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Stress and Job Satisfaction among Primary School Teachers after Implementation of Trimester System and Continuous and Comprehensive Evaluation Scheme

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*The present study aims at investigating the stress and job satisfaction among primary school teachers after implementation of Trimester system and Continuous and Comprehensive Evaluation scheme. The sample consists of 100 primary school teachers of Kanyakumari District. A self-prepared and standardized Stress Questionnaire and Job Satisfaction Scale were used for data collection. The data was analysed by using mean, standard deviation, 't' test and F- test. The results of this study revealed that there is significant difference between the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house, Marital status, Type of family and Type of class handled. Also, there is significant difference among the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age.*

Keywords: Stress, Job Satisfaction, Primary and School Teachers.

## Introduction

There is significant difference between the job satisfaction of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house and marital status. There is significant difference among the job satisfaction of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age.

Education aims at making children capable of becoming responsible, productive and useful members of the society. Knowledge, skills and attitudes are built through learning

experiences and opportunities created for learners in school. It is in the classroom that learners can analyse and evaluate their experiences, learn to doubt, to question, to investigate and to think independently. An understanding of learners, educational aims, the nature of knowledge and the nature of the school as a social organization can help us arrive at principles to guide classroom practices.

The School Education department says that “As per the existing system, students are forced to carry books which have portions meant for the whole year. Children are literally burdened with books. The enrichment of knowledge along with syllabus revision has resulted in increased volume and size of the books and the physical strain the children undergo”.

In a Government Order the department said a solution for the problem was to introduce trimester pattern. In a bid to bring relief to school children from carrying an overload of books, the Tamil Nadu government introduced trimester system in schools for classes’ I-VIII from the academic year, 2012-13.

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of a student that covers all aspects of student development. It is a developmental process of a student which emphasizes on two-fold objectives. These objectives are continuity in evaluation and assessment of broad-based learning and behavioral outcomes on the other.

The term ‘continuous’ is meant to emphasize that evaluation of identified aspects of students ‘growth and development’ is continuous process rather than an event, built into the total teaching – learning process and spread over the entire span of the academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self-evaluation.

The second term ‘comprehensive’ means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of the students’ growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (testing and non – testing) and aims at assessing a learner’s development in areas of learning like:

- Knowledge
- Understanding
- Application
- Analysis
- Evaluation
- Creation etc.

Stress is a feeling of tension, which is both physical and emotional and is caused by physiological, psychological and environmental demands. Stress up to moderate level is inevitable and leads to motivation but prolonged stress will result in both physiological and psychological ailments.

Job satisfaction is defined as the degree to which employees have a positive affective orientation towards the employment. It is also the favorable or unfavorable subjective feeling with which employees view their work. It results when there is congruence between job requirement demands and expectations of employees. Teaching is a human service; in order to teach effectively the teachers must possess around mental health, enthusiasm and satisfaction in the job.

### Need and Significance of the Study

In the Indian Educational System to reduce the burden of the learners many new practices are followed. Among them the Trimester scheme and Continuous and Comprehensive Evaluation (CCE) are important practices followed at present. According to the Trimester system, the academic year would be divided into three terms between June and April and existing books suitably divided into three parts. The rationale for introducing the trimester system is to create a school where teaching and learning is valued with an emphasis on learning outcomes demonstrated in students' performance. A well-designed curriculum through thinner books along with creative instructional practices will form the key to success. A trimester pattern would allow for more interactive and collaborative experiences and included provisions for immediate feedback and helping those students who lagged catch up with others, it said.

Large time and the smallness of the term books motivate students to work together in a sportive and friendly manner avoiding cut-throat sense of unhealthy competition among peers and balancing the core classes over three terms allows for less stress on students. The teachers, for their part, need not rush to cover lessons. The trimester system coupled with comprehensive and continuous evaluation method will certainly mark a qualitative leap as far as the education of children is concerned. Also these would reduce the "physical strain" on students and rote memorization among the learners. In CCE method of evaluation the role of teachers is very important.

