

A STUDY TO ASSESS THE LEVEL OF STRESS AND COPING STRATEGIES ADOPTED BY SCHOOL TEACHERS DURING POST LOCKDOWN IN SELECTED SCHOOLS OF SANGLI MIRAJ, KUPWAD CORPORATION AREA

Miss. Priyanka Pandhare¹, Miss Bhavana C.Samson²

¹ Clinical Instructor M.Sc. (N) Child Health Nursing, Bharati Vidyapeeth (Deemed to be University), College Of Nursing, Sangli. Maharashtra India 416414, Email ID: Priyanka325ph@gmail.com Mobile No.7620146515

² Clinical Instructor M.Sc. (N) Child Health Nursing, Bharati Vidyapeeth (Deemed to be University), College Of Nursing, Sangli. Maharashtra India 416414, Email ID: samsonbhavana@gmail.com Mobile No.9284332968

*Corresponding Author E-mail ID: Priyanka325ph@gmail.com

ORCHID ID:

Miss.Priyanka Pandhare: 0000-0003-4112-1645

Miss.Bhavana C.Samson: 0000-0002-3255-5698

Abstract:

Stress is a natural phenomenon that everyone experiences in his or her life time and is caused by stress causing factors or stressors. In this study, stress referred to external pressure or force applied to a structure, while strain denoted the resulting internal distortion of the object. In the transition from physics to the behavioral sciences, or psychological demands on an individual. The external forces that impinge on the body are called stressors. The research focused on life event stress and the stress of daily "hassles". Life events referred to major changes in one's life such as employment, personal relationships or health. The term "hassles" referred to common annoyances or irritants such as misplacing items, time pressures or interpersonal conflicts.

Aim: The Present Study aims to find out the level of stress and coping strategies adopted by school teachers. The purpose for selecting the study is to make the school teachers manage stress and adopt effective coping strategies and to prevent further complication related to stress. With Assumption of School teachers may have some stress during post lockdown period. School teachers may use some coping strategies during post lockdown period.

Material and Method: The non-experimental descriptive study with Quantitative approach was conducted. 40 samples were selected as per the criteria with non-probability purposive sampling technique. Data was collected by using a modified Sheldon Cohen stress scale included semi structured open ended questionnaire variables questions related to level of stress and coping strategies adopted by school teachers. A modified Cohen Sheldon stress scale was used to collect the data. The total score was divided as (0-33) Low level of stress and (34-66) Moderate level of stress and (67-100) High level of stress. The coping strategies questionnaire consisted of 24 questions with the positive response scoring yes mark and negative scoring no marks.

RESULT: Modified Cohen Sheldon stress level scale and modified coping strategies questionnaire was used to assess the level of stress and coping strategies adopted by the school teachers. The reliability of the tool was done and it was found to be reliable. The study includes 40 samples. The study findings shows that majority of the school teachers have moderate level of stress i.e. 80%, 17% of the school teachers have low stress level of stress and 25% of the school teachers have high level of stress.

Conclusion : Therefore, the study suggests that majority of school teachers have moderate level of stress i.e. (80%) and they using coping strategies like, psychological coping (75.94%), physical coping (87.00%), financial coping (82.50%), spiritual coping (90.00%), other coping strategies (87.00%).

Keywords : Assess, Stress, Coping strategies, School, Teacher

Introduction:

Stress is a part of everyone’s life. Stress for short periods may not affect you but stress over time may cause or make some illness worse, such as heart diseases, stroke, high blood pressures, diabetes, irritable bowel syndrome, asthma, arthritis. Other common disorders linked to psychological state are eating disorders, tension headaches, migraines, muscle spasms, chest pains, excessive menstrual cramps, acne, rapid or irregular heart rate, intestinal ulcers, frequent urination and rheumatoid arthritis flare ups. Chronic stress may result in mental health problems – depression and anxiety. Stress affects the mind, body, and behaviour in many ways, and every one experiences stress differently. Long-time stress among student or prolonged stress can cause memory problems and inability to concentrate in the studies. Teacher experiences stress in a situation hinges on a variety of factors, including: appraisal of demands and the teacher’s strategies to manage them; expectations of possible upcoming demands and the teacher’s readiness to handle them; and the teacher’s degree of skill preparedness and practice in handling demands effectively.

