

A Quasi Experimental Study to Assess the Effectiveness of Progressive Muscle Relaxation Technique on Level of Stress among School Teachers in Selected Schools of District Jalandhar, Punjab, 2019.

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Abstract- Modern life is full of stress. Everyone face stress in their daily life. Stress is simply a fact of nature forces from the inside or outside world affecting the individual. The individual responds to stress in ways that affect the individual as well as their environment.¹ Stress is a big issue know a days in teaching profession because of overburden at their work environment. Therefore, the present study was conducted on school teachers to assess the level of stress and educate them about management of stress by using progressive muscle relaxation technique.

Aim: The aim of the study is to reduce the level of stress by using progressive muscle relaxation technique among school teachers. **Method and Material:** Non probability purposive sampling technique was used to select the 100 samples for the study. A Self Structured Job Stress Scale was used to collect data. **Statistical Analysis:** Collected data was analyzed by using descriptive and inferential statistics.

Result: A quasi experimental study was conducted on 100 School teachers of Babe Ke Senior Secondary School, Wara Jodh Singh, GHS School Nakodhar, Government senior secondary school, Nawan Pind Khalewal, Government high school , Gidder Pindi, Jalandhar district in the month of January 2019 to assess the effectiveness of Progressive Muscle Relaxation Technique to assess the level of stress.

Conclusion: In pre test 50% school teachers had moderate stress and 36% had mild stress in experimental group. In post test after intervention (progressive muscle relaxation technique) 2% school teachers had severe level of stress and 74% had mild level of stress in experimental group. So, it was concluded that Progressive muscle relaxation technique was effective to reduce stress level among school teachers.

Index Terms- Assess, Effectiveness, Progressive Muscle Relaxation Technique, School Teachers.

I. INTRODUCTION

“An anxious mind cannot exist in a relaxed body”

Edmund Jacobson, MD

Stress is a part and parcel of living. The fact that one is living implies that he is experiencing some amount of stress. This means that stress affects their performance.² Stress is defined as an unpleasant psychological and physiological state caused by some internal and external demands that go beyond our capacity. Also defined as “the state manifested by a specific syndrome which consists of all the nonspecifically-induced changes within a biologic system” (Selye, 1976). This syndrome of symptoms has come to be known as the “fight or flight” syndrome.³

Stress symptoms can affect the body, thoughts and feelings and behavior of the individual. The common stress signals which can affect the human body are headache, muscle tension or pain, chest pain, fatigue, change in sex drive, stomach upset and sleep problems. Mood symptoms of the individual are anxiety, restlessness, lack of motivation or focus, irritability or anger, sadness or depression and the unhealthy behavioral symptoms are overeating or under eating, anger outbursts, drug or alcohol abuse, tobacco use, smoking and social withdrawal.⁴

Occupational stress can be defined as the physical and emotional response that occurs where worker perceives an imbalance between their work demands and their capability and/or resources to meet these demands or in simple words it is the harmful physical and emotional response that can happen when there is conflict between job demands on the employee and the amount of control and employee has over meeting these demands.⁵

With the changing socio-economic scenario and increasing unemployment, the values of teacher and their professional concerns associated with the job have undergone a change, increasing stresses and

hassles of teachers.⁶According to Kyriacau (2001) “Teachers stress as the experience by a Teacher of unpleasant emotion such as tension frustration, anger and depression resulting from aspects of his work as a teacher.”⁷ **Education staff Health Survey (2014)** report stated that 80 % of people working in education field have suffered from stress, 72 % anxiety and 4 % had depression. The leading cause of stress were work load, rapid pace of change, unreasonable demands from supervisors and changes in students behavior.⁵

American federation of teachers and Badass teachers association (2017) conducted a survey on educator quality of work life survey in two districts of New York having 30 questions and random sample of 830 American Federation of Teacher members as well as educators and in response to concerns regarding work stress that educators had reported “always” their work is stressful 61% of the time higher than workers in the general population.⁸

Stress management refers to the wide spectrum of technique and psychotherapies aimed at controlling a person’s level of stress, especially acute stress, usually for the purpose of improving everyday functioning. The process of management is named as one of the keys to a happy and successful life in modern era. Many practical stress management techniques are available, which may help to reduce the stress and provide positive feeling of being in control of one’s life and enhance general well-being.⁹ Jacobson’s progressive muscle relaxation is especially helpful for people whose stress is strongly associated with muscle tension.⁵ They may experience chronic tightness on shoulders and neck, which can be effectively relieved by practicing progressive muscle relaxation. Progressive relaxation involves alternation by tensing and relaxing the muscles. The basic therapeutic claim of muscle relaxation therapy is that tensed, stressed and anxious people can find relief from distress and its physiological accompaniments by learning to reduce tensions.¹⁰

