



Stress Level of Cbse School Teachers After Implementation of Continuous Comprehensive Evaluation

KEYWORDS

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ABSTRACT *The present study is an attempt to find the stress level of CBSE school teachers after implementation of Continuous Comprehensive Evaluation (CCE). Survey method and simple random sampling method were employed. A self constructed tool was used to collect data from 201 teachers, who work at CBSE schools in Coimbatore District, Tamilnadu stat. The results reveal that the stress level among the teachers is moderate and is quite normal for any job. There is significant difference between male and female teachers, U.G. and P.G. teachers, rural and urban teachers, primary and secondary teachers, the only earning member and not the only earning member-teachers in stress level after implementation of CCE. There is no significant difference between married and single teachers, trained and untrained teachers, arts and science teachers, the teachers who have undergone training and not undergone training for CCE in their stress level after implementation of CCE.*

INTRODUCTION

"Stress could be due to factors intrinsic to the job, such as poor physical working conditions, work overload or time pressures".

- Cary Cooper and Judi Marshall.

People in work places where they deal with emotions, experience more stress than other work places e.g. nursing, social work and teaching. This may lead to 'burnout', a stage when a person starts treating his clients as objects (depersonalization), evaluates himself negatively and feels emotionally exhausted. In such extreme cases, performance will deteriorate considerably and this effect can be attributed to the stress. The Central Board of Secondary Education (CBSE) introduced Continuous and Comprehensive Evaluation (CCE) in Primary Classes in 2004 (Circular No. 5/18/25/04) and extended this scheme to classes VI to VIII in 2006 (Circular No./2/06). CCE refers to system of school based assessment that covers all aspects student's development. It includes assessment in scholastic and co-scholastic aspect in student's growth.

NEED AND SIGNIFICANCE OF THE STUDY

Almost five years after CBSE introduced CCE, it is observed that teachers are still struggling to cope with the additional work load in terms of assessment and continuous evaluation. The new system of evaluation requires orientation, training, competency from the part of the teachers. Though CCE is commendable, it has added to the stress level of teachers because of the considerable paper work involved. In the present study an attempt has been made to study the stress level of teachers after implementation of CCE. It will reveal the probabilities and consequences of implementation of CCE from the teachers' perspective and how it has/will affect the evaluation system and its stakeholders in the long run. The results can help the policy makers to introspect CCE and reflect on the remedial measures needed (if any).

This paper aims to study in detail the stress level of CBSE School teachers after implementation of Continuous Comprehensive Evaluation (CCE).

OPERATIONAL DEFINITIONS

Stress Level

Stress level is "A state of psychological and physiological imbalance resulting from the disparity between situational demand and the individual's ability or motivation to meet those demands".

CBSE School Teacher

A person who teaches in a school affiliated to Central Board of Secondary Education.

Continuous Comprehensive Evaluation

Continuous and Comprehensive Evaluation refers to system of school based assessment that includes assessment in scholastic and co-scholastic aspect in student's growth as per the guidelines and norms of the CBSE.

OBJECTIVES OF THE STUDY

The following are the general objectives of the present study:

- To construct a tool to measure the stress level of the CBSE school teachers pertaining to CCE
- To measure the stress level of CBSE School teachers after implementation of continuous comprehensive evaluation

HYPOTHESES OF THE STUDY

The following are the hypotheses framed for the present study:

- There is stress among CBSE school teachers after implementation of CCE.
- There is no significant difference between
 - ✓ Male and female teachers
 - ✓ Married and single teachers
 - ✓ U.G. and P.G. teachers
 - ✓ Trained and untrained teachers
 - ✓ Rural and urban teachers
 - ✓ Primary and secondary teachers
 - ✓ Arts and science teachers
 - ✓ The teachers who have undergone training and not undergone training for CCE

- ✓ The only earning member and not the only earning member teachers in their stress level after implementation of CCE.

