

**STRESS AND JOB SATISFACTION ON THE PRIMARY SCHOOL TEACHERS
AFTER IMPLEMENTATION OF TRIMESTER SYSTEM AND CONTINUOUS AND
COMPREHENSIVE EVALUATION SCHEME**

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ABSTRACT

The present study aims at investigating the Stress and Job Satisfaction on the primary school teachers after implementation of Trimester system and Continuous and Comprehensive Evaluation Scheme. The sample consists of 200 primary school teachers from Kanyakumari District. A self-prepared Stress Questionnaire and Job Satisfaction Scale were used for the data collection. The data were analyzed by using mean, standard deviation, percentage analysis and correlation. The results revealed that the Stress for the primary school teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme is average. Also the Job Satisfaction for the primary school teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme is average. There is a significant relationship between Stress and Job Satisfaction for the primary school teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme.

INTRODUCTION

Education in the ordinary sense of the term means enlightenment. To educate means to enlighten, to make one aware of what one is ignorant of. Ever since the inception or rise of intellect in human beings, they awoke with certain cardinal questions related to seeking the truth

about oneself and one's life, the truth about one's surroundings, the truth about the world and the truth about the ultimate goal of one's life.

Stress is an inherent factor in any vocation or career. At its best, the presence of stress can be a motivator that urges the individual to strive for excellence. But excess amount of stress can lead to lack of productivity, a loss of confidence and the inability to perform routine tasks. As a result good employees lose their enthusiasm for their work and have anxiety about their future.

Job satisfaction is with regard to one's feelings or state of mind regarding the nature of their work. It can be influenced by a variety of factors such as the quality of one's relationship with their supervisors, the quality of the physical environment in which they work, degree of fulfillment in their work, etc. Job satisfaction varies .But many workers are satisfied with even the least prestigious jobs.

The Trimester system and Continuous and Comprehensive Evaluation scheme is creating opportunities for children to learn with conceptual understanding rather than rote learning. After the implementation of these there is a relationship between the amount of time invested and the quantity and quality of learning that occurs in any given group of students. Every teacher and educationist knows that even a balanced curriculum remains dead, unless quickened into life by the right kind of teacher and suitable method of teaching. Therefore, all the factors which influence excellence in the field of education are the quality, competence and character of teacher apart from the infrastructure, cognitive and non- cognitive qualities of students and parental support. So, nothing is more important than attracting talented pupil to the teaching profession and providing them with the best possible professional training and creating a congenial environment of work, in which they can be fully effective and satisfied.

BACKGROUND OF THE STUDY

Avtar Singh, Jayesh Patel and Roshni Desai (2013) conducted a study on the, "Attitude of Student Teachers towards Continuous and Comprehensive Evaluation with reference to Gender, Caste and Habitat". The population of the study constituted all students in the B.Ed. programme offered by Faculty of Education and Psychology, The Maharaja Sayajirao University

of Baroda, Vadodara, India. The sample of the study consisted of 180 students of B.Ed. course. Tools used for the present study was a five-point Likert type attitude scale to measure the attitude of the B.Ed. students toward Continuous Internal Assessment constructed by the investigators. The findings of the study show that the attitude of student teachers towards continuous and comprehensive evaluation is high.

Amaladoss Xavier S.J. (2009) conducted a study on, "The Relationship between Job Satisfaction and Teaching Competency". The post-graduate chemistry teachers working in Kanyakumari District formed the population out of which the investigator chose 96 PG chemistry teachers. The major findings were the level of teaching competency and its dimensions of post-graduate chemistry teachers teaching chemistry in Kanyakumari District was found to be average; there was no significant relationship between the levels of competent post-graduate chemistry teachers and job satisfaction, there was a significant relationship between high level competent post-graduate chemistry teachers and their job satisfaction and there was no significant relationship between teaching competency and its dimensions in post-graduate chemistry teachers and their job satisfaction.

Sabu. S. and C. Jagadish. (2005) conducted a study on, "The Stress and Teaching Competence of secondary school teachers". The study was carried out on a sample of secondary district of Kerala. Random sampling method was used. The major findings were: there was a negative correlation between stress and teaching competence in secondary school teachers; teachers with high stress have low teaching competence and teachers with high teaching competence have low stress. Thus is a significant difference between male and female secondary school teachers with regard to their teaching competence.

SIGNIFICANCE OF THE STUDY

In any school setting, teachers are the source of guidance in all the crucial steps in the academic life of the students. Teachers have a vital role in moulding and refining the intellectual capacity of children during the phase of student hood or the formative period in the school. The values and knowledge that a teacher imparts and instills in the students determine the future of the child and future of the nation as they are the citizens of tomorrow. Teaching helps the children to develop into responsible citizens.

