

OCCUPATIONAL STRESS AMONG TEACHERS AFTER IMPLEMENTATION OF CCE IN RELATION TO TYPE OF SCHOOL AND BOARD OF EDUCATION

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ABSTRACT

This study was an attempt to bring out the ground realities of the level of stress among teachers after implementation of Continuous and Comprehensive Evaluation (CCE) system. The present study followed the design of a descriptive survey and consists of a sample of teachers of private and government schools. The sample was taken from eight different schools of Abohar out of which four were private schools and the remaining four were government schools. Out of four private schools, two were affiliated to PSEB and the remaining two were affiliated CBSE. Similar was the division for government schools. Occupational Stress Index [OSI] was developed by the investigator herself and administered to the selected teachers. Instructional material based on both models was prepared and implemented. A 2×2 analysis of variance was used to arrive at the conclusions. The result of the study revealed that currently (i) Teachers of private schools are feeling more stressed than teachers of government schools after the implementation of the CCE. (ii) Teachers of schools affiliated to CBSE are feeling more stressed than teachers of schools affiliated to PSEB after implementation of the CCE system and, (iii) No significant interaction effect was found between the tested variables of type of school and type of affiliating board after implementation of the CCE.

INTRODUCTION

Twenty first century is characterized by the emergence of multiculturalism due to industrialization, urbanization, globalization and disintegration in the family system. It is described as the century of stress and strain. Research has shown that along with servicemen, social workers and linguists, teachers have surfaced at the start of the new millennium as the most afflicted with rising stress (Russell 2000).

WHAT IS STRESS?

The term "stress", as it is currently used was coined by Hans Selye in 1976, who defined it as "the non-specific response of the body to any demand for change". Stress is the "wear and tear" our bodies experience as we adjust to our continually changing environment. Stress is a feeling of tension that is both emotional and physical (Ellis 1999). Stress is an occurrence that must be recognised and addressed in various professions- the teaching profession is no exception (Oliver & Venter 2003).

OCCUPATIONAL STRESS

Occupational stress is a growing problem worldwide, which results in substantial loss, both to employees and organizations (Cotton & Hart 2003). Occupational stress has been defined as a situation where occupation related factors interact with the employees in a manner that disrupts or enhances his/her physiological conditions forcing them to deviate from normal functioning (Jarvis 2002).

CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE) SYSTEM

Continuous and comprehensive evaluation is an education system newly introduced in the year 2008-09 by Central Board of Secondary Education in India. Continuous and comprehensive evaluation is one of the most effective means of achieving the expected learning outcomes by all pupils of a particular class. It is necessary to evaluate pupil's attainment on regular basis in order to make a pupil master in developing the skills. As per the new pattern, students will be assessed in two areas - Scholastic and Co-scholastic. The

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teacher helps the learners to acquire the skills through continuous assessments by conducting written, oral & performance tests in scholastic areas & following the continuous observation & interactional techniques in the co-scholastic areas -like life skills, work education, visual and performing arts, attitudes and values and co-curricular activities. The achievement of a particular skill is the performance target of the teacher. Re-evaluation is to be done to help the children to reach at the mastery level in achieving skills. For assessment of the scholastic areas, the academic year is divided in terms and two types of tests (formative and summative) will be conducted to assess the academic subjects.

OBJECTIVES OF THE STUDY

1. To compare the perceived occupational stress among the teachers of government and private schools after implementation of CCE system.
2. To compare the perceived occupational stress among the teachers of schools affiliated to PSEB and CBSE after implementation of CCE system.
3. To study the interaction effect of the variables of type of school and affiliating board in relation to occupational stress among the teachers after implementation of CCE system.

HYPOTHESES OF THE STUDY

- H1 There is no significant difference in the occupational stress perceived by teachers of government and private schools after implementation of CCE system.
- H2 There is no significant difference in the occupational stress perceived by the teachers of schools affiliated to PSEB and CBSE after implementation of CCE system.
- H3 There is no significant interaction effect of the variables of type of school and affiliating board in relation to occupational stress among the teachers after implementation of CCE system.

