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Effectiveness of relaxation therapy on stress among teachers of mentally challenged schools

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ABSTRACT

Stress is an inevitable word in this fast spinning technical world. Efficient and Effective performance depends on the better psychological well being of the employees. A study is conducted to assess the Effectiveness of Relaxation therapy on stress among 120 teachers of mentally disabled children. Quantitative research approach with pre experimental one group pre test post test design is adopted. Data collected through self report using stress Assessment Scale. The findings revealed that there is a significant reduction of stress (t=23.68,p<0.001) and showed that relaxation therapy is effective in reducing stress.

***Keywords*:** *Stress, Relaxation therapy, Teachers, Mentally Challenged Children.*

1. INTRODUCTION

Teaching is one of the highly demanded stressful professions for the mentally challenged children who have below average intelligence and lack of skills necessary for day today life. They are exposed to multidimensional stressors such as inadequate working condition, role conflict, ambiguity, problems with mentally challenged children, time pressures, problem in decision making according to children's need, poor time management, distribution of tasks, quarrel with spouse, child's poor performance in studies, family problems, with all these they face lot of difficulties to equip them for the three months assessment level of this students using MDPS scale, crown of all inadequate salaries.(Harish & Jeya prabha,2018).

Over 25 lakhs children with special needs are enrolled in schools (Times of India, 2015).In India 480 million children aged less than 18 years of age suffer from physical disabilities, mental retardation and varying degrees of mental disability. (Education world, 2015).Teacher stress is an uncomfortable feeling, negative emotion such as anger, anxiety, pressure and disappointment due to their work.

About 10 million employees fall ill each year as a consequence of stress at work (Stress, 2018). In India, the neurotic and stress related disorders are estimated to increase by 23% between 2013 and 2025. The most common sources of stress are 62% money, 61% work, 97% political climate, 63% failure of our nation (Daily life stress, 2018).If stress is not managed properly, it will cause ill effects to both employee and organization.

Claudia Friday Devi (2019) conducted a quasi experimental study with pre test post test control group design among 46 school teachers selected through purposive sampling to identify the effect of PMR with music and aroma therapy on reducing the level of stress. Data collected through teachers stress inventory. Result revealed that the mean of stress level decreased from 50.65+_ 3.761 to 32.78+_8.426, control group 49.87+_3.348 to 49.17+_4.868, unpaired't'test obtained at p-value of 0.00, showed a high significance in the stress level between intervention and control group.

Irina Kuvaeva (2018) conducted a study to analyse the stress syndrome among 58 Russian special school teachers.Data collected using IDICS (Integral diagnosis and correction of occupational stress technique) using well structured psychometric questionnaire and found that 29% of them perceived high occupational stress, 63.8% had intermediate level of stress. Every third teacher is at risk to have a high level of stress. Reduction of teachers stress helps to improve the effectiveness of school and to maintain resilience among teachers.

Considering of all these stressful situations and lack of studies in the aspects of stress, the investigator had an urge to assess the physical, mental, emotional, social, behavioural, cognitive, environmental and occupational stress among teachers of mentally challenged children and provide relaxation therapy such as five breathing techniques, progressive muscle relaxation and mindfulness meditation to reduce stress by relaxing all the muscles, body and mind.

2. STATEMENT OF THE PROBLEM

A Pre experimental Study to Evaluate the Effectiveness of Relaxation Therapy on Stress among Teachers of Mentally Challenged Children in Selected Mentally Challenged Schools at Kanyakumari District, Tamilnadu.

3. OBJECTIVES

1. To assess the pre test and post test score on stress among teachers of mentally challenged children.
2. To determine the effectiveness of relaxation therapy on stress among teachers of mentally challenged children.
3. To find out the association between selected background variables among teachers of mentally challenged children with their pre test score on stress.

4. HYPOTHESIS

H_{O1} There is no significant difference between pre test and post test score on stress among teachers of mentally challenged children.

5. METHODOLOGY

Conceptual framework of this study was based on Betty Newman's system model. Quantitative research approach and pre experimental one group pre test post test design was adopted. After obtaining formal permission from the Differently Abled Welfare Officer and from the Principals of Mentally Challenged Schools, the study was conducted in 17 mentally Challenged schools. The accessible population was all the teachers (122 teachers) of mentally challenged children in the selected disabled schools. Teachers were screened with the stress screening tool through self report and the teachers belonged to mild, moderate and severe stress were selected for the study using purposive sampling technique. So two dropouts (2% attrition) during the data collection process and the sample the size of the study was 120 teachers. Background variables such as Personal, Occupational and Clinical variables were collected through self report. Pre test was done using Stress Assessment Scale through self report.30 minutes was spend to fill the tool. Followed by that Relaxation therapy was taught in five sessions with one hour duration for each session and it was performed for 30 minutes through Breathing techniques for 10 minutes, muscle relaxation through Progressive Muscle Relaxation for 10 minutes and mental relaxation through mindfulness meditation for 10 minutes and made all the teachers to perform for 15 working days in front of the researcher. Finally an information booklet was issued to all the teachers of mentally Challenged children.

