



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

INTERNATIONAL JOURNAL  
OF CURRENT RESEARCH

International Journal of Current Research  
Vol. 13, Issue, 11, pp.19761-19766, November, 2021

DOI: <https://doi.org/10.24941/ijcr.42599.09.2021>

## RESEARCH ARTICLE

# EFFECT OF LIFE SKILL TRAINING (LST) ON LEVEL OF STRESS AND COPING AMONG SCHOOL TEACHERS IN SELECTED SCHOOLS AT PUDUCHERRY

<sup>1</sup>\*MS. Narmadha, T., <sup>2</sup>Prof. Prabavathy, S. and <sup>3</sup>Dr. Renuka, K.

<sup>1</sup>M.SC Mental Health Nursing, Kasturba Gandhi Nursing College

<sup>2</sup>Head of the Department, Department of Mental Health Nursing, Kasturba Gandhi Nursing College

<sup>3</sup>Principal, Kasturba Gandhi Nursing College, Sri Balaji Vidyapeeth, Puducherry – 607402

### ARTICLE INFO

#### Article History:

Received 24<sup>th</sup> August, 2021

Received in revised form

28<sup>th</sup> September, 2021

Accepted 19<sup>th</sup> October, 2021

Published online 28<sup>th</sup> November, 2021

#### Keywords

Stress, Coping,

Life skill training, Teachers

### ABSTRACT

**Background:** Teachers are a high-priority group because they are role models for pupils and influential members of society. Teaching is a difficult and stressful career, and instructors experience stress when the demands of the circumstance surpass their abilities to deal with them. School teachers are consistently burdened by excessive workload. They may feel burdened or intimidated, and as a result some teacher may resort to protests probably due to excessive stress. Coping as the behavioral and cognitive efforts a person uses to manage the demands of a stressful situation. Coping resources allow a person to deal with stresses more effectively, lessen the severity of symptoms, and recover from exposure more quickly. Life skills are important for the promotion of the health and well-being of children and adolescents and to develop knowledge, positive attitude, and values to lead a healthy life in future.

#### Objectives

- To assess the level of stress and coping among school teachers
- To evaluate the effectiveness of life skill training on stress and coping among school teachers
- To associate the level of stress and coping with the selected demographic variables

**Materials and methods:** Quasi experimental research design with one group pre-test and post-test was adopted. Sixty three school teachers were selected by using stratified cluster random sampling technique. The data was collected and pre-test data collection was done by using Perceived Stress Scale ( $r=0.937$ ) and brief COPE Scale ( $r=0.911$ ) to interview method. 63 subjects were divided into two groups and life skill training was given for the duration of 45 min twice a week for 10 days and the post test was conducted. The data were analyzed in terms of both descriptive and inferential statistics by using paired t- test and Chi-square test.

**Results and discussion:** The study showed that the post-test level of stress of teachers mean score (10.78) are significantly less than the pre-test level of stress (mean score (18.1)). And the post-test level of coping mean scores (63.78) are significantly less than the pre-test level of coping mean scores (59.17) by using paired t - test (4.272). This study reveals that life skill training has highly statistical significance in reduction of stress and coping among teachers at P-value <0.001.

**Conclusion:** Thus, this study proves that Life skill training was effective in reduction of stress and coping among teachers.

\*Corresponding author:

MS. Narmadha T.,

Copyright © 2021. Narmadha et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: MS. Narmadha T., Prof. Prabavathy S, and Dr. Renuka K. "Effect of life skill training (lst) on level of stress and coping among school teachers in selected schools at puducherry.", 2021. International Journal of Current Research, 13, (11), 19761-19766.

## INTRODUCTION

Teachers are a high-priority group because they are role models for pupils and influential members of society who can influence kids' overall development. Teachers have to play a multiple roles like an administrator, role models, counsellor, and well-wishers for the students which in turn increases stress among the teachers.

