

EFFECT OF STRESS MANAGEMENT PROGRAM IN REDUCING WORK STRESS AMONG SCHOOL TEACHERS DURING LOCKDOWN

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Abstract:

To find the effect of Stress Management Program in reducing work stress among school teachers during lockdown in Tamil Nadu.. 40 teachers were selected from different school in Tamil Nadu for the study based on the inclusion criteria and they were screened using Perceived Stress Scale (PSS) and Teachers Occupational Stress Scale (TOSS) was the pretest and posttest measurement tools. Participants were divided in two groups, 15 samples in experimental group and 25 samples in control group. Experimental group underwent 18 sessions of intervention, for 6 weeks. Data was subjected to statistical analysis and there was statistically significant difference in the coping strategies in the experimental group. The study also finds that private schools teachers have more stress compared to government school teachers. Hence the study concludes that the Stress Management Program is effective in reducing the work-related Stress among school teachers in Tamil Nadu.

Keywords: Teachers, Work Related Stress, Lockdown, Stress Management Program & Coping Methods, Occupational Therapy.

INTRODUCTION

Workplace stress, sometimes referred to as occupational stress, is the tension one has while performing their duties at work. Long hours, a hard workload, job uncertainty, disagreements with coworkers or superiors, and panic during lockdowns are all common causes of work-related stress. Teachers also experience increased stress during these times. A teacher who has unpleasant, negative feelings as a result of some aspects of their job is said to be under stress.

Methodology: Research Design: The present study was done between two group's pretest and post of quasi-experimental design.

Population: The study involved school teachers in Tamil Nadu.

Sample Size: A total of 40 participants participated in this study; 25 participants in the control group and 15 participants in the experimental group.

Sampling Technique: Convenient sampling technique was adopted.

Statistical test used: Parametric t-test.

Study place: The study was conducted by online method in (Google Meet).

Duration of the study: Total duration of the study is 3 and half months and intervention period is 6 weeks.

Procedure: 54 teachers were selected from different schools in Tamil Nadu, the outcome measures tools (PSS) which is also used as a screening tool, and (TOSS) along with this consent form and demographic data form was created in the format of Google forms and sent to the teachers via e-mail and social media. The importance of the study and the time is taken to fill the forms were explained after getting the proper consent 3 participants were not filled the forms completely so they were excluded from the study after getting the screening tool responses the participants were selected according to the inclusion criteria. Out of 51 participants, 40 participants came under the inclusion criteria, the aim of the study and intervention protocol was explained to the participants, and were divided into 2 groups experimental and control group by convenient sampling according to the interest of the participants, 15 members was selected for In total, 20 members of the control group and 15 members of the intervention group took part in the study. Of the 25 participants chosen for the control group, 5 were unable to take part and discontinued the study owing to personal reasons. The participants in the intervention group were added to a social media group before starting the intervention for sharing the information

regarding the intervention, Google meet link was sent prior before the session starts, Stress Management Program was conducted as an intervention which consist of a warm-up, and aerobic exercises as a home program, coping strategies, Jacobson Progressive Muscle Relaxation technique, recreational activities

Screening Criteria: School teachers in Tamilnadu in the age group of (30-50), both men and women, According to PSS score 14 to 26 (moderate stress) were included in this study. Teachers age below 30 and above 50, According to PSS score (0 to 13) low stress and score (27 to 40) high perceived stress were excluded in this study.

Perceived Stress Scale

The Perceived Stress Scale (PSS) is the most extensively utilised psychological tool for gauging stress perception. It is a gauge of how stressful one perceives particular circumstances to be in their life. Reliability ($\alpha = .78$), adequate convergent validity as evidenced by expected negative associations with perceived health status ($r = .22$, $p = .001$) and positive associations with psychosomatic symptoms ($r = .32$, $p = .001$), moderate concurrent criterion validity with the amount of stress experienced over the course of an average week ($r = .39$, $p = .001$) and the frequency of stressful life events over the previous year ($r = .32$, $p = .001$) In the intervening years, more studies have demonstrated the pss-10's high level of internal consistency reliability.