6. RESULTS AND DISCUSSION

6.1 Demographic Variables

The frequency and percentage distribution of personal variables among teachers of mentally challenged children, majority 57 (47%) were aged between 31 – 40 years, 110 (92%) were females, 36 (30%) were graduates with Diploma in special Education, 103 (86%) were Christians, 68 (56%) were married and belonged to Nuclear family.

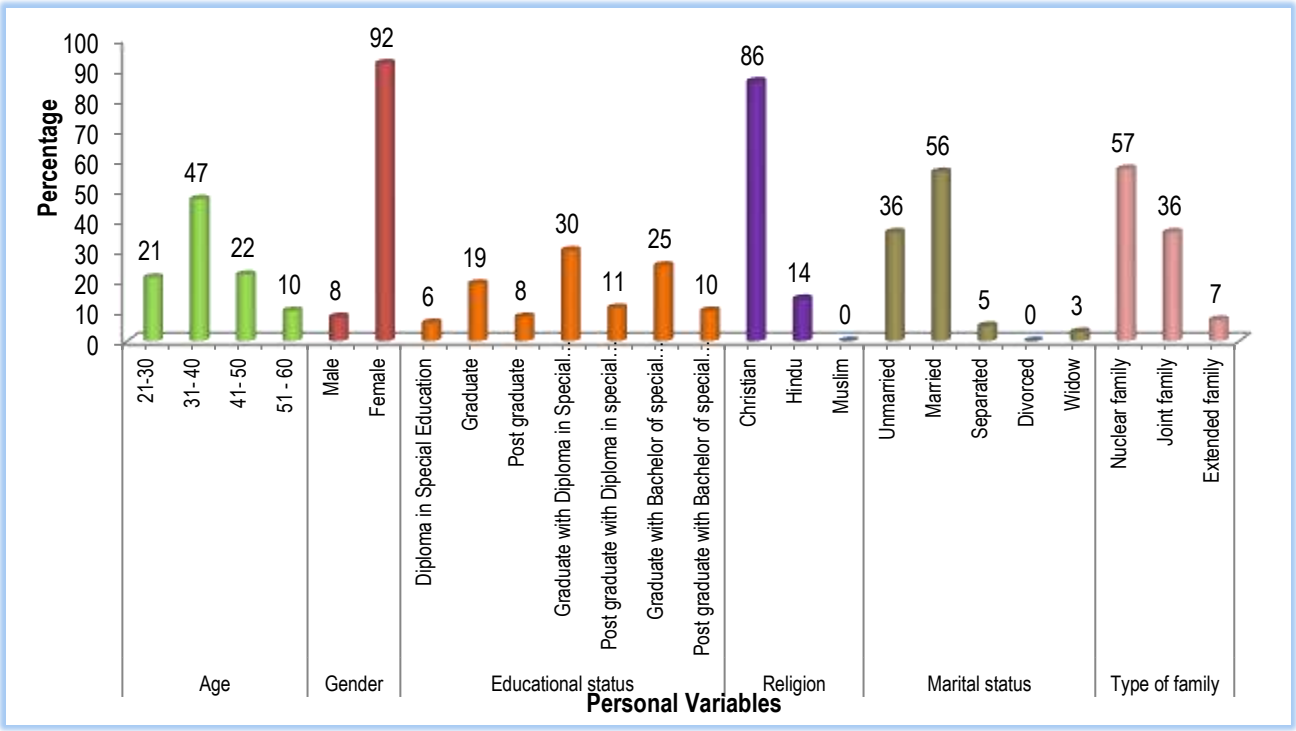

Figure 6.1.1: Cylindrical Diagram Showing the Personal Variables among Teachers of Mentally Challenged Children in Selected Mentally Challenged Schools.

The frequency and percentage distribution of Occupational variables among teachers of mentally challenged children, majority 54 (45%) had 1 – 5 years of experience and earning about Rs.3000 – Rs. 5000 as monthly salary respectively and 74 (62%) had worked 3 – 6 hours per day.

