

# Analysis of Secondary Level Students' Attitude Towards Continuous and Comprehensive Education Programme

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**Abstract-**This study is an attempt to analyze the attitude of secondary level students towards Continuous and Comprehensive Evaluation followed by descriptive survey method. A sample of 150 students was taken based on stratified random sampling from Bengaluru district Karnataka. For this reason, Students' Attitude Scale towards Continuous Comprehensive Evaluation developed by the researcher (2019) was used as research tool for the investigation along with personal information. The data were analyzed by employing mean, standard deviation and independent 't' test as statistical techniques. The level of significance was fixed at 0.05 level in all the cases. It was concluded that majority of the students had a positive attitude towards CCE Programme (77.3% of the students agreed moderately and 15.3% of the students agreed favour) and they believed that it helped them to improve their learning and performance. From the 't' test analysis it was found that boys and girls had differed significantly in their attitude towards CCE Programme. The girls had more favour than boys towards CCE Programme. This may be due to girls are expected to be more diligent and disciplined than boys, especially when it comes to academic performance. Likewise the students from Government schools had more favour than students from private aided and unaided institutions. It is possible that parents of students in government schools are more supportive of the CCE Programme, perhaps because they value continuous assessment and feedback over high-stakes testing. However, the students also expressed their willingness to participate in CCE and suggested some changes to make it more meaningful and relevant to their learning needs.

**Keywords:** Continuous and Comprehensive Evaluation, Programme, Students, Secondary School, Attitudes

## 1.INTRODUCTION

Secondary education refers to the level of education that follows primary education and is typically designed for students between the ages of 11 to 18 years old. In most countries, secondary education is

mandatory and provides students with a comprehensive education that prepares them for higher education or employment. Continuous and Comprehensive Evaluation (CCE) is a system of education in India that was introduced as a part of the educational reforms in 2009. The aim of CCE is to provide a holistic approach to education that focuses on the all-round development of students. The CCE system involves continuous assessment of students throughout the year, as opposed to the traditional system of evaluating students based on a single exam at the end of the year. Under the CCE system, students are evaluated on both academic and non-academic parameters, such as sports, cultural activities, and life skills. The idea behind CCE is to ensure that students receive a well-rounded education that not only focuses on academic excellence but also helps them develop important life skills and qualities such as leadership, teamwork, communication, and critical thinking. The CCE program has been designed to promote a more comprehensive and holistic approach to education that takes into account the diverse learning needs and abilities of all students.

Continuous and Comprehensive Education (CCE) Program is an innovative approach to education that aims to provide holistic development to students at the secondary level. The program includes continuous evaluation of students' progress, skill-based learning, co-curricular activities, and regular feedback to students and parents. Students' attitude towards the CCE program can have a significant impact on its effectiveness. A positive attitude towards the program can lead to increased participation in co-curricular activities, better academic performance, and overall development of the student. On the other hand, a negative attitude towards the program can lead to disengagement, lack of participation, and lower academic performance.

There are several factors that can influence students' attitude towards the CCE program, such as their understanding of the program, their interest in co-curricular activities, the effectiveness of implementation, and the quality of feedback provided. To ensure a positive attitude towards the CCE program, it is essential to create awareness about the program among students, parents, and teachers. The program should be implemented effectively, with clear guidelines and expectations, and feedback should be given regularly to students and parents. Additionally, the co-curricular activities should be designed to cater to the interests and preferences of students, with opportunities for students to choose the activities they would like to participate in. This can lead to increased engagement and motivation among students.

The attitude of students towards the CCE program can have a significant impact on its effectiveness. It is crucial to create awareness, implement the program effectively, provide regular feedback, and design co-curricular activities that cater to the interests of students to ensure a positive attitude towards the program. CCE programme is a vital educational effort that has been implemented in India in recent years. It is an ongoing process of analysing a student's total performance, including academic and non-academic areas, throughout the academic year. This technique of evaluation guarantees that the emphasis is not simply on marks, but on the complete growth of a student. The CCE initiative has proven particularly beneficial to pupils of the secondary level, as it has helped to build critical life skills. CCE programme is an educational programme meant to make learning a continuous process rather than an isolated event. The programme promotes the total growth of pupils by assessing them through numerous modes and criteria beyond the standard paper-pencil assessments.

