

# WHETHER EXPERIENCE AND TRAINING OF TEACHERS AFFECT THEIR ATTITUDE TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)?

By

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## ABSTRACT

*Teaching experience and training of the teachers are important variables for teaching and evaluating effectively having an immense impact to their inclination, attitude and perfection. West Bengal Board of Secondary Education (W.B.B.S.E), India, has taken the initiative to implement Continuous and Comprehensive Evaluation system up to class VIII level. The present study explores the effect of experience and training on the attitude of the teachers towards CCE. 100 teachers under W.B.B.S.E were selected from 20 schools from Kolkata and South 24 Parganas district, West Bengal, India. Attitude scale towards CCE by Sood & Anand (2011) was adopted. t- test result showed that, teaching experience and training have no effect on the attitude of teachers towards CCE. Few orientations were suggested and discussed in the light of the matter.*

*Keywords: Attitude, Teachers' Experience and Teacher's Training, Continuous and Comprehensive Evaluation, Upper Primary Level, Secondary School Teacher.*

## INTRODUCTION

Quality education is the main concern in the age of globalization and evaluation that is acknowledged as a powerful means to improve it (Kothari & Thomas, 2012). Evaluation also develop students' understanding as active learners and thereby promote learning (Kothari & Thomas, 2012; Sivakumar et al., 2013). Learning is continuous, progressive and cumulative and is not just a year end affair. Hence attempt to evaluate learning should be continuous, progressive and cumulative (Marcus & Joseph, 2014). It is essential to cover cognitive, effective and psychomotor aspects, as learning experience thus knowledge, skill, attitude, values, habits, etc. needs to be taken into consideration for evaluation (Nxumalo, 2007), also it should be comprehensive as well, having both scholastic and co-scholastic aspects.

Evaluation system in India mainly depends on yearly examination system that is not able to assess properly the child's all round development, which is the ultimate aim of education. This examination system encourages selective

study and the marks lack reliability and validity (University Grand Commission [UGC], 1973); without promoting analytical and critical thinking skill, even engaging students in surface and rote learning (Ashita, 2013; Boud, 1992; National Council of Educational Research and Training [NCERT], 2011; Singh, 2011). Focus was mainly given on the intellectual or cognitive skills only (NCERT, 2011; Parkash & Kumar, 2012; Singh, 2011) creating students with mugging mind instead of questioning mind (Sharma & Behal, 2012). Ramamurti Committee (1990) also highlighted the unusability of the examination system to evaluate the student or the system of education. Keeping in the mind these serious limitations of the year-ending examination system, various planning committees and commissions (Kothari Commission, 1964-66; National Policy on Education [NPE], 1968, 1986; NCERT, 1988, 2006; Yashpal Committee, 1993; National Curriculum Framework (NCF) 2000, 2005; Right To Education [RTE], 2009) proposed shifting to schools based Continuous and Comprehensive Evaluation (CCE). CCE refers to a system of school based continuous

evaluation system that covers scholastic (viz, subject related knowledge, understanding, analysis, etc.) & co-scholastic (viz, learner's life skills, attitudes, interests, values, etc.) aspects of a student development in the course of studies in the schooling process (NCERT, 2013; State Council of Educational Research and Training [S.C.E.R.T], 2012), in which the assessment should be both Formative (i.e, during the course of study) and Summative (i.e, at the end of the course) (Central Board of Secondary Education [CBSE], 2010). Such evaluation gives importance on both cognitive and non-cognitive areas; use grades instead of marks, keeps record of student's performance (scholastic & co- scholastic) periodically. There is provision for adding formative assessment with no pass-fail strategy.

## 1. Mediating and Moderating Factors of CCE

Teachers' positive attitude plays a crucial role for implementing strategies and getting expected outcomes in any programmes in schools. Rightly said by former Indian president A.P.J Abdul Kalam that, problem is same, but attitude makes the difference. Attitude implies the sum total of man's inclination and feelings, prejudice or biases, preconceived notion, ideas, fears, threats and conviction about a particular topic. Along with this positive perspective or attitude, their effectiveness to conduct CCE is also important to lead the new evaluation system to success. Teaching experience and professional training (pre-service) are related to teachers' effectiveness (Kane, Rockoff, & Staiger, 2006; Rahman et. al., 2011). Rice (2010) viewed that experience as gained over time, enhances the knowledge, skills, and productivity of workers. Unal & Unal, (2012) showed in support that teachers with experience are more effective, and they are able to better control both behavior and instructional management. Research proves that, experienced teachers (Unal & Unal, 2012) tend to be less hesitant (Carter, Cushing, Sabers, Stein, & Berliner, 1988) and more flexible and adaptable (Kerrins & Cushing, 2000). It is considered as a moderator for the direct effect of the teachers' attitudes towards teaching on their professional performance (Harthy, Jamaluddin, & Abedalaziz, 2013). Onyango (2012) mentioned that, attitude is positively related to teaching performance (Nadeem et al., 2011) and experience. So experience can be treated as a

positive factor directly related to performance, skill and attitude.