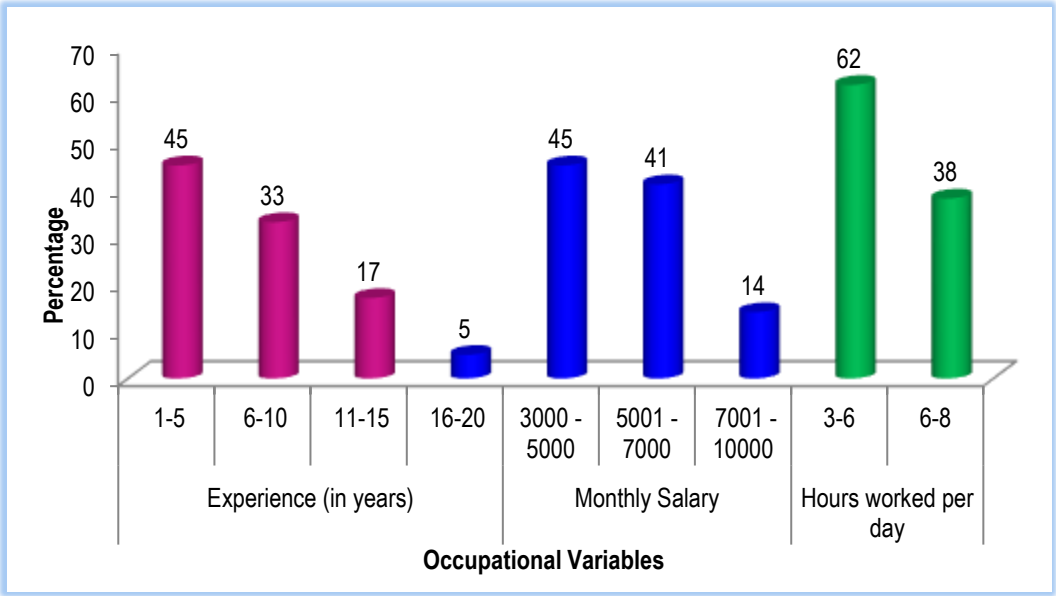

Figure 6.1.2: Cylindrical Diagram Showing the Occupational Variables among Teachers of Mentally Challenged Children in Selected Mentally Challenged Schools.

The frequency and percentage distribution of Clinical variables among teachers of mentally challenged children , majority 45 (37%) and 41 (34%) do not have any medical and family History of illness respectively. In reproductive health history for females 95 (80%) had premenstrual symptoms. In males, none of them had substance abuse.

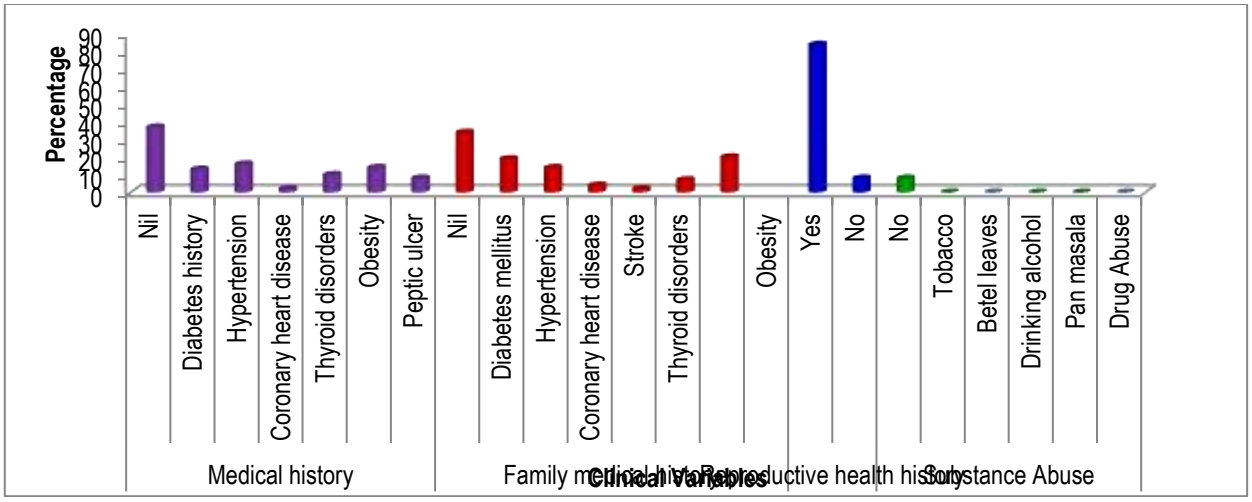

Figure 6.1.3: Bar Diagram Showing the Clinical Variables among Teachers of Mentally Challenged Children in Selected Mentally Challenged Schools.