Teacher's Occupational Stress Scale (TOSS)

Teacher's occupational stress scale was created and standardised by Sajid Jamal and Abdul Raheem (2012), and it is designed to gauge the stress that instructors experience at work. Cronbach's alpha value, which ranges from 0.54 to 0.88, indicates reliability as being 0.89, while Guttman's split-half reliability coefficient, which was found to be 0.74, and test-retest reliability after a gap of two weeks, both of which are significant at the .01 level of significance, indicate reliability as being 0.83.

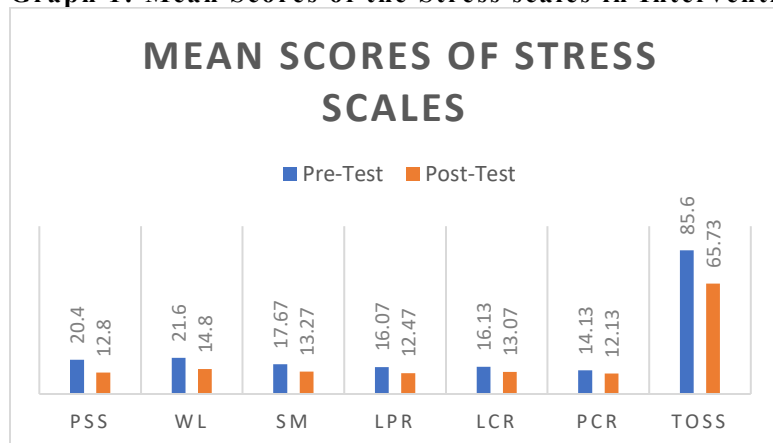
Statistical Analysis

Table 1: Paired -t test of Stress scales between Intervention group.

Paired Sample (Pre-Post)	Paired Differences		Sig (2 - tailed)
	Mean	Standard Deviation	
PSS	7.6	4.1	0.000
TOSS	19.86	16.96	0.000
WL	6.8	4.41	0.000
SM	4.4	6.25	0.016
LPR	3.6	5.2	0.019
LCR	3.06	5.14	0.037
PCR	2	3.4	0.040

This shows the significant difference between the pre-test and post-test among the sub-groups of TOSS The Mean Differences (SD) for WL is 6.8 (4.41) with its p-value = 0.000 which is statistically significant, SM is 4.4 (6.25) with its p-value = 0.016, LPR is 3.6 (5.2) with its p-value = 0.019, LCR is 3.06 (5.14) with its p-value = 0.037 and PCR is 2 (3.4) with its p-value = 0.040.

Graph 1: Mean Scores of the Stress scales in Intervention group.



Graph 1: shows the overall mean differences and p-value of the outcome measure tools of intervention group in both pretest and posttest. The statistical the significance in p-value shows

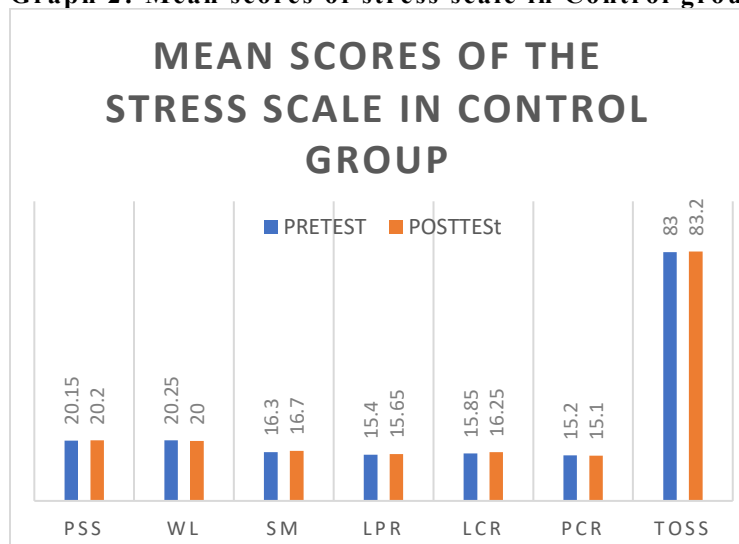
that there is significant differences exist before and after stress management program among the teachers.