Nayak HK, Tiwari Hemant et.al (2011) had carried out –a community based cross sectional study to assess the prevalence and pattern of stress relaxation practices in Ahmedabad city, Gujarat, India. The prevalence of different types of stress relaxation practices in relation with their socio-demographic profile studied. Results revealed that out of 904 persons above 20 years of age were surveyed among them 310 doing stress relaxation practices were able to maintain balance between work and other activities than non-stress relaxation practice group.¹¹

II. MATERIAL AND METHOD

Study design and sample

A quasi research design was used for the study. Non probability purposive sampling technique was used to select the teachers from Babe Ke Senior Secondary School , Wara Jodh Singh, GHS School Nakodhar, Government senior secondary school, Nawan Pind Khalewal, Government high school , Gidder Pindi, Schools of district Jalandhar for research study.

Data collection and study tool

Prior to the data collection the researcher introduced her and explained the purpose of the study to the participants. They were assured for the confidentiality of their identity and response. Research tool was consisted of selected socio demographic variables and Self Structured Job Stress Scale to assess the level of stress among school teachers. First part of the tool consisted of 10 items and second part of research tool was consisted of 30 items. Criterion measure for Self Structured Job Stress Scale was Mild stress (30-70 scores), Moderate stress (70-110 scores) and severe stress (110-150 scores).

III. RESULT SECTION-1

Socio-demographic characteristics of sample

There was association between post test level of stress among school teachers and teaching experience (in years) in experimental group and travelling time from home to school in control group.

Variables	Experimental group n=50		control group n=50	
	f	%	f	%
1. Age (in years)				
a) 21-25	12	24%	16	32%
b) 25-40	29	58%	25	50%
c) 40-55	9	18%	8	16%
d) 55 and above	0	0%	1	2%
2. Gender				
a) Male	24	48%	23	46%
b) Female	26	52%	27	54%
3. Qualification				
a) B.A., B.ED, TET	12	24%	13	26%
b) M.A., B.ED	13	26%	16	32%
c) Double M.A,B,ED	15	30%	8	16%

d) PGDCA, TET	5	10%	5	10%
e) M.Sc.	4	8%	5	10%
f) Any other	1	2%	3	6%

4. Marital status

a) Married	37	74%	33	66%
b) Unmarried	13	26%	16	3%
c) Divorced /separated	0	0%	1	2%
d) Widow /Widower	0	0%	0	0%

5. Type of family

a) Nuclear family	27	54%	32	64%
b) Joint family	23	46%	18	36%
c) Extended family	0	0%	0	0%

6. Type of School

a) Government	25	50%	25	50%
b) Private	25	50%	25	50%

7. Travelling time from home to school

a) ≤ 30 mins	18	36%	21	42%
b) Up to 1 hour	24	48%	23	46%
c) 1-2 hours	8	16%	5	10%
d) More than 2 hours	0	0%	1	2%

8. Type of employment

a) Contract base	33	66%	30	60%
b) Regular	17	34%	20	40%

9. Teaching experience (in years)

a) ≤ 5	18	36%	30	60%
b) 5-10	30	60%	17	34%
c) 10-15	2	4%	3	6%
d) 15 & above	0	0%	0	0%

10. Income Per month (in rupees)

a) ≤ 10,000	2	4%	5	10%
b) 10,001 to 20,000	23	46%	18	36%
c) 20,001 to 30,000	7	14%	7	14%
d) 30,001 and above	14	28%	16	32%

Percentage Distribution of post test level of stress among school teachers in control and experimental group.

Level of stress	Score	Experimental Group		Control Group	
		f	%	f	%
Severe	110-150	1	2%	15	30%
Moderate	70-110	12	24%	25	50%
Mild	30-70	37	74%	10	20%

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Distribution of pre test level of stress among school teachers in control and experimental group.

Level of stress	Score	Experimental Group		Control Group	
		f	%	f	%
Severe	110-150	18	36%	17	34%
Moderate	70-110	25	50%	22	44%
Mild	30-70	7	14%	11	22%

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