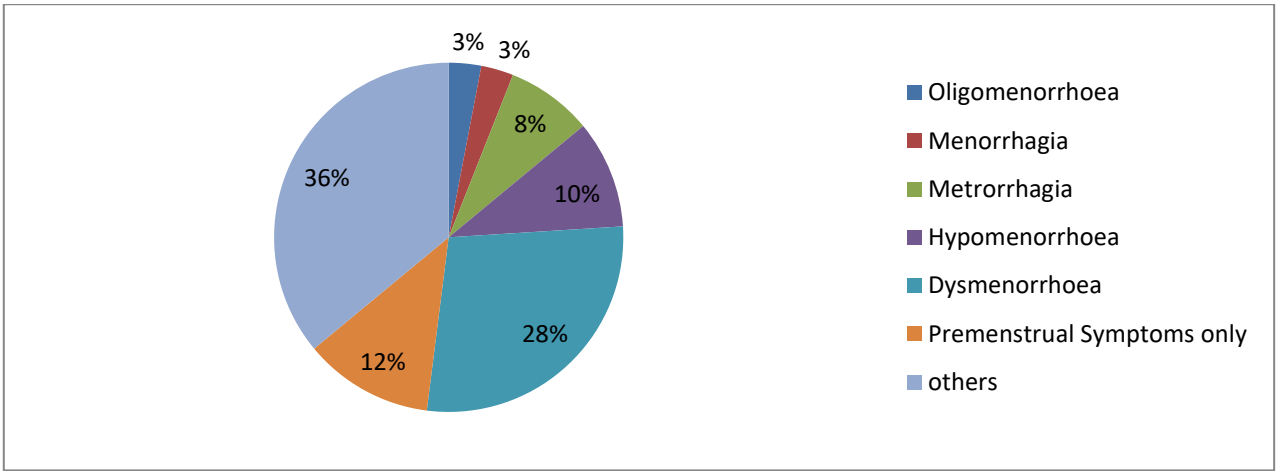

Figure 6.1.4: Pie Diagram Representing the Menstrual Problems among Teachers of Mentally Challenged Children in Selected Mentally Challenged Schools

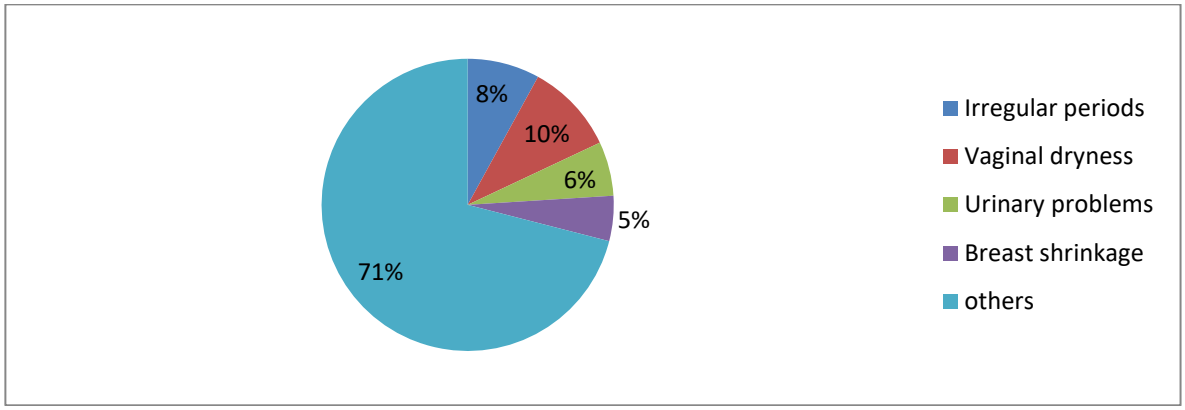

Figure 6.1.5: Pie Diagram representing the Premenopausal Problems among Teachers of Mentally Challenged Children in Selected Mentally Challenged Schools