Stress is a feeling of tension, which is both physical and emotional. It is caused by physiological, psychological and environmental demands. The main source of stress is the occupation of a person undoubtedly; teaching has become a stressful profession in the present times. The sources of stress for the school teachers are heavy workload, delayed salaries, duties other than teaching, lack of co-operation from head and colleagues, political interference, students behaviour, negative community attitude etc.,

Due to the implementation of the Trimester scheme and continuous and comprehensive evaluation, their workload has increased as CCE involves formative and summative evaluation, grading system, frequently freedom to students etc. Hence the teachers are stressed and it is an established fact that the performance of a teacher mainly depends upon his/her psychological state of mind. Stress can definitely affect their efficiency and performance. The effect of growing stress and teachers' life and requires carefully monitoring and it directly affects their job satisfaction. Thus investigator wants to study the stress and job satisfaction among primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme.

## Background of the Study

Satwindepal Kaur (2003) conducted a study on “Occupational stress in relation to Teacher Effectiveness among Secondary School Teachers”. The sample comprised of 1000 government secondary school teachers from four districts of Punjab. Teacher Effective Scale by Kumar and Muthu was used for data collection. This investigation revealed that the less effective teachers are under a higher level of occupational stress than the highly effective teachers, while the female secondary school teachers are significantly under more occupational stress than their male counter parts.

Suvitha et al. (2012) investigated “Stress among Secondary School Teachers” The sample of this study included 156 secondary school teachers of Acharapakkam and Madurantakam educational blocks of Kancheepuram district, Tamil Nadu. Stress Scale constructed and standardized by Dr. Tejinder Kaur was used measure the level of stress .The major findings of the study showed that there is a significant difference in the level of stress with respect to age, educational qualification and experience of the teachers.

Tirath Singh et al. (2012) conducted a study on “Attitude of School teachers towards Continuous and Comprehensive Evaluation: Role of Gender” .The sample consisted of 243 teachers teaching in schools affiliated to CBSE in Punjab. An Attitude Scale developed by the investigators was used to measure the Attitude of teachers towards CCE. Results showed that male teachers had favorable attitude towards CCE.

Vandana Mehra and Harpreet Kaur (2011) conducted a study on “Job Satisfaction among Government and Private Secondary School Teachers of various Academic streams”. The sample of this study was 600 secondary school teachers selected randomly from Chandigarh. The tool used for this study was Job Satisfaction Scale by Singh and Sharma (1999).The findings of this study showed that government school teachers exhibited better job satisfaction than private school teachers.

## Statement of the Problem

The present study is entitled as ‘Stress and Job Satisfaction among primary School teachers after implementation of Trimester system and Continuous and Comprehensive Evaluation’.

## Objectives of the Study

- To find out whether there is any significant difference between the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house, Marital status, Type of family and Type of class handled.
- To find out whether there is any significant difference among the stress of primary

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school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age.

- To find out whether there is any significant difference between the job satisfaction of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house, Marital status, Type of family and Type of class handled.
- To find out whether there is any significant difference among the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age.

### Hypotheses

- There is no significant difference between the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house, Marital status, Type of family and Type of class handled.
- There is no significant difference among the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age.
- There is no significant difference between the job satisfaction of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house, Marital status, Type of family and Type of class handled.
- There is no significant difference among the job satisfaction of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age.

### Methodology

The investigator employed normative survey method to study the stress and job satisfaction among primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme. The tools used for data collection were -A Stress Questionnaire and a Job Satisfaction Scale developed and standardized by the investigator. The sample was 100 primary school teachers from schools of Kanyakumari District.