## 2. REVIEW OF RELATED LITERATURE

A review of related literature is an essential aspect of any research study. It provides a comprehensive understanding of the existing knowledge and helps to identify the research gap that needs to be addressed. In the case of the attitude towards the CCE programme in Karnataka, a review of related literature can play a crucial role in developing a comprehensive understanding of the subject and identifying the factors that affect the attitude towards the programme.

Ravikumar R. and Venkatakrishna B.V. (2018) have aimed to explore the perception and attitude of secondary school students towards Continuous and Comprehensive Evaluation (CCE) in Karnataka. The sample consisted of 250 students from different schools, and data were collected using a questionnaire. The findings showed that the students had mixed perceptions and attitudes towards CCE, and they had both positive and negative opinions about its effectiveness and impact. However, the students also expressed their willingness to participate in CCE and suggested some changes to make it more meaningful and relevant to their learning needs.

Nagaraja B.N. and Nagaraju K. (2018) have examined the impact of Continuous and Comprehensive Evaluation (CCE) on the attitude of secondary school students in Karnataka. The sample consisted of 150 students from different schools, and data were collected using a pre-test post-test design. The findings showed that CCE had a positive impact on the attitude of the students, and they became more motivated and engaged in their learning. However, the students also expressed concerns about the complexity and rigidity of the evaluation process, and they suggested some changes to make it more flexible and adaptable.

Patil S.S. and Bhatt S.R. (2016) have examined to investigate the attitude of secondary school students towards Continuous and Comprehensive Evaluation (CCE) in Karnataka. The sample consisted of 300 students from different schools, and data were collected using a questionnaire. The findings showed that the majority of the students had a positive attitude towards CCE, and they believed that it helped them to develop various skills and competencies. However, the students also expressed concerns about the fairness and accuracy of the evaluation process, and they suggested some changes to make it more reliable and valid.

Nagaraju K., Ganesh M.P., and Hosamane S.B. (2016) have analyzed the attitude of secondary school teachers towards Continuous and Comprehensive Evaluation (CCE) in Karnataka. The sample consisted of 200 teachers from different schools, and data were collected using a questionnaire. The findings showed that the majority of the teachers had a positive attitude towards CCE, and they believed that it helped them to understand their students' learning and performance better. However, the teachers also expressed concerns

about the lack of proper training and resources for implementing CCE, and they suggested some changes to make it more effective and feasible.

Shalini Garg and Anjana R. K (2015) have aimed to explore the attitude of secondary school students towards Continuous and Comprehensive Evaluation (CCE) in rural areas of Karnataka. The sample consisted of 100 students from five different schools, and data were collected using a questionnaire. The findings showed that the majority of the students had a positive attitude towards CCE, and they believed that it helped them to improve their learning and performance. However, the students also expressed concerns about the workload and stress associated with CCE, and they suggested some changes to make it more effective and student-friendly.

Rajeshwari C.S. and Srikantiah S.H. (2015) have planned to investigate the attitude of secondary school students towards Continuous and Comprehensive Evaluation (CCE) in urban areas of Karnataka. The sample consisted of 150 students from different schools, and data were collected using a questionnaire. The findings showed that the majority of the students had a positive attitude towards CCE, and they believed that it helped them to enhance their overall development. However, the students also expressed concerns about the implementation and monitoring of CCE, and they suggested some changes to make it more effective and efficient.

From the above studies it was seen that conducted on the attitude of students towards the CCE programme in Karnataka have shown that students generally have a positive attitude towards the programme and perceive it as a useful tool for their overall development. However, there are some students who perceive it as a burden, indicating that there is still scope for improvement in the implementation of the programme.

### 3.SIGNIFICANCE OF THE STUDY

CCE is an approach to education that aims to provide holistic development to students. It includes continuous evaluation of students' progress, skill-based learning, co-curricular activities, and regular feedback to students and parents. The CCE program was introduced in India in 2009, and it's implemented in many schools across the country. Now, talking about the attitude of secondary level students towards

the CCE program, it can vary based on several factors such as their understanding of the program, their academic performance, their interest in co-curricular activities, and the effectiveness of the implementation of the program in their school.