SAMPLE OF THE STUDY

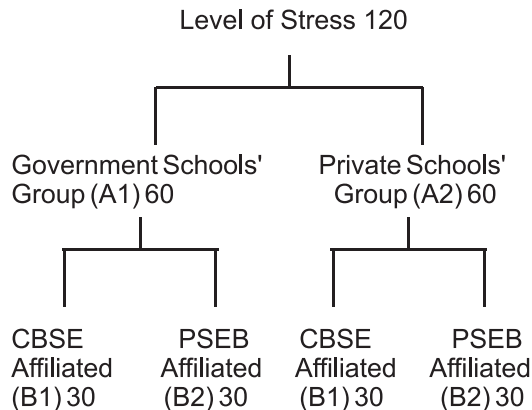
Purposive and convenient sampling techniques were used for the selection of schools. Eight co-educational secondary schools were selected from Abohar town of Punjab. Fifteen teachers

from each school were selected. In total, the study was restricted to 120 male and female teachers.

DESIGN OF THE STUDY

2×2 factorial design was employed on the scores of occupational stress of teachers. Occupational stress of was studied as independent variable whereas type of school and their affiliating board were studied as independent variable. The schematic layout of factorial design has been presented in Figure 1.

Figure 1: The Schematic Layout of Factorial Design (2×2)



TOOLS USED

The investigator could not find any appropriate standardised tool for the present study thus in the absence of the standardized tool Occupational Stress Index [OSI] used for collecting data was constructed and standardized by the investigator herself.

PROCEDURE OF THE STUDY

Firstly, the schools were selected. Eight high or secondary schools were selected purposefully as per the convenience of the researcher. Out of these four schools were private and four were government. Again out of these four two were affiliated with Punjab School Education Board (PSEB) and two were affiliated with Central Board of Secondary Education (CBSE).

Secondly, a prior appointment from the school authorities was taken. Depending on which a meeting with the school teachers was conducted in which purpose of the

research was explained in detail.

Thirdly, the data was collected on individual basis usually collected considering their convenience of free periods in the institutions. Occupational Stress Index [OSI] developed by the investigator was administered to the selected teachers.

Fourthly, the collected data was scored. Here the questionnaire was opinion based. To check the stress level both the low and high stress point was taken. The questionnaire contained 35 items in total and 5-point scale was opted to determine the stress level among teachers. Where score '1' represents the 'No Stress' condition and score '5' represents 'High Stress' condition. For those who do feel stress but the level is manageable for them score '3' represents 'Moderate Stress' level of stress. In this score '2' and '4' represents 'Mild' and 'High' stress. After scoring the statistical treatment was given.

STATISTICAL TECHNIQUES USED

1. Descriptive statistical techniques such as mean, standard deviation, Kolmogorov Smirnov test (K-S test) was used to ascertain the normality of the distribution of the scores.
2. 2×2 analysis of variance was employed on the scores of occupational stress.

ANALYSIS OF THE DATA

The analysis of the data obtained was done for the testing of the hypotheses concerning the effect and their interaction. The investigator made the analysis and interpretation of the data according to the objectives made by her before experiment. The investigator after collecting the questionnaire from the teachers summed up the values of all the questions. Then the data was arranged in accordance to the sample of study. First of all testing normality of the scores was done with the help of Kolmogorov-Smirnov test. Details of the calculations have been presented in Table 1.

Table 1: Showing Results of Kolmogorov Smirnov Test

Sr. No.	Variable	N	Mean	SD	$ CP_o - CP_e _{max}$	Critical Value	
						.05 level	.01 level
1.	Govt. Schools	60	81.86	17.93	0.0632	0.1757	0.2105
2.	Private Schools	60	92.51	15.64	0.0757	0.1757	0.2105

Table 1 shows C_{max} were less than of table values at 0.05 and 0.01 levels. Therefore, the hypothesis of normality cannot be rejected. This shows that assumption of normality holds good i.e. distribution of scores was normal.