METHODOLOGY

Survey method was employed for the present study. The investigator has used simple random sampling technique in this study. The sample consists of 201 teachers who handle primary and secondary classes at CBSE schools situated in Coimbatore district of Tamil Nadu state. The sample was stratified on the basis of sex, educational qualification, school area, level of teaching at school, years of experience and training undergone for CCE.

TOOL

A self-constructed tool with 20 items aimed at measuring the stress level of CBSE school teachers after implementation of CCE was used. The tool was validated by a team of experts-teacher educators and School Heads of CBSE Schools. Content validity and face validity were established.

Test-Retest method was used for establishing reliability by administering the tool to 25 teachers. The reliability of the tool was found to be 0.89.

STATISTICAL TECHNIQUE USED

Arithmetic Mean, Standard Deviation and t-test were used to analyse the data.

RESULTS

TABLE 1. Mean value and standard deviation of stress level of CBSE school teachers after implementation of CCE

| TOTAL SCORE | MID VALUE | MEAN | S.D. |
|-------------|-----------|--------|-------|
| 100 | 50 | 51.736 | 10.30 |

The mean value of stress level of the sample is 51.736 (S.D. =10.302) .The maximum score possible for the tool used is 100.

TABLE 2. Stress level of CBSE school teachers after implementation of CCE

| STRATA | VARIABLE | MEAN | STANDARD DEVIATION | N | t VALUE |
|----------------------------|-----------|-------|--------------------|-----|---------|
| Sex | Male | 56.68 | 10.86 | 29 | 2.833* |
| | Female | 50.90 | 9.996 | 172 | |
| Marital Status | Married | 51.77 | 10.06 | 166 | 0.121 |
| | Single | 51.54 | 11.53 | 35 | |
| Educational Qualification | UG | 49.38 | 10.86 | 59 | 2.088* |
| | PG | 52.71 | 9.935 | 142 | |
| Professional Qualification | Trained | 51.27 | 10.22 | 156 | 1.376 |
| | Untrained | 53.67 | 10.73 | 45 | |
| School's Location | Rural | 59.60 | 8.64 | 43 | 6.117** |
| | Urban | 49.59 | 9.676 | 158 | |

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|------------------------|-----------|--------|-------|-----|--------|
| Classes Taught | Primary | 49.44 | 9.930 | 77 | 2.509* |
| | Secondary | 53.16 | 10.31 | 124 | |
| Subject taught | Arts | 51.16 | 10.45 | 118 | 0.925 |
| | Science | 52.54 | 10.08 | 83 | |
| CCE Training | Yes | 52.38 | 10.90 | 127 | 1.166 |
| | No | 50.612 | 9.13 | 74 | |
| Worked in other Boards | Yes | 56.03 | 10.33 | 31 | 2.546* |
| | No | 50.95 | 10.13 | 170 | |
| Only earning member | Yes | 56.03 | 10.33 | 31 | 2.546* |
| | No | 50.95 | 10.13 | 170 | |

* Significant at 5% level ** Significant at 1% level

- There is significant difference between
 - ✓ Male and female teachers
 - ✓ U.G. and P.G. teachers
 - ✓ Rural and urban teachers
 - ✓ Primary and secondary teachers
 - ✓ The only earning member and not the only earning member-teachers in their stress level after implementation of CCE
- There is no significant difference between
 - ✓ Married and single teachers
 - ✓ Trained and untrained teachers
 - ✓ Arts and science teachers
 - ✓ The teachers who have undergone training and not undergone training for CCE in their stress level after implementation of CCE.

DISCUSSION

The following interpretations can be drawn for the present study in the present circumstances:

The maximum possible score for the tool used by the investigator is 100 indicating highest stress levels. The score between 60 and 80 should indicate high stress level and above 80 should indicate higher stress level. The scores which are 40 and below would indicate that there is apparently less stress level to least stress level. The scores between 40 and 60 would indicate that the subjects are in between less stress and more stress. Higher the score means higher the stress level. The mean score of stress level of the sample is 51.736.This indicates that there is a slight tendency towards increased stress level. However this stress level is moderate and is quite normal for any job. After implementation of CCE, responsibilities and expectations are high on the part of the teachers that may cause some stress. The investigator considers that it is not as high to affect the individual's mental health and well being.