Table 2: Paired - t test of Stress scales between Control group.

Paired Sample (Post-Pre)	Paired Differences		Sig (2 - tailed)
	Mean	Standard Deviation	
PSS	-0.05	4.82	0.964
TOSS	-0.2	15.51	0.955
WL	0.25	3.21	0.731
SM	-0.4	4.08	0.666
LPR	-0.25	3.37	0.744
LCR	-0.4	4.66	0.705
PCR	0.1	4.49	0.922

This shows the significant difference between the pre-test and post-test among the sub-groups of TOSS The Mean Differences (SD) for WL is 0.25 (3.21) with its p-value = 0.731 which is not statistically significant, SM is -0.4 (4.08) with its p-value = 0.666, LPR is -0.25 (3.37) with its p-value = 0.744, LCR is -0.04 (4.66) with its p-value = 0.705 and PCR is 0.1 (4.49) with its p-value =0.922.

Graph 2: Mean scores of stress scale in Control group.



Graph 2: shows the overall mean differences and p-value of the outcome measure tools of control group in both pretest and posttest. The statistical significance in p-value shows that there is a no significant difference among the teachers in pretest and posttest of the study.

RESULTS AND DISCUSSION

Table 1: describes the paired t- test of the stress scales between intervention group which shows the substantial variation in the results of the pre and after tests of PSS (**p-value =0.000**), TOSS (**p-value =0.000**) and sub groups of TOSS (WL, SM, LPR, LCR, PCR) with its p-values. Graph 1: This gives the information that there is the significant difference exist before and after the Stress Management Program among the school teachers that shows there is reduction in work related stress with the teachers who have attend the program. This was supported by Sharon A, et al in his study on Pilot Effectiveness of a Stress Management Program for Sheltered Homeless Adults with Mental Illness: A Two-Group Controlled Study, in his study he shows that there is reduction of stress among the participants in the intervention group by attending the Stress Management Program.⁵Table2: describes the paired t- test of the stress scales between control group which shows that there is no difference exist between the pre and the post test of PSS (**p-value = 0.964**), TOSS (**p-value = 0.955**) and sub groups of TOSS (WL, SM, LPR, LCR, PCR) with its p-values.

Hence Graph 2: this shows there no reduction in the work-related stress among the school teachers who have not attended the Stress Management Program. Although intervention group participants have reported that there is reduced in perceived and work-related stress after the completion of the intervention by participating in the Stress Management Program. The participants also reported that the coping strategies and Jacobson Progressive Muscle Relaxation Technique which were taught to overcome the stress was very much useful in managing the stress. Thus, the null hypothesis that Stress Management Program will not show any significant changes in reduction of work-related stress among school teachers has been disproved and alternate hypothesis that Stress Management Program will result in reduction of work-related stress among school teachers has been proved.

Limitations & Recommendations: The duration of the therapy was shorter. The intervention took place online in Google Meet. The present study was done with a limited sample size. The study was restricted age group of 30 to 50. This study focuses only on school teachers in Tamil Nadu. a greater sample size and a more extensive time frame of intervention could be considered. The intervention can be done offline, which will be even more effective. Studying can be done in different age groups. The present study can be done for school teachers in other different states.

CONCLUSION

Hence, the study proves that the stress management program is effective for teachers in tamil nadu and can be used as an intervention program in occupational therapy for teachers to reduce the work-related stress.

Announcement of Interest: that's what all creators proclaim we have no irreconcilable circumstances in the initiation or distribution of this commitment

DECLARATION: *The authors have no conflict of interest*

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