Some students may have a positive attitude towards the CCE program because it provides them with opportunities to learn and develop skills beyond academics. It encourages them to participate in co-curricular activities, which can enhance their creativity, teamwork, leadership, and communication skills. The continuous evaluation system also provides regular feedback to students, which helps them to identify their strengths and weaknesses and work on improving them. However, some students may have a negative attitude towards the CCE program because they may feel that it adds more pressure and workload to their academic schedule. The implementation of the program in some schools may not be effective, leading to confusion among students and teachers. The success of the CCE program depends on its implementation and the willingness of students to participate in it. If the program is implemented effectively and students are motivated to participate in co-curricular activities, it can have a positive impact on their overall development.

The CCE program was introduced to provide a holistic approach to education, which includes academic and non-academic aspects. By studying the attitude of students towards the program, we can understand whether the program is effective in achieving its objectives and meeting the expectations of students. Students are the primary beneficiaries of the CCE program, and their attitude towards the program can provide insights into the challenges and issues that need to be addressed. By studying the attitude of students, we can identify the challenges faced by them in implementing the program and provide solutions to overcome them. By studying the attitude of students towards the program, we can understand the level of engagement and motivation among students and make necessary improvements to enhance their engagement. Studying the attitude of students towards the CCE program in Karnataka can provide valuable insights into the effectiveness and implementation of the program, identify challenges, improve implementation strategies, and enhance student engagement.

### 4.STATEMENT OF THE PROBLEM

The purpose of this research is to examine the analysis on secondary level students' Attitude towards CCE Programme with regard to sex and type of school management. The topic identified for the current investigation is: "Analysis on Secondary Level Students' Attitude towards Continuous and Comprehensive Evaluation (CCE) Programme."

### 5.OBJECTIVES OF THE STUDY

The following are the objectives for the study

1. To examine the differences in the secondary level boys and girls' attitude towards Continuous and Comprehensive Evaluation Programme.
2. To investigate the differences in the Attitude towards Continuous and Comprehensive Evaluation Programme of secondary school students studying in government and private aided schools.
3. To know the differences in the Attitude towards Continuous and Comprehensive Evaluation Programme of secondary school students studying in private aided and private unaided schools.
4. To identify the differences in the Attitude towards Continuous and Comprehensive Evaluation Programme of secondary school students studying in government and private unaided schools.

### 6.RESEARCH HYPOTHESES

The following are the research hypotheses for the current research:

1. There is no significant difference in the secondary level boys and girls' Attitude towards Continuous and Comprehensive Evaluation programme.

| Sex   | Sample | Mean scores | Std. Deviation | 't' Value | Sig. level |
|-------|--------|-------------|----------------|-----------|------------|
| Boys  | 75     | 59.760      | 22.160         | 2.20      | *          |
| Girls | 75     | 67.546      | 21.072         |           |            |

\*Significant at 0.05 level (N=150; df=148, 0.05=1.98)

The above table-1 illustrates the variable, sample, mean scores, standard deviation, 't' value and level of significance related to Attitude towards Continuous and Comprehensive Evaluation Programme of secondary level students due to variations in the sex. From the independent 't' test it was shows that, the

2. There is no significant difference in the Attitude towards Continuous and Comprehensive Evaluation Programme of secondary level students studying in government and private aided schools.
3. There is no significant difference in the Attitude towards Continuous and Comprehensive Evaluation Programme of secondary level students studying in private aided and private unaided schools.
4. There is no significant difference in the Attitude towards Continuous and Comprehensive Evaluation Programme of secondary level students studying in government and private unaided schools.

### 7.METHODOLOGY

This study is an attempt to analyze the attitude of secondary level students towards Continuous and Comprehensive Evaluation followed by descriptive survey method. A sample of 150 students was taken based on stratified random sampling from Bengaluru district Karnataka. For this reason, Students' Attitude Scale towards Continuous Comprehensive Evaluation developed by the researcher (2019) was used as research tool for the investigation along with personal information. The data were analyzed by employing mean, standard deviation and independent 't' test as statistical techniques. The level of significance was fixed at 0.05 level in all the cases.