The mean stress level of male teachers is higher than their female counterparts. Indian males are the main bread winners of the family and they are naturally stressed .Increased work in the form of "Continuous" comprehensive evaluation could be reason for increased stress level. Moreover there is a general tendency among the male teachers to abhor the record maintenance work which is one of the core responsibilities in CCE.

Post Graduate teachers generally prefer teaching higher classes laying emphasis on content part and pedagogical part rather than evaluation and review part. Some P.G. teachers may find the marking, grading, evaluating and explaining to parents about CCE burdensome. Hence P.G. teachers would have taken a tougher stance than the U.G. qualified teachers as far as CCE is concerned.

Urban teachers, dealing with urban students are tech-savvy and open to changes in the curriculum. Their rural counterparts are more conventional and conservative in their approach. They still vouch for teacher centred methods and conventional evaluation system. They will take time for the change in the perspective. CCE is much advanced for the rural areas where the difficulty part lies with making the rural parents and the students understand the nuances and adapt accordingly. Hence the rural teachers have more stress level than the urban teachers.

As far as CCE is concerned, the higher classes have more activities when compared to primary classes which demands more work from the teachers. Children in primary classes are more co-operative and submit the works on time. As the children grow up there is a tendency of complacency creeps in and the teachers have to remind them about the work to be finished. This will add more stress to the Secondary teachers.

The only earning members, being the sole bread winners are under constant stress. Job stress - even though small in magnitude - will aggravate their stress. A vicious cycle is also expected in this regard.

RECOMMENDATIONS

High Stress levels resulting from one's job will take a toll on his physical and mental well being. Many investigators have emphasized the negative side of stress, i.e. distress which is just one aspect of stress. However, some studies have proved that if one can manage stress effectively, it can lead to a positive outcome and response. The positive affective response to the stress process is coined as 'eustress'. Eustress is actually a positive stress which helps the workers to perform better. Some researchers have suggested that stress is not inherently maladaptive.

The present study opines that the stress level of 51.736 for the sample is actually a kind of eustress which would motivate the teachers to perform effectively, responsibly and productively. Stress is an integral part of life and cannot be avoided. However, if used in a gainful way, stress can lead to beneficial outcomes too (Selve, 1973).

Highly stressed people should identify the stressors at work, assess them and manage them too. Occupational stress does not always result in distress. The problem lies in adopting the strategies and mind set required for managing workplace demands-here dealing with CCE.

Stress management includes like leadership styles, peer support, organisational culture and policies, work load, staff selection and training to enhance role clarity such that there is a balance between the individual and his work environment. Effective systems for motivation and performance management are essential

The management too has role to play in stress management:

- Questionnaires and interviews can be used to collect data from the teachers on various stressors in order to identify and manage stress.
- Awareness and information about effective dealing with stress, both inside and outside the school should be spread. Stress management programmes can be conducted to rural teachers and Secondary level teachers by competent persons.
- Regular healthy work habits, leisure, nutritious diet, exercise and recreation, personal relaxation should be emphasized to the teachers who are single earning members of their families

CONCLUSION

Over the years, it has been proven that intense or prolonged stress leads to a negative impact on one's mental and physical well being (Cooper et al, 2001). The objective of the present study was to study the stress level of CBSE School teachers after implementation of continuous comprehensive evaluation.

The findings have revealed that the implementation of continuous comprehensive evaluation has not resulted in high stress level among teachers. CCE is keeping the school as bee hive of activities -keeping the students and teachers engaged with learning activities- all round the year and has been well received by the teachers. The recommendations provided by the investigator will help the Management, School heads and the teachers of the CBSE board to retrospect and bring some changes in the work styles, habits and curriculum transactions.

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