And Female Students Towards CCE**

Gender	N	Mean	S.D	Degree of Freedom	t-value calculated	Level of Significance
Male	100	69.27	30.38	198	1.32	0.05
Female	100	62.85	37.94			

**Table-2** Mean of attitude of class XI students

The statistically calculated t-value is 1.32 which is not significant at level of 0.05 with  $df=198$ . The result indicates that there is no significant difference between male and female students on the measure of study habits of senior secondary school students. Therefore the Hypothesis "There is no significant difference between attitude of male and female students towards CCE" is accepted.

**III. CONCLUSIONS**

1. The attitude of senior secondary school students of various schools of CBSE board do not differ significantly towards CCE pattern.
2. Most favourable and least favourable group of attitude towards Continuous and Comprehensive Evaluation of students differ significantly on the measure of study habits.
3. Attitude of male and female students do not differ significantly towards CCE. Thus we can say that Continuous and Comprehensive Evaluation is better evaluation system than summative evaluation method to evaluate the scholastic and non-scholastic aspects of students. It gives chance to the students for betterment of learning skills.

**Implications**

The present study explores the variables which affect the attitude towards CCE pattern of the students. Students learn with learning by doing method in CCE pattern. They get opportunity for their all round development that is cognitive, affective and psychomotor aspects of the development which develop positive attitude in the students towards CCE.

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