Stress can trigger emotional disorders such as anxiety and depression in some cases. This heavy burden creates in them many stress related problems and may affect their official and personal life. Teacher having stress is a major issue that is likely to have negative effects on the quality of education and on the lives of children. Job Satisfaction is an integral component of the organizational climate. Job Satisfaction is a positive emotional state that occurs when a person's job seems to fulfil the important job values provided these values are compatible with one's need. Job Satisfaction is a personal attitude towards the job generally. The factors like, status of the service, age, experience, education, training, caste, etc. have important bearing upon Job satisfaction of an employee. A well adjusted and satisfied teacher can contribute a lot to the well-being of their students. When teachers are satisfied with their jobs, they can perform their responsibilities with concentration and devotion. A satisfied teacher acts in a friendly, enthusiastic, secure and well adjusted manner. Job Satisfaction on the part of the teacher is important not only in the classroom instructions but also out of the classroom environment.

Trimester System and Continuous and Comprehensive Evaluation Scheme are one of the revolutions and major changes in the present school education system. No doubt, the role of the teachers is significant in them. The role and responsibility of a teacher is multitasked in the present day school system. But experts argue about the practical problems in the implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme. Continuous and Comprehensive Evaluation Scheme requires more time and energy for works. Earlier students were subjected to take the board exams, but now they end up in taking exams every week. The life of the students has worsened. Also earlier one was supposed to study, but now one is forced to do project works in all subjects. The workload of teachers has increased as it involves formative and summative evaluation, grading system, frequently observing the learners and recording data, more freedom to students etc. The present system has forced the teachers to hastily finish their work and it has increased their burden.

The primary school children have their ways of thinking and engaging with the world and their remarkable hunger for learning. Also these children find security in rhythm, ritual, and repetition, learn through play; want to belong to a community that is safe, beautiful, and good; explore the world with wonder; "understand" the world first through their bodies seeking independence and mastery; thrive in the natural world; use stories to construct meaning and seek patterns in the world around them; construct their identities and build cultural bridges; express

themselves in complex ways, etc. With the changes in teaching methodology and learning strategies, teaching has been identified as one of the most stressful professions especially at the primary level where teachers have to deal with a lot of problems connected with lesson planning , classroom management , teaching – learning process and co-curricular activities. They face a number of administrative problems. Sometimes they are compelled to play many roles such as: teacher, principal, do administrative work and sometimes handle many classes at the same time. All these affect the Job Satisfaction of teachers. Job Satisfaction will largely determine the quality of education. Hence the investigators selected the topic as Stress and Job Satisfaction among the Primary School Teachers after Implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme.

OBJECTIVES:

1. To find out the level of Stress on the primary school teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme.
2. To find out the level of Job Satisfaction of the primary school teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme.
3. To find out the significant relationship between Stress and Job Satisfaction of the primary school teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme.

METHODOLOGY

In this study Normative survey method was used to collect the data. The investigators used the tools – Stress Questionnaire and Job Satisfaction Scale constructed and validated in Kanyakumari District. The primary school teachers working form the population, out of which the investigator chose 200 primary school teachers as the sample. Random sampling technique was used. Mean, Standard deviation, Correlation and Percentage analysis were used to analyse the data.

FINDINGS AND INTERPRETATION

1. Level of Stress on the primary school teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme.

Table 1**LEVEL OF STRESS ON PRIMARY SCHOOL TEACHERS**

Variable	Low		Average		High	
	Count	%	Count	%	Count	%
STRESS	68	34	94	47	38	19

The level of Stress on the primary school teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme is average (47%).

2. Level of Job Satisfaction of the primary school teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme.

Table 2**LEVEL OF JOB SATISFACTION OF PRIMARY SCHOOL TEACHERS**

Variable	Low		Average		High	
	Count	%	Count	%	Count	%
JOB SATISFACTION	17	8.5	99	49.5	84	42

The level of Job Satisfaction of the primary school teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme is average (49.5%).

3. There is no significant relationship between the Stress and Job Satisfaction of the primary school teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme.

Table 3

CORRELATION BETWEEN STRESS AND JOB SATISFACTION OF PRIMARY SCHOOL TEACHERS

Variable	Calculated 'r' value	Remark at 5% level
Stress vs. Job Satisfaction	0.142	Significant

It is inferred from the above table that the calculated 'r' value (0.142) is greater than table value (0.139) for $df=198$ at 5% level of significance. Hence there is a significant relationship between Stress and Job Satisfaction of the primary school teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme.

INTERPRETATION

The present study reveals that the Stress on the primary school teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme is average. The Job Satisfaction of the primary school teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme is average. There is a significant relationship between Stress and Job satisfaction of the primary, secondary teachers after implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme. From this investigation it can be concluded that if the teachers are less stressed then they have more job satisfaction and vice versa.

RECOMMENDATIONS

The role of a teacher is so important as he/she deals with the students of the future generation. He/She helps them to imbibe the right values, skills and attitudes necessary to cope

with the every changing environment and unpredictable future. For the progress of the country, the educational system must progress which is in the hand of the teachers. Hence the government should provide desired facilities to teachers, make a fair pay, provide promotional opportunities, etc. Besides this the management and the Headmaster should be supportive to them. Steps should be taken to reduce the work load of teachers. All these will reduce their Stress and will improve their Job satisfaction.

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