## Analysis

TABLE – 1

The above table shows that the calculated ‘t’ values are greater than the table value of ‘t’ (1.96). Hence there is significant difference between the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house, Marital status, Type of family and Type of class handled

Difference between stress of primary teachers after implementation of trimester system and continuous and comprehensive evaluation scheme

<i>Variable</i>	<i>Category</i>	<i>Number</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>t - value</i>	<i>Result</i>
<i>Gender</i>	Male	39	24.89	9.23	3.74	Significant
	Female	61	18.32	7.35		
<i>Locality of the School</i>	Rural	61	22.96	8.22	3.08	Significant
	Urban	39	17.64	8.55		
<i>Locality of the house</i>	Rural	72	22.34	8.39	2.74	Significant
	Urban	28	17.14	8.54		
<i>Marital status</i>	Married	64	22.51	8.85	2.65	Significant
	Unmarried	36	18	7.76		
<i>Type of family</i>	Nuclear family	61	19.08	8.04	2.60	Significant
	Joint family	39	23.71	9.066		
<i>Type of class Handling</i>	Single Class	64	22.06	9.38	1.96	Significant
	Combined Class	36	18.80	7.02		

(At 5 % level of significance the table value of ‘t’ is 1.96)

TABLE – 2  
Difference among stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme

<i>Variable</i>	<i>Category</i>	<i>Number</i>	<i>Variance</i>	<i>df</i>	<i>'F' value</i>	<i>'F' critical value</i>	<i>Result</i>
<i>Type of School</i>	Government	30	59.84	2	25.37	3.09	Significant
	Aided	40	35.01				
	Private	30	55.99	97			
	Below 35 yrs	41	58.53	2	9.58	3.09	Significant
<i>Age</i>	Between 35-45 yrs	38	67.28				
	Above 45 yrs	21	72.24	97			

The above table shows that the calculated F- values are greater than the critical value of 'F'. Hence there is significant difference among the stress of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age.

TABLE – 3

Difference between job satisfaction of primary teachers after implementation of trimester system and continuous and comprehensive evaluation scheme

<i>Variable</i>	<i>Category</i>	<i>Number</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>t - value</i>	<i>Result</i>
<i>Gender</i>	Male	39	216.46	19.62	3.55	Significant
	Female	61	230.16	17.49		
<i>Locality of the School</i>	Rural	61	221.01	19.98	2.59	Significant
	Urban	39	230.76	17.18		
<i>Locality of the house</i>	Rural	72	220.98	19.59	3.68	Significant
	Urban	28	234.67	15.40		
<i>Marital Status</i>	Married	64	220.46	18.31	3.06	Significant
	Unmarried	36	232.55	19.22		
<i>Type of family</i>	Nuclear family	61	225.60	19.36	0.50	Not Significant
	Joint family	39	223.58	19.76		
<i>Type of class Handling</i>	Single Class	64	224.21	22.05	0.46	Not Significant
	Combined Class	36	225.88	13.872		

(At 5 % level of significance the table value of 't' is 1.96)

The above table shows that the calculated 't' values for Gender, Locality of the school, Locality of the house and marital status are greater than the table value of 't' (1.96). Hence there is significant difference between the job satisfaction of primary school teachers after implementation of Trimester system and continuous and comprehensive evaluation scheme with reference to Gender, Locality of the school, Locality of the house and marital status.

TABLE – 4

Difference among job satisfaction of primary school teachers after implementation of trimester system and continuous and comprehensive evaluation scheme

<i>Variable</i>	<i>Category</i>	<i>Number</i>	<i>Variance</i>	<i>df</i>	<i>'F' value</i>	<i>'F' critical value</i>	<i>Result</i>
<i>Type of School</i>	Government	30	346.74	2	16.13	3.09	Significant
	Aided	30	314.79				
	Private	40	198.68	97			
	Below 35 yrs	41	352.59	2	2.49	3.09	Significant
<i>Age</i>	Between 35-45 yrs	38	295.43				
	Above 45 yrs	21	535.62	97			

The above table shows that the calculated F- values are greater than the critical value of F. Hence there is significant difference among the job satisfaction of primary school teachers after implementation of Trimester system and continuous and comprehensive evaluation scheme with reference to Type of school and Age.

### Discussion

This study indicates that there is significant difference between the stress of male and female primary school teachers. On comparing the mean scores it can be interpreted that the male primary school teachers experience more stress. This is because male teachers have sources of work stress like pursuing further education, implementation of language proficiency requirement, getting along and working relationships with colleagues and salary.