Training of the teachers is also positively related to effective teaching having effect on students' achievement (Rahman, F., Jumani, N. B., Akhter, Y., Chisthi, S. H., & Ajmal, M., 2011). Training is a process by which people are taught with skills and give necessary knowledge or attitude to enable them to carry out their responsibilities to the required standard in the present job and to undertake greater and more demanding roles for effective performance (Omar, 2014). It is generally a pre-requisite for teachers and it is thought of as processes designed to enhance the professional knowledge, skills, and attitudes of educators (Huckabee, 2014; Rahman, et al., 2011). It also enhances positive attitude towards their students (Moore, 2015). So it can be supported that, training also have impact on teachers' attitude. The evaluation system in CCE needs teachers' professional knowledge, skills and activeness for effective implementation and professional training (pre service).

## 2. Research Overview

Researchers have outlined contradictory results regarding the effect of experience and training of the teachers on teachers' attitude towards CCE. Mackenzie, Hemmings & Kay (2011) concluded that, there is no relationship between the years of teaching experience and the attitudinal measure. Experience could not make any significance attitudinal difference among the teachers towards CCE (Sharma, 2013; Rathee, 2014), and also it does not have any significance effect on the awareness level of CCE (Islam & Chakraborty, 2012) and in-service training programme of CCE (Thote, 2014), but have an effect on perception level of CCE of the teachers (Singhal, 2012). Angadi (2014) could not find any attitudinal difference of the teachers towards ICT with respect to their experience.

Chopra (2008) reported that, the teachers' attitude towards inclusive education does not depend on experience. Thangamani (2002) also holds the same result concerning attitude towards oral examination. However, Emimah (2016) contradicted and revealed that, experienced math teachers have more positive attitudes towards CCE than less experience. Unal & Unal (2012) argued that, as

teachers became more experienced, they become more controlling on both behaviour and instructional management. Thus, yet no general systematic research has explored the importance of experience of the teachers on the attitude towards CCE.

On the other hand, training also has an effect on attitude of prospective teachers towards teaching (Awan, 2015) and it makes attitudinal and perceptual differences in formative assessment (Young & Jackman, 2014). Marcus & Joseph (2014) highlighted the lack of professional training as a one of the causes of the science teachers' indifference while implementing Continuous Assessment.

Singh, Patel, & Desai, (2013) and Hasan (2013) showed that, students under B.Ed training have favourable attitude towards continuous internal assessment. Huckabee (2014) reported that, training positively affects preservice teachers' knowledge, personal beliefs, and attitudes towards the students experiencing emotional and behavioral disorders or mental health distress or illness, as it changes the attitude towards teaching (Sahyarani & Stanly, 2014) and corporal punishment (Mirza & Ali, 2014). Earlier, Rahman et al. (2011) reported that, training was positively related to effective teaching.

In the case of inclusive education, Chopra (2008) showed significant positive effect of training on attitude. In contrast, Young & Jackman (2014) expressed that, trained teachers are no more frequent practitioners of formative assessment than untrained teachers. Harris and Sass (2007) mentioned that, no evidence was found in respect to pre-service (Undergraduate) training of teachers and their ability to increase student achievement. However, Dowrich (2008) felt that, inadequate training coupled with the lack of monitoring of the Continuous Assessment Programme by the principal resulted in the program implemented at a superficial level. So here also there is no consensus found among the researchers about the effectiveness on training.

### 3. Emergence of the Study

Review of the earlier studies brought contradictory results regarding the effectiveness of experience and training. No consistent results supported the importance on attitudes of the teachers or educators. So, there is a huge gap with

respect to the results on the line in respect to teachers' experience and their professional training. There is also very limited studies found on the impact of experience and training on the attitude of the teachers' towards CCE throughout India and more specifically in West Bengal Board of Secondary Education (W.B.B.S.E) settings. W.B.B.S.E introduced CCE system from Class I to VIII from the academic year 2013. Many innovative ideas have been added to CCE like formative assessment system, remedial measures, grading system, assessment of non-academic areas which are relatively new to the teachers. Hence, the necessity to explore the selective variables under the study, the researchers have tried to examine the experience and training of teachers has any effect on attitude towards CCE.

