COMPARATIVE STUDY OF STRESS IN CONTINUOUS AND COMPREHENSIVE EVALUATION SYSTEM

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ABSTRACT:
Education gives positive thoughts, conducts and actions so that a man can develop himself with all dimensions of life successfully and become a satisfied person. Continuous and Comprehensive Evaluation is one of the most effective means of achieving the expected learning outcomes by all pupils of a particular class. This paper presents findings of a research conducted on university students. The sample of the study consisted of 30 students in Continuous Evaluation System taken from Dayalbagh University (Group-I) and 30 students in Comprehensive Evaluation System taken from Agra University (Group-II). Stress was studied by administering Perceived Stress Scale developed by Sheldon Cohen. Results showed that mean score of stress in group-I is 16.86 and for group-II it was 19.83. Obtained t value is 2.84 which is significant at .01 level. The present study revealed a significant difference in the level of stress between the two groups. Students of group II was found with high stress in comparison to the students of Group I. Findings reveals that stress was found as an important psychological factor which affects the student’s achievement. It is clear that in continues evaluation system students can evaluate themselves with their marks time to time. Good scores in exams motivate them and improve their confidence level and mental health also.

KEY WORDS: Continues evaluation system, Comprehensive evaluation system, Stress.

The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction. Continuous and comprehensive evaluation is one of the most effective means of achieving the expected learning outcomes by all pupils of a particular class. Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation system of a student that covers all aspects of a student development. It is a developmental process of 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’ in a continuous process rather than as an event, built into a total teaching-learning process and spread over the entire span of 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 (both testing and non-testing).

The major emphasis of CCE is on the continuous growth of students ensuring their intellectual, emotional, physical, cultural and social development and therefore, it will not be merely limited to assessment of learner’s scholastic attainments. CCE uses assessment as a means of motivating learners to provide feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive picture of a learner’s profile.

Moderate level of stress is a normal phenomenon for students, if such students are to excel in their academic work (Busari, and Uwakwe (2001). Tertiary students experience significantly greater average levels of stress (Hall, Chipperfield, Perry, Ruthig and Goetz, 2006; Moffat, McConnachie, Ross and Morrisson, 2004). This stress comes from various aspects of life including developmental and social changes, financial and accommodation problems, work demands, and the specific demands of academia. Often the demands of work, study and personal needs collide, tipping the balance and resulting in disequilibrium and excessive stress (Michie, Glachan and Bray, 2001; Busari 2000). Poor coping strategies and personality types may result in additional stress in certain individuals, leading to negative patterns of behavior and decreased academic performance (Busari and Eniola 2007).

**Method:**

**Objective:**
- To compare the level of stress in Continuous and Comprehensive Evaluation System.

**Hypothesis:**
- There is no significant difference in the Stress level of university students studying in continuous and comprehensive evaluation system.

**Variables:**

**Independent Variable:** Evaluation System

**Dependent Variable:** Stress level

**Relevant Variables:**
- Age: 18 to 24 years of age
Sex: Only female students
Marital Status: Unmarried students
Education: University students, only Undergraduates

Sample:
The study was carried out on 60 healthy female students age-ranged of 18-24 years. The mean age of the sample was 20.06 with a Standard Deviation of 2.01. The sample of the study taken from Dayalbagh University consisted of 30 students in Continuous Evaluation System (Group-I) and 30 students in Comprehensive Evaluation System taken from Agra University (Group-II). Only those students were included in the sample, who had no physical and psychological problem.

![Sample Diagram]

Design:
To study the effect of I.V. on D.V. Double matched group design was used.

Tools:
**Perceived Stress Scale:** Stress was measured by Perceived Stress Scale constructed by Cohen (1983). The scale consists of 10 items. Reliability of the scale was estimated through Cronbach alpha ($r = .83$).

Procedure:
After selecting the subjects on the basis of random sampling the Perceived Stress Scale was administered on each subject. Administration of test was done accordingly to the instructions given in their respective manuals. The completed questionnaire was collected from the subject and they are thanked for their cooperation. The scoring patterns for the test were followed by the
test manual. The means and SDs were calculated and t-test was used in order to find out the effect of evaluation system on stress level among university students.

Result and Discussion:

Table: Mean, SD and t-ratio of Stress scores in Continues and Comprehensive Evaluation System

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Measures</th>
<th>Mean</th>
<th>SD</th>
<th>SEd</th>
<th>t- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRESS</td>
<td>GROUP I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Continuous Evaluation System)</td>
<td>16.86</td>
<td>4.47</td>
<td>0.96</td>
<td>2.84**</td>
</tr>
<tr>
<td></td>
<td>GROUP II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Comprehensive Evaluation System)</td>
<td>19.83</td>
<td>2.80</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** p < .01

FIGURE: - MEAN SCORES;
Comparison of Stress Level between Continuous Evaluation System (Group I) and Comprehensive Evaluation System (Group II)
Results of the present study indicates the significant effect of evaluation system on stress level among university students ($t = 2.84$, $p<.01$). Therefore, the hypothesis was rejected. The mean stress score of Group II ($M=19.83$) is higher than the mean stress score of Group I ($M=16.86$). Thus, a clear basis is obtained to state that there is a significant effect of evaluation system on stress level among university students. Evaluation System significantly affects the stress level of students. These results are in agreement with the results of Frassrand (2005) that students studying in Continuous Evaluation System were found to have less stress than students studying in Comprehensive Evaluation System.

Conclusion:

On the basis of findings it can be concluded that there is a significant difference in the stress level of students studying in continuous and comprehensive evaluation system. Thus, the results of the present study reveal the stress as an important psychological factor which affects the student’s achievement. It is clear that in continues evaluation system students can evaluate themselves with their marks time to time. Good scores in exams motivate them and improve their confidence level and mental health also.

References