This study indicates that there is significant difference between the stresses of primary school teachers based on their locality of the school. On comparing the mean scores, it can be interpreted that the primary school teachers whose locality of school is rural experience more stress. This is because these teachers may experience significantly more stress due poor working conditions and remoteness of the school.

This study indicates that there is significant difference between the stresses of primary school teachers based on their locality of the house. On comparing the mean scores it can be interpreted that the primary school teachers whose locality of house is rural experience more stress. It may be due to the lack of proper transport facilities.

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This study indicates that there is significant difference between the stress primary school teachers based on their marital status. On comparing the mean scores it can be interpreted that the married primary school teachers experience more stress. This is because they have more family burden.

This study indicates that there is significant difference between the stresses of primary school teachers based on their type of family. On comparing the mean scores, it can be interpreted that the primary school teachers from joint families experience more stress. This may be due to more responsibilities of the school, workload and also responsibilities due to their joint family.

This study indicates that there is significant difference between the stresses of primary school teachers based on the type of class handled. On comparing the mean scores it can be interpreted that the primary school teachers who handle single class experience more stress. This is because that primary school teachers stay with one class every day for a whole year. They're not only responsible for their education activities; they're also responsible for the social and moral development of the students.

This study indicates that there is significant difference among the stress of primary school teachers based on their type of school. On comparing the mean scores, it can be interpreted that the primary school teachers from aided schools experience more stress. This is because that the aided schools may follow strict rules and regulations to maintain discipline, stress for good results of the students etc.

This study indicates that there is significant difference among the stress of primary school teachers based on their age. On comparing the mean scores it can be interpreted that the primary school teachers of the age group below 35 years' experience more stress. This may be due to their lack of experience.

This study indicates that there is significant difference between the job satisfaction of male and female primary school teachers. On comparing the mean scores, it can be interpreted that the female primary school teachers have more job satisfaction. This is because of the fact that female teacher's think it is the most suitable job for them. The female teacher feels satisfaction in teaching profession only because they think the profession suitable for them.

This study indicates that there is significant difference between the job satisfactions of primary school teachers based on their locality of the school. On comparing the mean scores, it can be interpreted that the primary school teachers whose locality of school is urban have more job satisfaction. This is because that the urban schools have good infrastructural facilities than the rural schools.

This study indicates that there is significant difference between the job satisfactions of primary school teachers based on their locality of the house. On comparing the mean scores, it can be interpreted that the primary school teachers whose locality of house is urban have more job satisfaction. This is because all the facilities available in urban areas are better developed

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than rural areas.

This study indicates that there is significant difference between the job satisfaction primary school teachers based on their marital status. On comparing the mean scores, it can be interpreted that the unmarried primary school teachers have more job satisfaction. This is because they have less responsibilities and problems towards their family.

This study indicates that there is significant difference among the job satisfaction of primary school teachers based on their type of school. On comparing the mean scores, it can be interpreted that the government primary school teachers have more job satisfaction. This is because that the government teachers have more job security than others.

This study indicates that there is significant difference among the job satisfaction of primary school teachers based on their age. On comparing the mean scores it can be interpreted that the primary school teachers of the age group above 45 years have more job satisfaction. This is because they have more experience in teaching and are more matured. It might be in terms of that with increasing of age, the skills in teaching and communicating coping strategies develop and reach the saturation point resulting in more satisfaction.

## Conclusion

Primary School teachers play an important role in our educational system and this role could be played with some pressures. Pressures or stress can be advantageous to some extent but, excessive job stress can lead to negative consequences. The present study indicates that the implementation of Trimester system and continuous and comprehensive evaluation scheme affects the stress and job satisfaction of primary school teachers.

Therefore the authorities should establish and regularly use recognized means of consultation with teachers organizations on educational policy and school organization, upon new developments in the education service and upon the effects of administrative requirements on the word of teachers. Teachers organizations should be entitled to participate in making policy and in developing standards relating to teaching and to enter into the profession. Better promotional venues and incentives may be provided at all levels to all the teachers without any prejudice. Teachers need proper rest room and other physical facilities, up-to-date teaching equipments and instructional materialism the schools in which they serve. Salary of the school teachers need to be increased keeping in view the rise in price index.

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