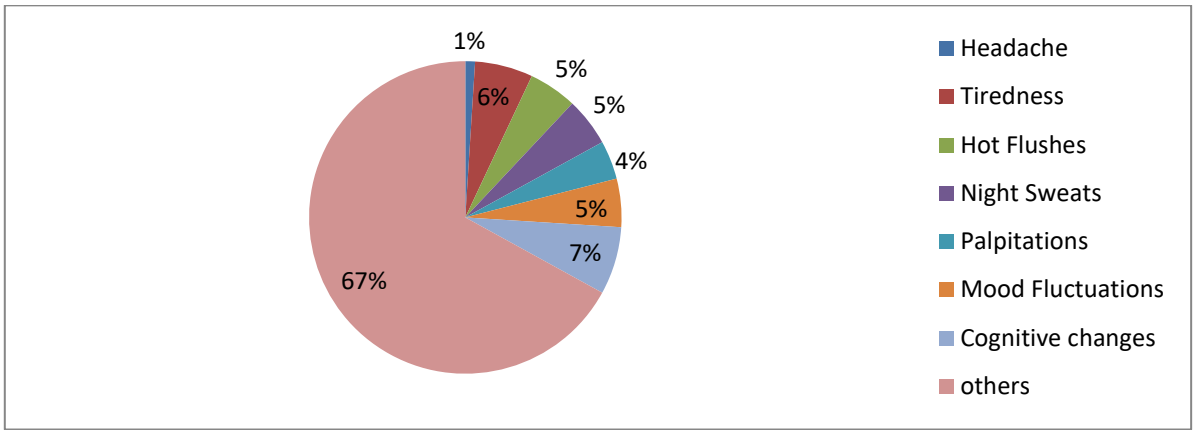

Figure 6.1.6: Pie Diagram representing the Post Menopausal Problems among Teachers of Mentally Challenged Children in Selected Mentally Challenged Schools.

The first objective of the study is to assess the pre test and post test score on stress among teachers of mentally challenged children.

6.2 Assessment of Stress among Teachers of Mentally Challenged Children in Selected Mentally Challenged Schools.

Table 6.2.1: Mean, Standard deviation and Percentage on overall pre test and post test score on Stress among Teachers of Mentally Challenged Children in Selected Mentally Challenged Schools. N = 120

Stress	Mean	SD	Percentage
Pre test	191.33	38.06	48
Post test	98.00	32.33	25

The frequency and percentage distribution of the overall pre test and post test score on stress among teachers of mentally challenged children, majority 57% had mild stress and 55% had no stress respectively.

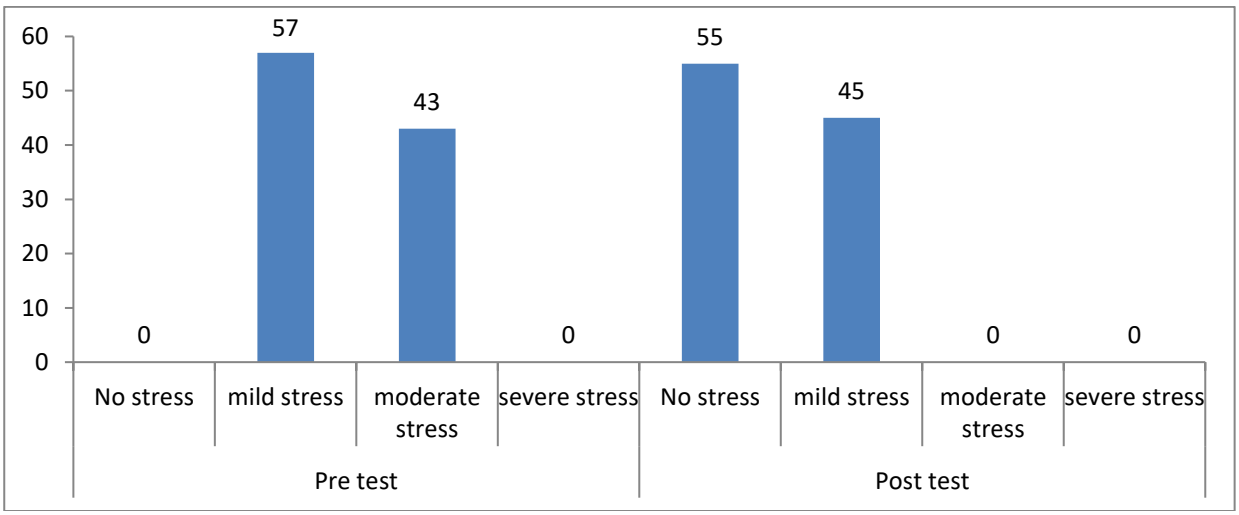

Figure 6.2.1: Bar diagram showing the pre test and post test score on stress among teachers of mentally challenged children in selected mentally challenged schools

The frequency and percentage distribution of the aspects of stress among teachers of mentally challenged children in the pre test and post test, majority 64 (53%) had mild Physical stress and 63 (53%) had no Physical stress, 65 (54%) had mild Mental stress and 72 (60%) had no Mental stress, 70 (58%) had mild Emotional stress and no Emotional stress,62 (52%) had mild Social stress and 71 (59%) had no Social stress, 64 (53%) had mild Cognitive stress and 61(51%) had no Cognitive stress, 69(58%) had mild Behavioural stress and 62 (52%) had had no Behavioural stress, 63(53%) had mild Environmental stress and 62(52%) had no Environmental stress, 68 (57%) had mild Occupational stress and 63(53%) had no Occupational stress respectively.