MATERIAL AND METHODS:

Quantitative research approach was selected for the study, Non- experimental descriptive research design was used for this study as the researchers aim was to find out level of stress and coping strategies adopted by school teachers without doing any manipulation. By using Simple random sampling Method. 40 samples were selected for main study. Pilot study was done on 10 samples. The present study conducted among selected school teachers of Sangli Miraj Kupwad corporation area. For the collection of data Sheldon perceived stress scale was used related to stress among school teachers. Individual perceived stress scale score can range from 0 to 100 with higher scores including higher perceived stress. **Scores Ranging From** = 0-33 Considered Low Stress, 34-66 Considered Moderate Stress. 67-100 Considered High Perceived Stress. And structured coping scale was used to collect the information related to coping strategies among school teachers. **Scores Ranging From** = 0-33 Considered Low Stress. 34-66 Considered Moderate Stress.67-100 Considered High Perceived Stress. And structured coping scale was used to collect the information related to coping strategies among school teachers. The tool has III section: -1. **Section I** – This includes demographic data such as Age, Education, Gender, Duration of online teaching, Computer application.2. **Section II**- Scale to assess the perceived stress level of school teachers.3. **Section III**- Scale to assess the Coping strategies of school teachers. The reliability of tool was done The Result of perceived stress scale was 0.95 and structured coping scale was 0.87. Which is more than 0.7? Tool was found reliable. Total 24 experts’ did tool validity. Ethical permission is obtained from ethical committee, college authority and Respective School Superintendent Principal. Informed consent is obtained from each School Teachers who are willing. Data collection is done by using the tool which consists of three section.1. Demographic variables.2. Sheldon Cohen's Perceived stress scale.3. Structured coping scale.

STATISTICAL ANALYSIS :

Analysis was done as per the objectives : To assess the perceived stress of school teacher during post lockdown period. To assess the coping strategies adopted by the school teachers during post lockdown period. To find the association of perceived stress level of school teachers during post lockdown period with selected Socio-demographic variable. Analysis and explanation of survey results were organised under following sections Section I: -Frequency & Percentage distribution of Demographic Variables.

SECTION I

TABLE NO 1. Frequency and percentage distribution of demographic variables.

SR NO	VARIABLES	GROUP	FREQUENCY	PERCENTAGE
-------	-----------	-------	-----------	------------

1	Age (in year)	25-30	9	22.5%
		31-35	10	25%
		36-40	9	22.5%
		41 and above	12	30%
2	Gender	Male	9	22.5%
		Female	31	77.5%
3	Education	D.ED	8	20%
		B. ED	27	67.5%
		M.ED	5	12.5%
4	Daily duration of online teaching	1 hr	16	40%
		2-3 hrs	20	50%
		More than 3 hrs.	4	10%
5	Has knowledge about computer application	Yes	37	92.5%
		No	3	7.5%

Above table No 1 deals with score of frequency & percentage of demographic data like 30% of School teachers were above 41 years of age, In Gender 77.5% females were present, Education 67.5% of teachers are B.Ed., The Duration of online teaching 50% of teacher were taking online classes for 2-3 hrs, 92.5% teachers were having knowledge about Computer application.

Table No 3: Perceived Stress Level of School Teachers.

Total score	Score obtained	Percentage	A.M	S. D

4000	1838	45.95%	45.95	11.2431176
------	------	--------	-------	------------

Above table No 2 & 3 depicts the stress among the school teachers, in the study majority of the school teachers have moderate level stress i.e 80%, 17.5% of the school teachers have low stress level of stress and 2.5% of the school teachers have high level of stress. The mean of stress is 45.95 and S.D is 11.2431176.

SECTION III

Table No 4:-Frequency & Percentage distribution coping strategies of school teachers.

<u>PARAMETERS</u>	<u>TOTAL SCORE</u>	<u>SCORE OBTAINED</u>	<u>PERCENTAGE</u>	<u>MEAN</u>	<u>S.D</u>
PSYCHOLOGICAL COPING	320	243	75.94%	6.075	1.047
PHYSICAL COPING	200	174	87.00%	4.35	0.700
FINANCIAL COPING	160	132	82.50%	3.3	0.648
SPIRITUAL COPING	80	72	90.00%	1.8	0.464
OTHER STRATEGIES	200	174	87.00%	4.35	0.949

Above the Table No 4 depicts the majority of the school teachers i.e. 90.00% use coping strategies like meditation, doing prayer (Spiritual Coping), 75.94% of school teachers are using psychological coping .87.00% use coping strategies like physical coping i.e. daily exercise, comfort devices etc. and 82.00% use coping strategies like financial coping i.e. saving money etc.

