

## Stress and Job Satisfaction Among Primary School Teachers after Implementation of the Tri-semester System and Continuous and Comprehensive Evaluation Scheme

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### Abstract

*The study aims at investigating the stress and job satisfaction among primary school teachers after the implementation of the Tri-semester system and Continuous and Comprehensive Evaluation scheme. The sample consists of 500 primary school teachers in the Kanyakumari District. A self-prepared and standardised 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 present study reveals that the demographic variables such as marital status, type of the family, type of the school, teaching experience, age and monthly income influence the stress of primary school teachers after the implementation of the tri-semester system and continuous and comprehensive evaluation scheme. Also, the present study reveals that the demographic variables such as locality of the school, locality of the house, type of the school, teaching experience, age and monthly income influence the job satisfaction of primary school teachers. There is a significant relationship between stress and job satisfaction of primary school teachers after the implementation of the tri-semester system and the continuous and comprehensive evaluation scheme.*

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## INTRODUCTION

A continuous and comprehensive evaluation scheme is the process to provide a holistic profile of the learner through regular assessment of scholastic and co-scholastic domains of development. Such evaluation will not only take into account the academic performance of the child but will also focus on scholastic and co-scholastic activities. This research is an attempt to study stress and job satisfaction among primary school teachers after the implementation of the tri-semester system and continuous and comprehensive evaluation scheme.

## NEED AND SIGNIFICANCE OF THE STUDY

In any school setting, teachers are the source of guidance at all the crucial steps in the academic life of the students. The role and responsibility of a teacher are multitasked in the present-day school system. A continuous and comprehensive evaluation scheme requires more time and energy. The workload of teachers has increased as it involves formative and summative evaluation, grading system, frequently observing the learners and recording data, more freedom for students, etc. The present system has forced the teachers to hastily finish their work and increase their burden.

With the changes in the type of teaching and learning strategies, teaching has been identified as one of the most stressful professions,

especially at the primary level where teachers have to deal with a lot of problems connected with lesson planning, classroom management, teaching-learning process and co-curricular activities. Job satisfaction will largely determine the quality of education. Hence, the investigator wants to study the stress and job satisfaction among primary school teachers after the implementation of the tri-semester system and continuous and comprehensive evaluation scheme.

## STATEMENT OF THE PROBLEM

Stress and job satisfaction are the results of various attitudes the teachers hold towards their job and life in general. A continuous and comprehensive evaluation scheme is the process to provide a holistic profile of the learner through regular assessment of scholastic and co-scholastic domains of development. The present system has increased the workload of the teachers. So, the area selected for the study is entitled "Stress and Job Satisfaction among Primary School Teachers after implementation of Tri-semester System and Continuous and Comprehensive Evaluation Scheme."

## OPERATIONAL DEFINITIONS OF THE VARIABLES USED

**Stress:** The term stress refers to an environmental, social, behavioural factor or combination of factors capable of inducing responses that are helpful

in survival situations. In this study, the word “stress” refers to the stress of primary school teachers.

**Job Satisfaction:** Job satisfaction refers to the extent to which a person is pleased or satisfied by the content and environment of his work or is displeased or frustrated by inadequate working conditions and tedious job content. In this study, the word “job satisfaction” refers to the job satisfaction of primary school teachers.

**Primary School Teachers:** The teachers who are participating in the teaching and learning activities of Standard I to V of the Department of Education of the Government of Tamil Nadu.

**Tri-semester System:** In a move to reduce the burden of school bags of students, the State Government introduced the tri-semester pattern in all schools from the academic year 2012 to 2013 for Classes I to VIII.

**Continuous and Comprehensive Evaluation Scheme:** Continuous and comprehensive evaluation scheme refers to a system of school-based evaluation of students that covers all aspects of student development.

### OBJECTIVES OF THE STUDY

1. To find out the level of stress of primary school teachers after implementation of the tri-semester system and continuous and comprehensive evaluation scheme.
2. To find out the level of job satisfaction of primary school teachers after the implementation of the tri-semester system and
3. To find out whether there is any significant difference between the stress of primary school teachers after implementation of the tri-semester system and continuous and comprehensive evaluation scheme based on their gender, locality of the school, locality of the house, marital status, type of family and type of class handled.
4. To find out whether there is any significant difference in the stress of primary school teachers after implementation of the tri-semester system and continuous and comprehensive evaluation scheme based on their type of school and teaching experience.
5. To find out whether there is any significant difference between job satisfaction of primary school teachers after the implementation of the tri-semester system and the continuous and comprehensive evaluation scheme based on their gender, locality of the school, locality of the house, marital status, type of family and type of class handled.
6. To find out whether there is any significant difference among the job satisfaction of primary school teachers after implementation of the tri-semester system and continuous and comprehensive evaluation scheme based on their type of school and teaching experience.

7. To find out whether there is any significant relationship between stress and job satisfaction of primary school teachers after implementation of the tri-semester system and continuous and comprehensive evaluation scheme.