### 8.ANALYSIS AND INTERPRETATION OF DATA

Table-1: Independent 't' test results related to Attitude towards Continuous and Comprehensive Evaluation Programme scores of secondary level students with respect to Sex.

obtained 't' value (t=2.20) related to Attitude towards Continuous and Comprehensive Evaluation Programme of secondary level boys and girls is greater than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is rejected and in its place an alternate hypothesis has been

formulated that is ‘there is a significant difference in the secondary level boys and girls’ Attitude towards Continuous and Comprehensive Evaluation Programme.’ The mean scores of secondary level girls

(M=67.546) is higher than the mean scores of boys (M=59.760). It can be concluded that secondary level girls’ attitude towards CCE programme had favourable when compared to boys.

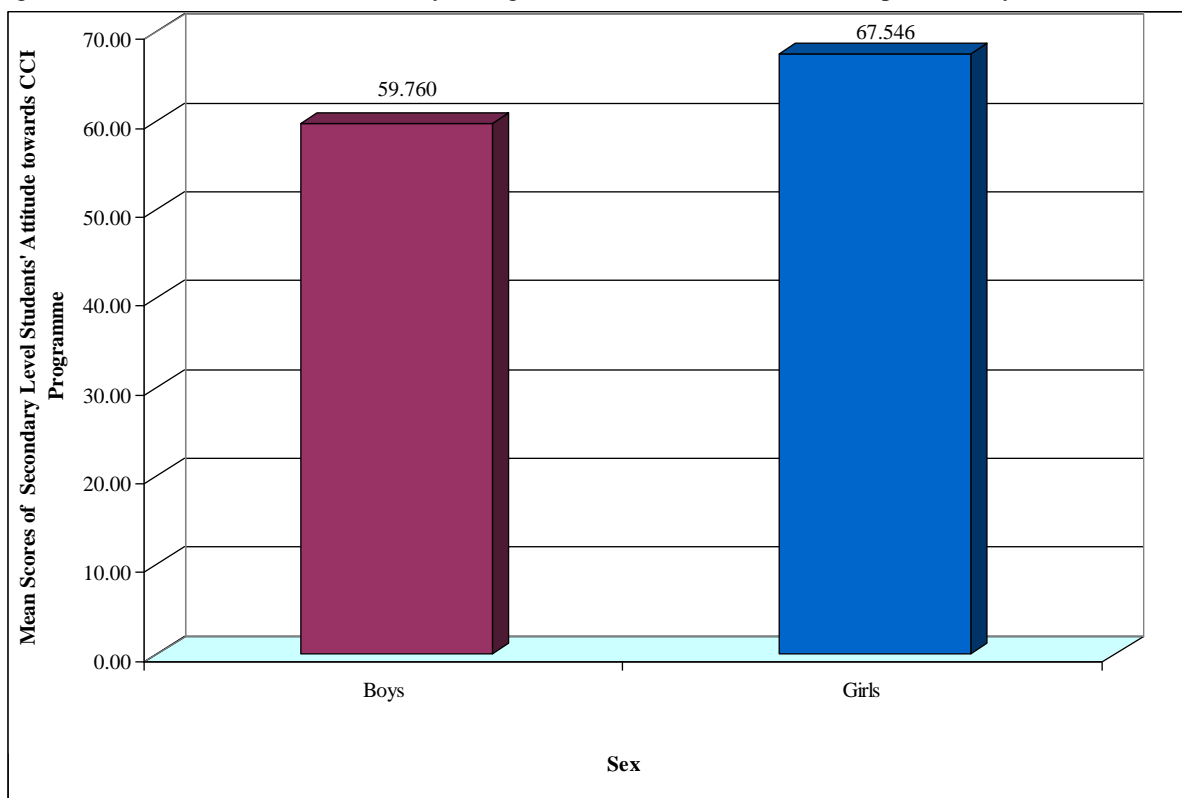


Fig.1: Comparison of mean Attitude towards CCE programme scores of secondary level boys and girls.

