

## **OCCUPATIONAL STRESS OF HIGH SCHOOL TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION PATTERN**

**Dr.T.Sireesha**, Assistant Professor, Dept. of Education, Sri Padmavati Mahila  
Visvavidyalayam, Tirupati, Email: [sireesha.tanguturu@gmail.com](mailto:sireesha.tanguturu@gmail.com), Ph:9440675760

### **ABSTRACT**

The present study “Occupational stress on High school teachers towards continuous and comprehensive evaluation pattern” perceived causes of stress among high school teachers towards continuous and comprehensive evaluation. Main purpose of this study is to examine occupational stress among male and female teachers with 14 years and above experience. Identification of best predictors of stress of teachers towards continuous and comprehensive evaluation programme.

### **Introduction**

Occupational stress is stress at work stress is defined in terms of its physical and psychological effects on a person stress in mental, physical or emotional strain or tension or it is situational or factor that can cause this. Occupational stress occurs when there is discrepancy between the demands of the environment and an individual’s ability to carry out and complete these demand often a stressor can lead the body to have a physiological which in turn will result on a strain on a person physically as well as mentally. One of the main cause of occupational stress is work overload. Occupational stress is often caused by an increased work load without the addition of employees to take on that additional work instead the increased amount of work is given to the current employees to finish in the same time span that they would be asked to finish their regular or standard work load. But stress doesn’t always happen in response to things that are immediate or that are over quickly. Ongoing or long term events like coping with a divorce or moving to a new neighbourhood or school can cause stress too long term stress full situations can produce a lasting a low level stress that’s hard on people. The nervous system senses continued pressure and may remain slightly activated and continue to pump out extra stress hormones over an extended period. This can ware out the body’s reserves, leave a person feeling depleted or over whelmed, weaken the body’s immune system and cause other problem.

Occupational stress is a term used to define ongoing stress that is related to the work place the stress may have to do with the responsibilities associated with the work itself or be caused by conditions or personality conflicts. As with other forms of tension occupation stress can eventually affect both physical and emotional well being if not managed effectively.

Occupational stress has become increasingly common in teaching professional complexities and increased economics pressure on individuals. A major source of distress among teachers is result of failure of school to meet the social needs and jobs demands of the teachers the teachers must be a were of his clear role to build up the nation. Teacher are over burdened with regular teaching load. Occupational satisfaction is a necessary condition for a healthy growth of teachers personality. A teacher at present have a vulnerable position, college

teachers protest that they are not paid enough. The importance of pay or factor in occupational has been greatly over emphasized. In general occupational stress arises from the working conditions, environment system when we talk of stress among teachers. Teaching profession occupies important and prestigious place in society. Teachers are considered as the creators of leaders, scientist, philosopher, advocates, politicians and administrators. Teacher is a principal means for implementing all educational programs of the organization of education.

Continuous and Comprehensive Evaluation (CCE) refer to a system of evaluation that covers all aspects of students, development. It is a curricular initiative, attempting to shift emphasis from testing to holistic learning. The major focus of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore will not be merely limited to assessment of learner's scholastic attainments. It uses assessment as a means of motivating learners in further programmes to provide information for arranging feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive picture of learner's profile including both the scholastic and non-scholastic areas of personality development.

#### **Aims of Continuous and Comprehensive Evaluation**

Continuous and Comprehensive Evaluation is an process of assessment, mandated by the Right to Education Act, of India. This approach to assessment has been introduced by state governments in India as well as by the central board of high education in India, for students of 6<sup>th</sup> to 10<sup>th</sup> grades and 12<sup>th</sup> in some schools.

The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during / before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, what so ever. The CCE method is claimed to bring enormous changes from the traditional chalk and talk method of teaching, provide it is implemented accurately.

The aim is to decrease the workload on the student by means of continuous evaluation by taking number of small tests throughout the year in place of single test at the end of the academic programme. Only grades are awarded to students based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behaviour etc., to evaluate and present an overall measure of the student's ability. This helps the students not only in good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics and also helps to motivate the students who have thirst of knowledge.

#### **Need and Importance of the Study**

Teachers had a glorious past. Then society as kept a teacher in high esteem and was running to find solutions to their problems. Thus teachers assumed the position of the "benefactor" of the society apart from being a trustee of knowledge and culture.

The present day teacher suffers from innumerable problems and in spite of his valiant efforts is yet to come out ruthlessly in criticizing the teacher. It is true that there is a change in the role played by the past teacher. It can never be said that teachers are without any blemish. They have their own share of responsibility in the substandard education and the social backwardness. However, the careful examination of the present day teacher reveals that teachers had played comparatively a little role in the present deteriorating educational

standards in the country. The position of a present day teacher is so insignificant that he can hardly be responsible for any drawbacks in the field of education. Now with CCE programme curriculum modernized and brought upto date at all stages with emphasis on laws and principles and logical thinking.

With the CCE programme methods of teaching subjects are modernized, stressing and leads to investigatory approach and the understanding of basic principles. Guide materials should be made available to help teachers adopt this approach laboratory work will need considerable improvement and reduce the stress. These should be flexibility in the CCE curriculum in order to cater to the special needs of the gifted children.

Everybody has complaint against the teaching of subjects with respect to CCE. It is dull, boring, difficult and useless from the point of view of the learner. "It is to remote of excessive workload and lack of facilities in the form of aids and equipment".

Policy, decision making regarding educational problems unfortunately are not done by the educational exports and so create many problems to teachers in their profession.