### NULL HYPOTHESES OF THE STUDY

1. There is no significant difference between the stress of primary school teachers after the implementation of the tri-semester system and the continuous and comprehensive evaluation scheme based on their gender, locality of the school, locality of the house, marital status, type of family and type of class handled.
2. There is no significant difference in the stress of primary school teachers after the implementation of the tri-semester system and the continuous and comprehensive evaluation scheme based on their type of school and teaching experience.
3. There is no significant difference between the job satisfaction of primary school teachers after the implementation of the tri-semester system and the continuous and comprehensive evaluation scheme based on their gender, locality of the school, locality of the house, marital status, type of family and type of class handled.
4. There is no significant difference in the job satisfaction of primary school teachers after the implementation of the tri-semester

system and the continuous and comprehensive evaluation scheme based on their type of school and teaching experience.

5. There is no significant relationship between stress and job satisfaction of primary school teachers after implementation of the tri-semester system and continuous and comprehensive evaluation scheme.

### METHODOLOGY

The researcher used the Normative Survey Method to study the stress and job satisfaction of primary school teachers after the implementation of the tri-semester system and continuous and comprehensive evaluation scheme.

**Population and Sample of the study:** The population of the present study included all the primary school teachers in the Kanyakumari District. The researcher selected 500 primary school teachers from 58 schools in Kanyakumari District as the sample. The random sampling technique was used for the study.

**Tools used:** Stress Questionnaire constructed and standardised by the researcher and Packialakshmi (2014), and Job Satisfaction Scale was constructed and standardised by the researcher and Packialakshmi (2014). In the present study for establishing the validity of the tools, the content validity was found by submitting the tools to a panel of experts from the fields of Education, Sociology and Psychology. The reliability of the Stress Questionnaire was found using the test-retest method and

the reliability coefficient value was calculated as 0.77. The reliability of the Job Satisfaction Scale was found using the test-retest method and the reliability coefficient value was calculated as 0.81.

**Statistical Techniques:** Mean, Standard deviation, Percentage analysis, Test of significance of mean difference (t-test), ANOVA (F-test), Post Hoc ANOVA–Waller-Duncan Test, Chi-square and Pearson’s Product Moment Correlation.

## **FINDINGS**

The present study reveals that the demographic variables such as marital status, type of family, type of school, teaching experience, age and monthly income influence the stress of primary school teachers after the implementation of the trimester system and continuous and comprehensive evaluation scheme. Also, the present study reveals that the demographic variables such as locality of the school, locality of the house, type of school, teaching experience, age and monthly income influence the job satisfaction of primary school teachers. There is a significant relationship between stress and job satisfaction of primary school teachers after the implementation of the trimester system and continuous and comprehensive evaluation scheme.

## **DELIMITATIONS OF THE STUDY**

The investigator sincerely worked and tried her best to make the study

a success. Due to lack of time, the following limitations were seen:

1. The study limited to primary school teachers in Kanyakumari District.
2. The sample of the study limited to 500 only.
3. The investigator only used the tools- stress Questionnaire and Job Satisfaction Scale. No other techniques like an interview, observation, etc., were employed.

## **EDUCATIONAL IMPLICATIONS OF THE STUDY**

The school authorities should identify the ways and means through which teachers can be provided with a facilitating work environment. The findings of the study should be acknowledged by policymakers outside the school. Administrators in the field of education must ensure fair promotional policy, congenial working conditions, timely reforms on service conditions, revision of salary and incentives for the hard work of teachers to make them satisfied and committed to their organisation. Schools can take steps to identify the persons with symptoms of stress and develop effective coping mechanisms, proper recreational and physical facilities and promotion of interpersonal relationships. Preschool education should be given importance by the government. Administrative policies of the government should cover the private preschools in the state. For selection, promotion and placement of teachers, preference must be given to those possessing nursery

or pre-primary teacher training. The general attitude towards preschool must be changed and research and training should be encouraged in early childhood education.

### **SUGGESTIONS FOR FURTHER RESEARCH**

Based on the limitations and findings of the present study, the following suggestions are given for further study:

1. This study is limited to primary school teachers only. It can be extended to the teachers of other grades also.
2. A study on occupational stress and job satisfaction of school teachers may be conducted.
3. A comparative study on the job satisfaction of male and female teachers could be conducted.
4. The study can also be extended to other districts.
5. A study on the relationship between teaching competency and job

satisfaction of teachers may be conducted.

### **CONCLUSION**

Tri-semester system and continuous and comprehensive evaluation scheme have increased the workload of teachers and there is a problem of feasibility also. It is a fact that the classrooms are overloaded but the concept of continuous and comprehensive evaluation tells that the learners should be examined individually. Hence, possible measures must be undertaken to reduce stress and enhance the job satisfaction of primary school teachers. Schools can take steps to identify the persons with symptoms of stress and develop effective coping mechanisms, proper recreational and physical facilities and promotion of interpersonal relationships. Preschool education should be given importance by the government. Administrative policies of the government should cover the private preschools in the State.

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