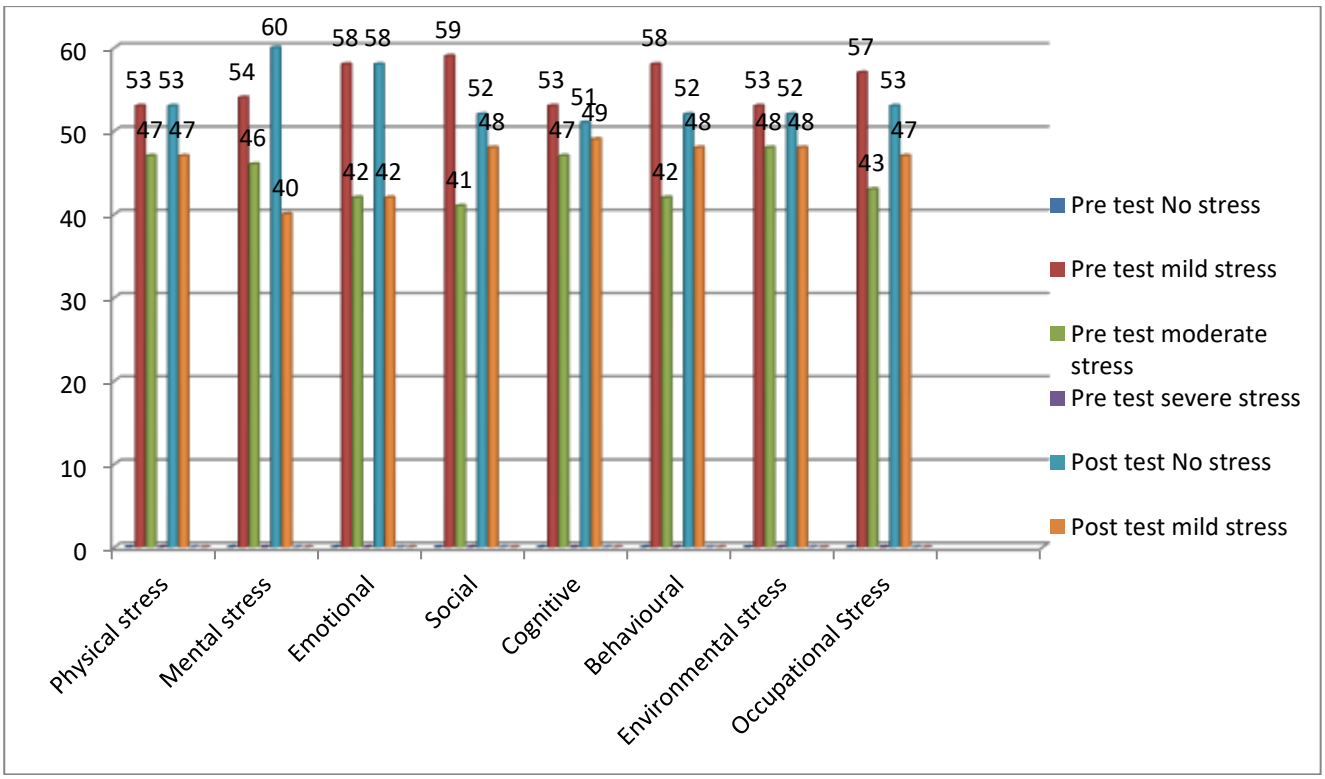

Figure 6. 2.2: Grouped Bar Chart Showing the Comparison of the Aspects of Stress in Pre test with the Post test among Teachers of Mentally Challenged Children in Selected Mentally Challenged Schools.

The second objective is to determine the effectiveness of relaxation therapy on stress among teachers of mentally challenged children.

6.3 Effectiveness of Relaxation therapy on stress among teachers of mentally challenged children.

Table 6.3.1. Mean, Standard deviation, Mean difference and paired't' test value of pre test and post test score on aspects of Stress among Teachers of Mentally Challenged Children. N = 120

Sl. No.	Aspects of Stress	Mean	SD	Mean difference	't' value	Level of significance
1.	**Physical Stress**					
	Pretest	25.33	8.92	13.00	12.68	.001
	Post test	12.33	4.36			
2.	**Mental Stress**					
	Pretest	25.20	9.08	14.07	13.93	.001
	Post test	11.13	4.63			
3.	**Emotional stress**					
	Pre test	22.40	8.18	10.60	9.68	.001
	Post test	11.80	4.29			
4.	**Social stress**					

	Pre test	21.60	7.83	9.50	9.13	.001
	Post test	12.10	4.66			
5.	**Cognitive stress**					
	Pre test	25.10	8.84	11.30	12.06	.001
	Post test	13.80	4.94			
6.	**Behavioural stress**					
	Pre test	22.90	8.26	10.84	11.63	.001
	Post test	12.06	4.28			
7.	**Environmental stress**					
	Pre test	25.70	8.78	13.42	12.73	.001
	Post test	12.28	4.64			
8.	**Occupational stress**					
	Pre test	23.10	8.16	10.60	9.86	.001
	Post test	12.50	4.78			

Table 6.3.2: Mean, Standard deviation, Mean Percentage, Mean difference, paired't' value of Pre test and Post test stress score N = 120

Stress	Mean	SD	Mean %	Mean difference	Paired 't' value	Level of Significance
Pretest	191.33	38.06	48	93	24	.001
Posttest	98	32.33	25			

Note: No. of observation 80; maximum possible score - 400.