### 4. Objectives of the Study

The objectives of the study are,

- To study the effect of experience on attitude of the teachers towards CCE.
- To study the effect of training (B.Ed) on attitude of the teachers towards CCE.

### 5. Research Questions

The following research questions are considered for the study.

- Whether experience of teachers makes any difference in attitude of teachers towards CCE?
- Whether Training (B.Ed) of teachers make any difference in attitude of teachers towards CCE?

### 6. Delimitation of the Study

Researchers have conducted this study in the upper primary level (V-VIII) only and 100 teachers from 20 government. aided Bengali medium schools under WBBSE have been selected for the study.

Demographic Characteristic	Category	N = 100 (%)
Teaching Experience	High Experience (11 years and above)	40%
	Low & Moderate Experience (upto 10 years)	60%
Teachers Training	B.Ed	76%
	Non-B.Ed	24%

Table 1. Demographic Characteristic of the Sample

## 7. Research Design

A descriptive Survey method design was followed in this study.

### 7.1 Sample and Sampling

The sample was finalized by employing the purposive sampling technique. It comprised of 100 school teachers under WBBSE, teaching classes V to VIII, from South 24 Parganas, Kolkata district, West Bengal. The nature of the sample is shown in Table 1.

### 7.2 Data Collection Tools

General information schedule for collecting teacher's personal information and teacher's attitude towards continuous and comprehensive evaluation questionnaire, developed by Sood & Anand (2011) was adapted for the study. The questionnaire was prepared by having a five point rating scale (SA- "Strongly Agree", A- "Agree", UD- "Undecided", D- "Disagree", SD- "Strongly Disagree") on the three dimensions namely: Student Related, Teacher Related, Process Related Ensuring Validity 0.94 (bivariate) and Reliability 0.95 (Spearman-Brown).

### 7.3 Data Analysis

The researchers have used the descriptive analysis (Frequency, percentage) for the demographic characteristics of the participants and t-test for testing the difference between the groups.

Teachers' Attitude	Teaching Experience (N=100)	Mean	S.D	"t"- value	df	P value
Child Related Attitude	High Exp.(N=40)	62.27	7.94	0.930	98	p>0.05 NS
	Low & Moderate Exp.(N=60)	63.75	7.66			
Teacher Related Attitude	High Exp.(N=40)	33.70	4.56	0.243	98	p>0.05 NS
	Low & Moderate Exp.(N=60)	33.90	3.62			
Process Related Attitude	High Exp.(N=40)	42.50	6.64	0.976	98	p>0.05 NS
	Low & Moderate Exp.(N=60)	43.63	5.26			
Total Attitude	High Exp.(N=40)	138.62	17	0.861	98	p>0.05 NS
	Low & Moderate Exp.(N=60)	141.30	13.92			

NS= Not significant at 0.05% level

**Table 2. The Scores of Schools' Teachers in Attitude Scale with Respect to Teaching Experience (High, Low and Moderate Experience)**

## 8. Results Interpretation and Discussion

### 8.1 Teachers' Experience and Attitude

The 't' score (t= 0.861) from Table 2 indicates that, there is no significant difference (table value of "t" at 0.05% level is 1.99) between highly experienced teachers and low & moderate experienced teachers in the attitude towards CCE. Also, no significant difference was found in the three dimensions-Child related attitude (t= 0.930), Teacher related attitude (t= 0.243), and Process related attitude (t= 0.976) with respect to teaching experience of the teachers (high, low & moderate level experience of the teachers). It signifies that, experience has no significant effect on attitude of the teachers towards CCE.

Similar outcomes was observed by Sharma (2013) in CBSE board and Rathee (2014) in Haryana. Experience was not found to be effective in the awareness level of attitude of teachers towards CCE (Islam & Chakraborty, 2012) in-service training programs of CCE (Thote, 2014). Mackenzie, Hemmings & Kay (2011) reported that, experience does not make difference in the attitudinal measure. So many researches in others areas, e.g. inclusive education, ICT has also supported the present results (Angadi, 2014; Chopra, 2008; Thangamani, 2002). Clotfelter, Ladd, & Vigdor (2007) reasoned that, close to half of the teachers attained experience mostly in the first few years of teaching than later in their career implying teachers improve the most early in their careers. Hence, low experience teachers improve themselves as experienced teachers in their early service stage. There are lack of infrastructural facilities and proper guidance or instructions regarding innovative evaluation strategies which may lead to ignorance of the way to implement and uncertainty of the expected outcomes which may causes them both (high and low & moderate experience) similar perception and inclination towards CCE. In spite of that, CCE is a newly introduced one; so both experienced and non-experienced or low experienced teachers are trying to adapt with the new system; thus high, low & moderately experienced teachers have similar attitude towards CCE. In the perspective of mean attitude score, low & moderate teachers (141.30) express themselves as slightly positive than the highly experienced teachers (138.62), which was also supported