In teaching of subjects with respect to CCE programme domain we required three things man, material and management whose responsibility is to create proper atmosphere vitiate by all sorts of interferences and pressures on the teachers, normal academic growth will not take the place.

The problems faced by the teachers due to CCE programme are so diverse that it is a difficult task for the teachers to find a solution to them unless the problems are identified whether they are proper and correct solutions found out for them. The teacher cannot fulfill his professional obligations which may adversely affect the educational standard in the nation.

Similarly there are different view-points about the necessary of different types of reforms in its teaching some take delight only in criticism for the sake of criticism. It is the joint responsibility of all who has concern to bring about necessary improvements and changes. Then only the teaching of subjects with the CCE programme becoming more effective one.

### **Objectives of Present Study**

This study has been designed with the following objectives.

1. To study the occupational stress among high school teachers towards CCE pattern with respect to Gender (male and female teachers).
2. To study the occupational stress among high school teachers towards CCE pattern with respect to Type of Management (government and private teachers).
3. To study the occupational stress among high school teachers towards CCE pattern with respect to teaching experience of male and female teachers towards CCE.

### **Sample**

The sample consists of 160 high school teachers. The sample was randomly selected for the study. Among 160 selected teachers 80 were male and the remaining 80 were female. Again from each group 40 teachers are from urban and 40 students are from rural areas schools were taken for the present investigation.

### **Tools used**

The researcher has adopted a standardized questionnaire for the present study, prepared by Goode and Hatt "Questionnaire refers to a device for securing answers to a series

of questions by using a form which the respondents fill himself. The tool prepared by Arun Kumar Singh and Arpana Singh (2014) was selected and used for the study.

### **Hypothesis**

There would be no significant difference between the occupational stress level of male and female school teachers. There would be no significant difference between the occupational stress level of government and private school teachers towards CCE. There would be no significant difference between the most dominant stress factor among the teachers with respect to their teaching experience.

**Table - Means, SDs and ‘t’ values of male and female teachers in relation to their occupational stress towards CCE**

Gender	Sample	Mean	SD	‘t’ value
Male	80	144.25	40.62	1.417 <sup>@</sup>
Female	80	153.5	41.95	
Private	80	148.75	40.01	0.38 <sup>@</sup>
Government	80	146.25	42.66	
Below 14 years	80	149.87	14.93	3.97**
Above 14 years	80	135.44	22.30	

**Note :** @ Not significant at 0.05 level, \*\* ‘t’ value is significant at 0.01 level

From the above Table the calculated mean and standard deviation scores of male and female high school teachers regarding occupational stress were 144.25, 153.5 and 40.62 41.95 respectively. The obtained ‘t’ value 1.417 was found to be not significant. Hence the formulated null hypothesis “There would be no significant difference between the occupational stress level of male and female school teachers towards CCE” was accepted. It is clear from the mean score that, there exists a slight difference between male and female high school teachers. Female teachers were having slightly high occupational stress than male teachers regarding to CCE model. From the above Table the calculated mean and standard deviation scores of high school teachers regarding occupational stress with respect to type of institution were 148.75, 146.25, 40.01, 42.66 respectively. The obtained ‘t’ value 0.38 was found to be not significant. Hence the formulated null hypothesis “There would be no significant difference between occupational stress of high school teachers with respect to type of institution” was accepted. It is clear from the mean scores that there exists a slight difference between private and government institution. Private institution were having slightly high occupational stress than government institution. From the above table the calculated mean and standard deviation scores of below 14 years experience high school teachers and above 14 years experience teachers regarding occupational stress was 149.87, 135.44, 14.93, 22.30 respectively. The obtained ‘t’ value 3.97 was found to be significant. Hence the formulated null hypothesis “There would be no significant difference between the most dominant stress factor among the teachers with respect to their teaching experience” was rejected. It is clear from the mean scores that there exists a significant difference between teaching experience of high school teachers with below 14 years and above 14 years, high teachers with experience of above 14 years were having slightly high occupation stress than high school teachers having below 14 years experience were having low occupational stress.

## **Conclusion**

From the study it can be concluded that there is no difference in the occupational stress between male teachers and female teachers and also there is no difference in the occupational stress among government teachers and private teachers. This is may be because of acceptance and adaptation to new of pattern of evaluation. Results also reveal that teachers who where below 14 years of experience are showing slight low level of occupational stress then compared to teachers above 14 years experience. This occupational stress can be reduce by organizing in service orientation and training programmes on CCE pattern by teacher education institutions and state government.

## **Reference**

- **Alexander stamations, Antonious, Marina Nialla (2014)**, "Occupational Stress and Professional burnout in Teachers of Primary and High Education", *Journal of Educational Psychology*, Vol.4, PP:349-355.
- **Anbucheluan.C (2010)**, "Occupational Stress of High School Teachers", *A Journal of Edutracks*, Vol.9, Pp:31-33.
- **Dev Parkash Rajesh Kumar (2016)**, "A Philosophical Study : Continuous and Comprehensive evaluation", *International Journal of Reviews, Surveys and Research* ISSN (Online): 2319-4618.
- **Emimah (2016)**, "Attitude of High School Mathematics Teachers towards CCE", *Imperial Journal of Inter Disciplinary research*, Vol.2, Issue.3, ISSN:2454-1362.
- **Indu Rathee (2014)**, "Continuous and Comprehensive Evaluation study on Teacher's Attitude", *Review of Research*, September,2014, Vol.3, Issue.12.