There is lower mean overall stress score in the post test (98) with SD ± 32.33 than the pre test (191.33) with SD ± 38.06, 't' = 23.68. The mean difference was high (93) and statistically significant at 0.1% level.

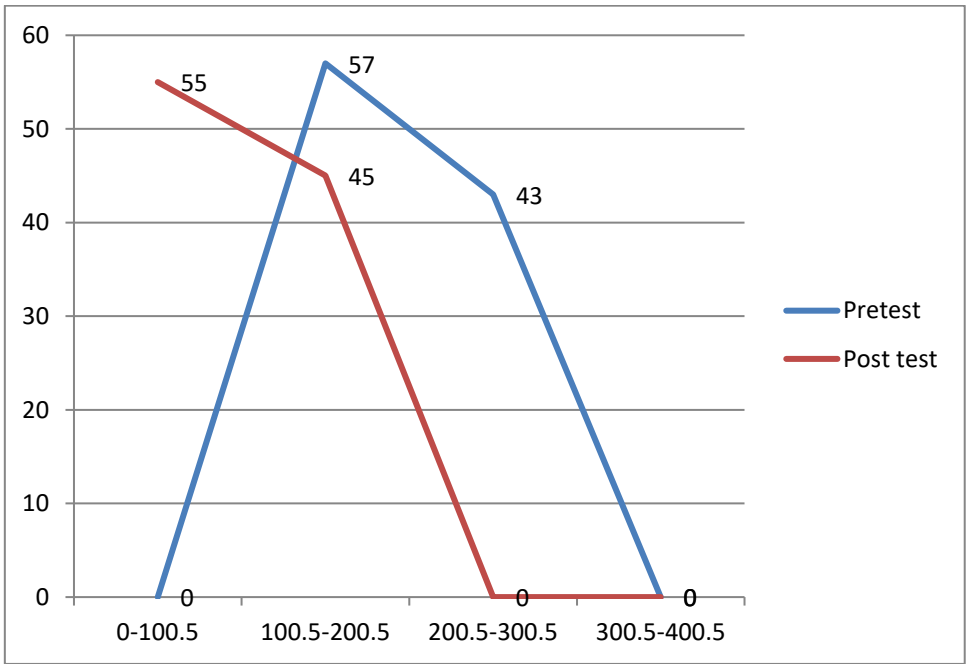

Figure 6.3.1: O-give curve representing the Comparison of the stress score in Pre test with the Post test among Teachers of Mentally Challenged Children.

The post test Ogive lies to the right of the pre test score over the entire range showing that the post test scores were consistently lower than the pre test scores. The change in stress score is evident by the distance separated by the two curves at various levels among Teachers of Mentally Challenged Children in selected Mentally Challenged Schools.

Similar results were reported in a study conducted by Kanagajothi (2015) to evaluate the effectiveness of progressive muscle relaxation technique on stress among 60 School teachers, 30 teachers in experimental group and 30 teachers in control group aged between 21-40 years selected using non-probability purposive sampling technique . The result revealed that the post test mean score on stress was 58.00 with SD 5.10 in the experimental group and in the control group the post test mean score of stress was 97.43 with SD 6.64. The calculated unpaired't' test value was t=25.115 was found to be statistically significant at p<0.001.This shows that the progressive muscle relaxation technique had a significant effect in the post test level of stress in the experimental group than control group.

Also, Elder, Nidich, Moriarty &Nidich (2014) conducted a study on special needs teachers, mindfulness training led to lower stress and anxiety and greater personal growth, empathy, and forgiveness. Hence the Null hypothesis H_{O1} There is no significant difference between pre test and post test score on stress among teachers of mentally Challenged children is rejected.

The third objective is to find out the association between selected background variables among teachers of mentally challenged children with their pre test score on stress.

6.4 Association between Selected background variables among Teachers of Mentally Challenged Children with their pre test Stress score

The findings revealed that among teachers of mentally challenged children, there was a high significant association between Age (χ^2 = 20.21, df =3), Experience (χ^2 = 0.39, df = 3), Hours worked per day (χ^2 = 17.58, df = 1) and Medical history (χ^2 = 29.88, df = 6) and there was no association between Gender (χ^2 = 2.42, df = 1) ,Educational status (χ^2 = 2.84, df = 6), Religion (χ^2 = 3.68, df = 1), marital status (χ^2 = 5.74, df = 3), type of family (χ2 = 0.81, df = 2), monthly salary (χ^2 = 4.83 df = 2) and family medical history (χ^2 = 10.66, df = 6) with their pre test stress score at 0.1% level.