SECTION

IV

Table No 5:- Association Between Stress With Selected Demographic Variables.

VARIABLES	CHI SQUARE VALUE	P VALUE	SIGNIFICANCE
AGE	5.62	0.47	NO SIGNIFICANCE
GENDER	2.21	0.33	
EDUCATION	4.78	0.31	NO SIGNIFICANCE
DAILY DURATION OF ONLINE TEACHING	1.94	0.74	
HAS KNOWLEDGE ABOUT COMPUTER APPLICATION	0.62	0.74	NO SIGNIFICANCE

Above table No 5 show that demographic variables like Age, sex, education, duration of working hours, knowledge about computer application, p value of the association test of stress with demographic variables is more than 0.05 concludes that there is no significant association of these demographic variables with stress among school teacher

Table No 6: - Association Between Coping Strategies With Selected Demographic Variables.

N=40

VARIABLES	CHI SQUARE VALUE	P VALUE	SIGNIFICANCE
AGE	3.35	0.32	NO SIGNIFICANCE

GENDER	0.30	0.59	
EDUCATION	0.49	0.78	NO SIGNIFICANCE
DAILY DURATION OF ONLINE TEACHING	1.54	0.47	
HAS KNOWLEDGE ABOUT COMPUTER APPLICATION	0.08	0.78	NO SIGNIFICANCE

Above table No 6 depicts that demographic variables like age, sex, education, duration of online lectures, knowledge about computer application p vale of the association test of coping strategies with demographic variables is more than 0.05 concludes that there is no significant association of these demographic variables with coping strategies adopted by school teachers.

This result describes the frequency and percentage of demographic variables the level of stress and coping strategies adopted by the school teachers and association of stress with demographic variables.

RESULTS / DISCUSSION:

The discussion the problems faced by researchers and recommendation future research project for research. These result has impact on research overviews, result and nursing education, nursing practices, nursing management and nursing research.

Assessing the level of stress and coping strategies among school teachers of selected area of Sangli district.

RESEARCH OBJECTIVES:

1. To assess the perceived stress of school teacher during post lockdown period.
2. To assess the coping strategies adopted by the school teachers during post lockdown period.
3. To find the association of perceived stress level of school teachers during post lockdown period with selected Socio-demographic variable.
4. To find out association of coping strategies adopted by school teachers during post lockdown period with selected demographic variables.

ASSUMPTIONS:

- School teachers may have some stress during post lockdown period.
- School may use some coping strategies during post lockdown period.

DISCUSSION:

The tool adjustable strategic list to assess the level of stress and coping strategies among school teachers of Sangli district the result shows that most of the school teachers have moderate level of stress i.e.(80%) and (17.5%) of the teachers have low level of stress and (2.5%) of the school teachers high level of stress.

The coping strategies of school teachers was also assessed an most of the school teachers use coping strategies like taking guidance from relatives, during exercise, praying to God.

Open ending questions was asked in demographic variables such as Age, gender, education daily duration of online teaching, has knowledge about computer application.

CONCLUSION:

Therefore, the study suggests that majority of school teachers have moderate level of stress i.e. (80%) and they using coping strategies like, psychological coping (75.94%), physical coping (87.00%), financial coping (82.50%), spiritual coping (90.00%), other coping strategies (87.00%).

IMPLICATIONS:

- Coping strategies should also be trained by professional trainers.
- Psychological factors should be contributed to teacher's willingness to use technologies remote teaching in pandemic.
- Teachers suggested major barriers like ability to use integrated technology into classroom and lack of resources, time.
- Digital skills, training programs have to be developed and applied to teachers.