by Angadi (2014), who showed the mean score of high experienced teachers is slightly less than the low experienced (Table 2). Most experienced teachers may be less effective than their less experienced colleagues (Ladd, 2008) and even their inexperienced colleagues (Harris and Sass, 2007). It can be said that, experience may be effective; but does not guarantee the excellence as suggested by Chingosa & Peterson (2010) that, experience may assist with effectiveness, although some experienced teachers actually become less effective later in their careers. So, the result of the present study conducted in WBBSE regarding the experience of teachers is not unexpected, as it was already established by the earlier researcher, but that mean difference does not bring any significance difference in their attitude. Thus experience cannot be treated such as a significant factor to make any difference in the attitude of the teachers under WBBSE towards CCE.

## 8.2 Training and Teachers' Attitude

No significant difference was noted in the t test results of Table 3 ( $t = 1.77$ ) in the attitude scale score with respect to training of the teachers (B.Ed and non B.Ed). Also, no significant difference was found in the three dimensions: Child related attitude ( $t = 0.095$ ), Teacher related attitude ( $t = 0.040$ ), and Process related attitude ( $t = 0.496$ ) with respect to training of the teacher. It implies that, training (B.Ed) has no significant effect on the attitude of the

Teachers' Attitude	Teachers' Training (N=100)	Mean	S.D	"t"- value	df	P value
Child Related Attitude	B.Ed (N=74)	63.12	7.84	0.095	98	$p > 0.05$ NS
	Non-B.Ed (N=24)	63.29	7.69			
Teacher Related Attitude	B.Ed (N=74)	33.83	4.18	0.040	98	$p > 0.05$ NS
	Non-B.Ed (N=24)	33.79	3.48			
Process Related Attitude	B.Ed (N=74)	43.34	6.41	0.496	98	$p > 0.05$ NS
	Non-B.Ed (N=24)	42.67	3.21			
Total Attitude	B.Ed (N=74)	140.38	16.24	0.177	98	$p > 0.05$ NS
	Non-B.Ed (N=24)	139.75	11.59			

NS= Not significant at 0.05% level

**Table 3. The Attitude Towards Teachers with Respect to Training (B.Ed and non B.Ed)**

teachers towards CCE.

The present result is supported by Jones (1997), who found no significant differences in the total performance scores and in the instructional and assessment practices of trained and untrained teachers irrespective of the subjects taught. Hascher et al., (2004) and Awan, (2015) hold a serious concern that, as soon as the teachers enter the real classroom setting, a gap between theoretical knowledge and practical knowledge becomes clear with a lack of connection between the theoretical knowledge they learn in teacher education programs and the school-based teaching experiences. This may be a reason for no attitudinal differences between trained and non-trained teachers, thus training does not make any difference of their attitude. It is to say that, B.Ed is the pre-service training related to techniques, pedagogy, skills of teaching, not directly connected to the innovative ideas of CCE, hence it may not bring any significance difference in attitude towards the newly implemented evaluation system like CCE. Another thing is, that non-B.Ed teacher may have attended different seminars or workshops regarding teaching and learning organized by NGO or Board, which may boost their attitude. Omar (2014) mentioned that, in-service training or staff development programme for teachers play an essential role in successful education reform that is why non-trained teacher also performs similar to trained teachers in mean attitude towards CCE. Above all, the system is new to both and they are trying to adapt with the new system of evaluation and in this circumstances training (B.Ed) may not be signified as an essential factor to make difference in the attitude of the teachers under WBBSE towards CCE.

## Conclusion and Recommendations

An appreciable system of evaluation, Continuous and Comprehensive Evaluation has been employed by the West Bengal Board of Secondary Education, Govt. of West Bengal, India, for the sake of re-javelin the overall school education system up-to class VIII, especially for improvement of school evaluation system. It was found by the researchers that, experience and training (pre service) does not make any difference in their attitude towards CCE. Though CCE is accepted by them, it is not carried out

exactly the way prescribed by the board because of unawareness or knowledge gap, lack of motivation, lack of consciousness of its significance and due to the huge gap in training and practical implementation, related evaluation tools and techniques, record keeping, formative feedback, etc. Thus, the present study has to be generalized cautiously. Further research is recommended having much boarder area and sample. Qualitative study need to be organized to get a clear perception of attitude of the teachers with respect to their experience and training, which may explore further. The research outcomes will be helpful to the policy makers for the true implementation and would provide necessary information for further in-service training directly related to CCE.

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