

INFLUENCE OF OCCUPATIONAL STRESS ON SECONDARY SCHOOL TEACHERS TOWARDS CONTINUOUS AND COMPREHENSIVE EVALUATION IN TIRUPATI TOWN

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ABSTRACT

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. 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 learners profile including both the scholastic and non-scholastic areas of personality development.

Key words: Occupational stress, Secondary School Teachers, Comprehensive Evaluation

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 this 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 and emotional well being if not managed effectively.

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 secondary education in India, for students of 6th to 10th grades and 12 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.

Objectives of the Study

This study has been designed with the following objectives.

1. To study the occupational stress level between male and female school teachers towards CCE.
2. To identify the most occupational stress factor among different age group of male and female teachers towards CCE.
3. To study the occupational stress level of government and private school teachers towards CCE.

Hypothesis of the Study

1. There would be no significant difference between the occupational stress level of male and female school teachers towards CCE.
2. There would be no significant difference to identify the most occupational stress factor among different age group of male and female of teachers towards CCE.
3. There would be no significant difference between the occupational stress level of government and private school teachers towards CCE.

Sample

Andhra Pradesh state consists of 13 districts. The researcher hails from Tirupati town. As it is the M.Ed dissertation, due to lack of time and money constraints the researcher selected her native district i.e., Tirupati town for the research.

The sample consists of 160 secondary school teachers from Tirupati town. 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.

Data Collection

Once the tool was finalized permission from the headmasters and teachers of the 12 selected schools under the study was obtained for data collection. The teachers selected for the study were instructed in advance about the data of administration of tool. Necessary instructions were given at the time of test.

Hypothesis

There would be no significant difference between the occupational stress level of male and female school teachers.

Mean, S.Ds 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@
Female	80	153.5	41.95	

Note : @ Not Significant at 0.05 level

From the above Table the calculated mean and standard deviation scores of male and female secondary 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 secondary school teachers. Female teachers were having slightly high occupational stress than male teachers regarding to CCE model.

Hypothesis

There would be no significant difference to identify the most of occupational stress factor among different age group of teachers towards CCE.

Showing Mean, S.Ds and 't' values of Occupational stress factor among different age group of teachers

Gender	Sample	Mean	SD	't' Value
Male	80	140.62	10.6	0.35@
Female	80	141.5	12.08	

Note : @ Not Significant at 0.05 level

From the above table the calculated mean and standard deviation scores of secondary school teachers regarding occupational stress with respect to type of age group 140.62, 141.25, 10.6, 12.08 respectively. The obtained 't' value 0.35 was found to be not significant. Hence the formulated null hypothesis "There would be no significant difference to identify the most occupational stress factor among different age group of teachers towards CCE was accepted. It is clear from the mean scores that there exists a slight difference between male and female secondary school teachers age group and female teachers were having slightly high occupational stress than male teachers.

Hypothesis

there would be no significant difference between the occupational stress level of government and private school teachers towards CCE.

Showing Mean, Standard Deviation and 't' value of occupational stress regarding to Type Institution

Gender	Sample	Mean	SD	't' Value
Private	80	148.75	40.01	0.38@
Government	80	146.25	42.66	

Note : @ Not Significant at 0.05 level

From the above table the calculated mean and standard deviation scores of secondary 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 secondary 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.