ANALYSIS OF VARIANCE

The obtained raw scores were subjected to the analysis of variance. The means and SDs of different sub-groups have been presented in Table 2.

Table 2: Showing Means and SDs of Different Sub Groups

Variable	Govt. Schools			Private Schools			Total		
	N	M	SD	N	M	SD	N	M	SD
PSER	30	76.13	13.33	30	87.40	12.97	60	81.77	14.22
CBSE	30	85.27	17.87	30	93.20	12.07	60	89.40	15.80
Total	60	80.70	16.29	60	92.57	15.64	120	85.50	15.35

It may be observed from the table 2 that the total occupational stress mean scores of private schools teachers' group were higher than that of Govt. Schools' group. The mean scores of CBSE schools were higher than that of PSEB groups in respect occupational stress. It showed that occupational stress of teachers of private schools group was higher than teachers of govt. schools. The occupational stress of teachers of CBSE schools group was higher than teachers of PSEB schools. To probe deeper analysis of variance was employed to the data.

The means of different sub-groups, sum of squares, degree of freedom, mean sum of squares and F-ratio have been presented in Table 3.

Table 3: Summary Analysis of Variance (2x2) Factorial Design

Source of Variation	SS	df	Variance	F-ratio
Type of School (A)	2764.8	1	2764.8	13.64**
Type of Board (B)	1672.53	1	1672.53	8.25**
Interaction (AxB)	81.53	1	81.53	0.41
Error		116	302.74	

**Significant at 0.01 level of significance
For df=1,116 f=3.94 at .05 level & f=6.90 at .01 level

TYPE OF SCHOOL

It may be observed from the above Table 3 that f-ratio for difference in mean between govt. and private school is 13.64 which is found to be significant at 0.01 level. Hence the null hypothesis H1: There is no significant difference in the occupational stress perceived by teachers of government and private schools after implementation of CCE system, is rejected. The result indicates that the level of stress of both groups differ significantly irrespective of affiliating board. As the mean of scores of private schools is higher than that of govt. schools so it can be inferred that teachers of private are under more stress than the teachers of government schools after implementation of CCE system.

TYPE OF BOARD

It may be observed from the above table 3 that f-ratio for difference in mean between teachers of two boards' school is 8.25 which is found to be significant at 0.01 level. Hence the null hypothesis H2: There is no significant difference in the occupational stress perceived by the teachers of schools affiliated to PSEB and CBSE after implementation of CCE system, is rejected. The result indicates that the level of stress of both groups differ significantly irrespective of type of school. As the mean of scores of CBSE schools' teachers is higher than that of PSEB schools' teachers so it can be inferred that CBSE schools' teachers are under more stress than PSEB schools' teachers.

INTERACTION BETWEEN TYPE OF SCHOOL AND TYPE OF BOARD

It may be observed from the above table 3 that f-ratio for difference in mean of type of school and Type of Board is 0.41 which is found not to be significant even at 0.05 level of significance. Hence the null hypothesis H3: There is no significant interaction effect of the variables of type of school and affiliating board in relation to occupational stress among the teachers after implementation of CCE system, is accepted. The observed difference is attributed to the matter of chance.

FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of data, the following conclusions had been drawn:

1. It was found that there exists significant difference between the level of stress perceived by teachers of govt. and private schools after the implementation of the CCE system. Teachers of private schools are feeling more stress than teachers of govt. schools after the implementation of the CCE system.
2. It was found that there exists significant difference between the level of stress perceived by teachers of schools affiliated to PSEB and CBSE after implementation of CCE system. Teachers of schools affiliated to CBSE are feeling more stress than teachers of schools affiliated to PSEB after implementation of the CCE system.

3. No significant interaction effect was found between type of school and type of affiliating board after implementation of the CCE system.

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