Table-2: Independent ‘t’ test results related to Attitude towards Continuous and Comprehensive Evaluation Programme scores of secondary level students with respect to Type of School Management.

| Type of School Management | Sample | Mean scores | Std. Deviation | ‘t’ Value | Sig. level |
|---------------------------|--------|-------------|----------------|-----------|------------|
| Government                | 50     | 75.320      | 22.255         | 2.63      | *          |
| Private Aided             | 50     | 63.700      | 21.911         |           |            |
| Private Aided             | 50     | 63.700      | 21.911         | 3.18      | *          |
| Private Unaided           | 50     | 51.940      | 14.293         |           |            |
| Government                | 50     | 75.320      | 22.255         | 6.25      | *          |
| Private Unaided           | 50     | 51.940      | 14.293         |           |            |

\* Significant at 0.05 level (N=150; df=148, 0.05=1.98)

The above table-2 presents variable, sample, mean scores, standard deviation, ‘t’ value and level of significance related to Attitude towards Continuous and Comprehensive Evaluation Programme of secondary level students due to variations in the type of school management.

- From the independent ‘t’ test it was shows that, the obtained ‘t’ value (t=2.63) related to Attitude towards Continuous and Comprehensive Evaluation Programme of secondary level students studying in government and private aided

schools is greater than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is rejected and in its place an alternate hypothesis has been formulated that is ‘there is a significant difference in the Attitude towards Continuous and Comprehensive Evaluation Programme of secondary level students studying in government and private aided schools.’ The mean scores of government secondary level students (M=75.320) is higher than the mean

scores of private aided school students (M=63.700).

- it was also shows that, the obtained 't' value (t=3.18) related to Attitude towards Continuous and Comprehensive Evaluation Programme of secondary level students studying in private aided and private unaided schools is greater than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is rejected and in its place an alternate hypothesis has been formulated that is 'there is a significant difference in the Attitude towards Continuous and Comprehensive Evaluation Programme of secondary level students studying in private aided and private unaided schools.' The mean scores of private aided secondary level students (M=63.700) is higher than the mean scores of private unaided school students (M=51.940).
- Further also shows that, the obtained 't' value (t=6.25) related to Attitude towards Continuous

and Comprehensive Evaluation Programme of secondary level students studying in government and private unaided schools is greater than the tabulated value (1.98) at 0.05 level of confidence. Hence, the stated hypothesis is rejected and in its place an alternate hypothesis has been formulated that is 'there is a significant difference in the Attitude towards Continuous and Comprehensive Evaluation Programme of secondary level students studying in government and private unaided schools.' The mean scores of government secondary level students (M=75.320) is higher than the mean scores of private unaided school students (M=51.940). It can be concluded that government secondary school students (M=75.320) had favourable attitude towards CCE programme when compared to private aided (M=63.700) and private unaided (M=51.940) school students.