NURSING EDUCATION:

- The curriculum of basic nursing should include lessons on consequences of stress on the body and stress management in detail
- Student nurses should be given adequate exposure and training regarding coping strategies with respect to stress management
- The nurse educators should supervise and guide the students to improve their coping skills.
- The students need to be taught evidence-based practices and keep their knowledge up-to-date.
- Nurse educators can periodically organize special training programmes to the staff nurses in order to educate the patients

NURSING PRACTICE:

- The nurses should be periodically evaluated to assess their knowledge and practice regarding stress management
- In-service education has to be planned according to the needs of the nurses in managing stress by non-pharmacological methods.
- Different types of in-service educational programmes and orientation courses have to be conducted for the staff nurses from time to time. 6.4.c) Nursing Administration
- The nurse administrator can organize and conduct in-service education and continuous nurse education programmes for nurses in order to manage stress of patients.
- Nurses need to be trained in coping skills which helps them to impart the technique under the guidance of nurse.

NURSING ADMINISTRATOR:

- The nurse administrator can organize and conduct in-service education and continuous nurse education programmes for nurses in order to manage stress of patients.
- Nurses need to be trained in coping skills which helps them to impart the technique under the guidance of nurse.

NURSING RESEARCH:

- Nurse researcher should conduct researches on ways to manage stress among student nurses. This will provide scientific data and adds more scientific knowledge to nursing profession

- The nurse researcher should conduct workshops, seminars, and poster sessions and should publish research findings in journals to communicate findings to nursing professionals.

RESEARCH RECOMMENDATION:

- This research can conduct fir more people to improve their research.
- A comparative study can be evaluated to assess their stress and coping strategies among school teachers.
- Cognitive impairment can be done to explain the quality of life of school teachers.
- A similar study can be done in different settings.

REFERENCES

1. https://mchandaid.org/index.php/IJMA/article/view/378?gclid=CjwKCAjw07qDBhBxEiwA6pPbHrb7YpJtakihZphEKSBBBB4aecozhza6RDQ- uMUntNvRbakDgBCe3hoCUaoQAvD_BwE
2. https://www.jci.org/articles/view/138646https://www.google.co.in/url?q=https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/&sa=U&ved=2ahUKEwjoheTWx5vwAhWNb30KHUI8AqcQFjAAegQIBBAB&usg=AOvVaw1_laneA0DRhqrVZBmEfnu
3. A Guide to Mental Health and Psychiatric Nursing, R. Shreevani, 3rd Edition Pg. No: 259.
4. Mental Health for Nursing, Lalit Batra, PEEPEE Publishers, Pg. No 31.
5. https://www.researchgate.net/publication/348110053_A_study_of_parent's_opinion_on_online_teaching_in_Delhi-NCR_schools
6. <http://www.irrodl.org/index.php/irrodl/article/view/2970/4720>
7. <http://ccemohali.org/img/Ch%204%20Dr%20Raj%20Kumar.pdf>
8. Stranks JW. Stress at work: Management and prevention. ButterworthHeinemann Press; 2005; 7. 2.
9. Videbeck SL. Psychiatric mental health nursing. USA, Philadelphia: Lippincott Williams & Wilkins press; 2007; 242.
10. Timby BKA. Fundamental nursing skills and concepts. USA, Philadelphia: Lippincott Williams & Wilkins press; 2008; 941.
11. Cohen S, Kamarack, Mermeistein R. A global measure of perceived stress. Journal of Health and Social Behaviour. 1983; 24: 385-396
12. Lazarus RS, Folkman S. Stress, appraisal and coping. New York: Springer; 1984.
13. Bell ML. Learning a complex nursing skill: Student anxiety and the effect of preclinical skill evaluation. Journal of Nursing Education 1991; 30(5): 222- 226. 7.
14. Sadock BJ, Kaplan HI, Sadock VA. Kaplan & Sadock's synopsis of psychiatry: behavioural sciences/clinical psychiatry. USA, Philadelphia: Lippincott Williams & Wilkins Press; 2009; 815.
15. Randy JL, David MB. Stress, coping, adjustment, and health. Personality psychology. 3rd ed. McGraw-Hill. 2008, New York:561.
16. Lazarus RS. Coping Theory and Research: Past, Present, and Future. J. of Psychosomatic Medicine 1993; 55:234-247.
17. Baum A, Singer JE, Baum CS. Stress and the environment: J. of Social Issues 1981; 37:4-35.
18. Zegans LS. Stress and the development of somatic disorders. S. Handbook of stress: theoretical and clinical aspects. New York: Free Press; 1986; 134-51.