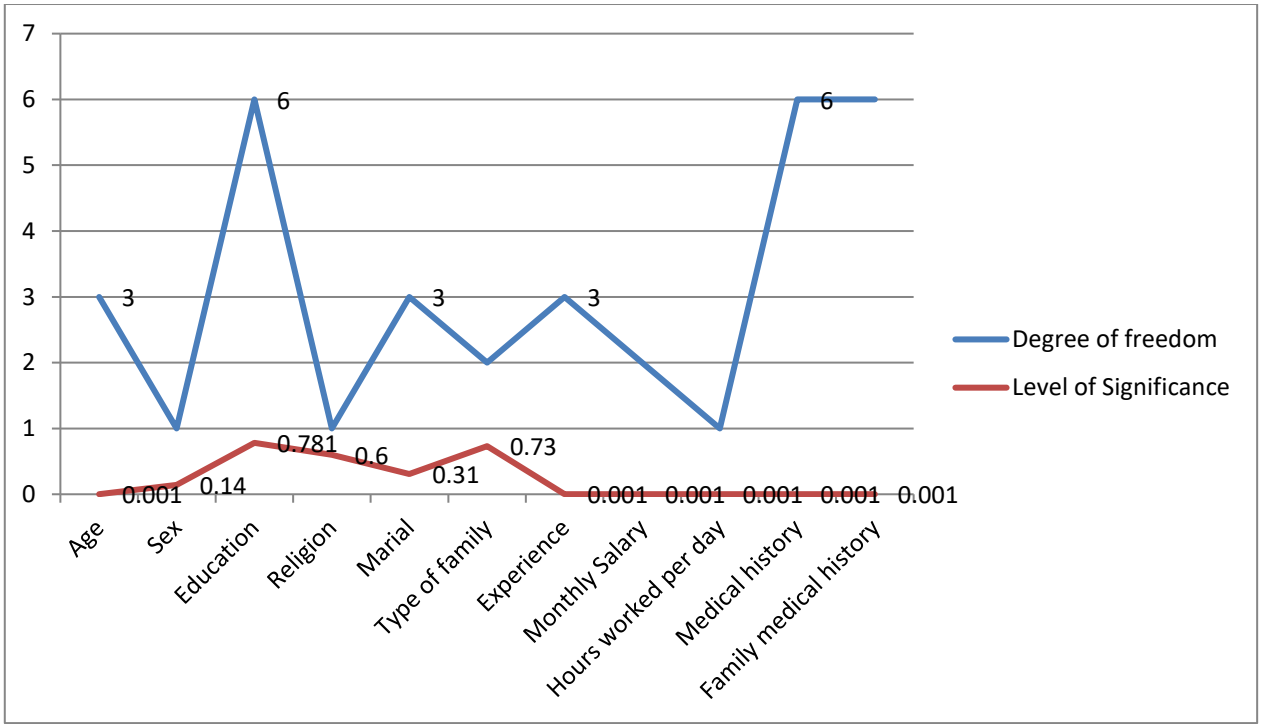

Figure 6.4.1: Line Diagram showing Association between Selected background variables among Teachers of mentally challenged children with their Pre test Stress score.

This finding was congruent with the results of the study conducted by Mohamed (2015) on exploration the burnout among staff working in the disability centers of Oman.The investigator compared their burnout levels in relation to the type of disability (intellectual disability and hearing impairment) and years of experience (1-5 years, 6-10 years, and above 10 years), also explored the association between burnout and work stress among 81 female staff in the disability centers from different areas through Maslach Burnout Inventory and the Teacher Occupational Stress Factor Questionnaire (TOSFQ). The results of the study showed that they had a moderate level of work stress in both emotional exhaustion and personal accomplishment while they had a high level of depersonalization. The Kruskall Wallis test showed a significant effect of the experience level in the depersonalization subscale, χ2 (2, N = 81) = 6.07, p = 0.048. Post-hoc analyses using the Mann-Whitney test indicated that staff with the experience level (6-10 years) had a higher depersonalization level than the experience level (above 10 years).

7. CONCLUSION

Today Nurses are having a special role to adopt non-pharmacological method for reducing stress among teachers of Mentally Challenged children. Comprehensive Stress care approach through relaxation therapy enhances resilience; quality of life thereby relaxes body, mind and soul, hence improves the work production of the teacher and achieves the outcome of the institution.

8. REFERENCES

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