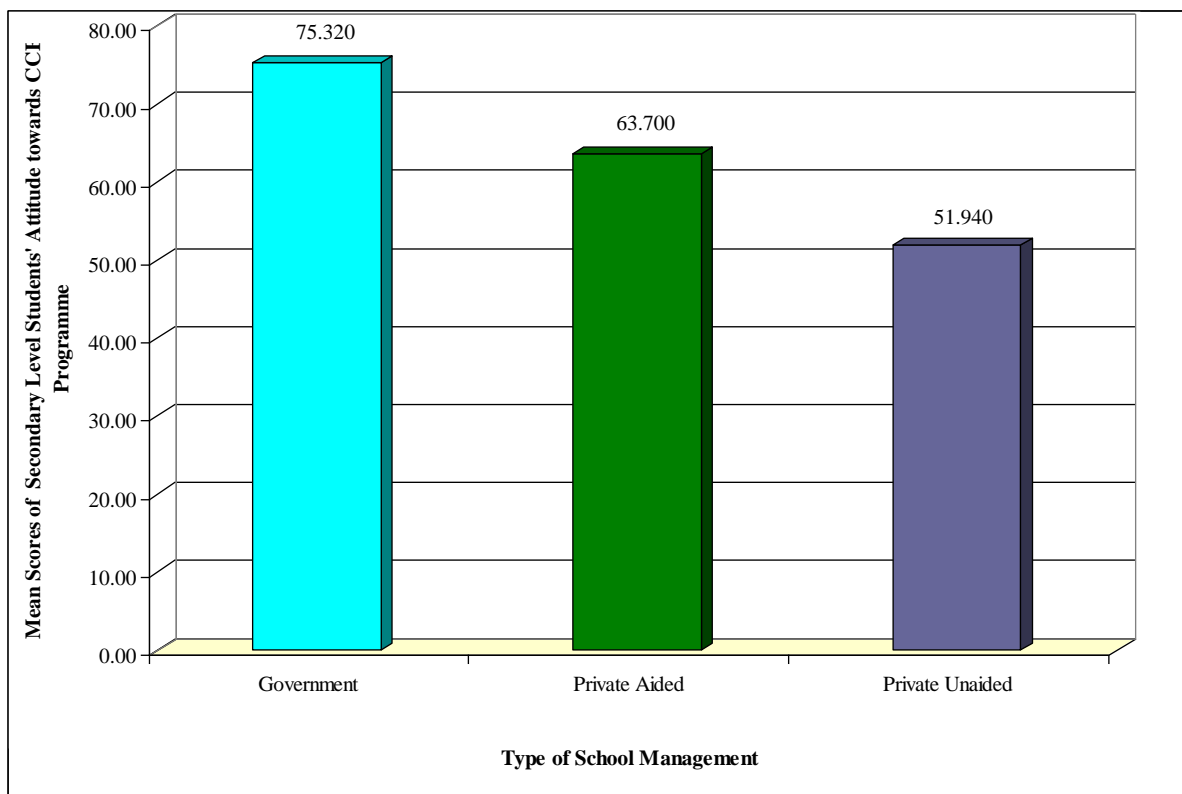


Fig.2: Comparison of mean Attitude towards CCE programme scores of secondary level students with regard to type of management.

### 9.RESULTS

1. There was a significant difference in the secondary level boys and girls' Attitude towards

Continuous and Comprehensive Evaluation Programme. The mean scores of secondary level girls (M=67.546) is higher than the mean scores of boys (M=59.760).

2. There was a significant difference in the Attitude towards Continuous and Comprehensive Evaluation Programme of secondary level students studying in government and private aided schools. The mean scores of government secondary level students (M=75.320) is higher than the mean scores of private aided school students (M=63.700).
3. There was a significant difference in the Attitude towards Continuous and Comprehensive Evaluation Programme of secondary level students studying in private aided and private unaided schools. The mean scores of private aided secondary level students (M=63.700) is higher than the mean scores of private unaided school students (M=51.940).
4. There was a significant difference in the Attitude towards Continuous and Comprehensive Evaluation Programme of secondary level students studying in government and private unaided schools. The mean scores of government secondary level students (M=75.320) is higher than the mean scores of private unaided school students (M=51.940).

#### 10.CONCLUSION AND IMPLICATIONS

It was concluded that majority of the students had a positive attitude towards CCE Programme (77.3% of the students agreed moderately and 15.3% of the students agreed favour) and they believed that it helped them to improve their learning and performance. From the 't' test analysis it was found that boys and girls had differed significantly in their attitude towards CCE Programme. The girls had more favour than boys towards CCE Programme. This may be due to girls are expected to be more diligent and disciplined than boys, especially when it comes to academic performance. Therefore, girls may be more inclined to appreciate the CCE Programme, which emphasizes continuous assessment and regular feedback. Likewise the students from government schools had more favour than students from private aided and unaided institutions. It is possible that parents of students in government schools are more supportive of the CCE Programme, perhaps because they value continuous assessment and feedback over high-stakes testing. Conversely, parents of students in private schools may be more focused on getting their

children into prestigious universities, which could lead them to view the CCE Programme as a distraction. However, the students also expressed their willingness to participate in CCE and suggested some changes to make it more meaningful and relevant to their learning needs.

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