Teaching is a difficult and stressful career, and instructors experience stress when the demands of the circumstance surpass their abilities to deal with them. Teachers are subjected to a variety of stressors. Stress among school teachers is students' poor behavior, as most of their occupational time is spent with their students. School teachers are consistently burdened by excessive workload.

They may feel burdened or intimidated, and as a result some teacher may resort to protests probably due to excessive stress. Coping as the behavioral and cognitive efforts a person uses to manage the demands of a stressful situation. Coping resources allow a person to deal with stresses more effectively, lessen the severity of symptoms, and recover from exposure more quickly. Life skills are important for the promotion of the health and well-being of children and adolescents and to develop knowledge, positive attitude, and values to lead a healthy life in future.

## NEED FOR THE STUDY

Teaching is a highly stressful profession worldwide. In European countries, about 10–40% of teachers suffer from extreme stress. In Canada has shown nearly three-fourths of teachers were stressed and with 22% reporting extreme stress in Germany. In the New Zealand (2021), 39% of teachers considered teaching either very stressful or extremely stressful, an increase of 13.6% from 1996 to 2011. In South Delhi (2019), about 9.8% of the teachers were stressed. In Thanjavur (2016), about the managing students 54% teachers felt high stress, 20% felt moderate stress and the low stress felt by the teachers were 26%. In Puducherry (2016), on the basis of type of school, private school teachers have faced more stress than the government school teachers. The perceived stress at job has been affected both the primary and secondary level teachers. University of Missouri says that 94% of school teachers experience low level of coping which could contribute negative outcome for students. Journal of school psychology states that 66 per cent of school teachers reported low coping. In South India (2020), higher post intervention mean score (above 15) was seen in critical thinking (19.58), self-awareness (18.03), creative thinking (15.78), and interpersonal thinking (15.15). Post intervention mean score was higher than the pre intervention mean score in all the ten domains of life skills.

## STATEMENT OF THE PROBLEM

Effect of Life Skill Training (Lst) On Level of Stress and Coping among School Teachers in Selected Schools at Puducherry

## OBJECTIVES

- To assess the level of stress and coping among school teachers
- To evaluate the effectiveness of life skill training on stress and coping among school teachers
- To associate the level of stress and coping with the selected demographic variables

## HYPOTHESIS

- H1: The level of stress and coping differs before and after life skill training among school teachers
- H2 : Association exists between the level of stress and coping among school teachers and the selected demographic variables.

## MATERIALS AND METHODS

**Research approach:** Quantitative research

**Research design:** This study design is quasi experimental study with one group pretest and posttest design.

Group – Quasi experimental one group pre& post test

O1 - Pre-assessment of stress and coping level among teachers  
X - Administration of life skill training  
O2 - Post-assessment of stress and coping level among teachers

## Independent variable

- Life skill training

## Dependent variable

- Stress and coping

**Setting of the study:** The study was conducted at Don Bosco higher secondary Schools and Sathyamoorthy government higher secondary school at Puducherry.

**Population:** Population of the study consists of 63 school teachers

**Sampling technique:** From the accessible population, who satisfied the inclusion criteria were selected as samples Sample from private schools 32 teachers and government schools 31 teachers were selected by using stratified cluster random sampling. Life skill training is given for the period of 10 session twice a week with duration of 45 minutes for subjects.

**Sample size:** The sample size for this study is 63 (School teachers in selected schools at Puducherry)

## CRITERIA FOR SAMPLE SELECTION

### Inclusion criteria

- Teachers of all age group
- Both male and female teachers
- Teachers those who are having mild and moderate stress.

### Exclusion criteria

- Teachers those who are having severe stress and poor coping abilities
- Teachers those who have previous exposure of life skill training
- Teachers who are not willing to participate in the study

## METHOD OF DATA COLLECTION

The main study was conducted during the period of 12/04/2021 to 12/05/2021. The permission was obtained from concerned higher authority. The purpose of assessment was explained to the teachers with self-introduction prior to the assessment. During the interview, the investigator explained the ethical issues related to the study to the teachers. After explaining the procedure to the teachers, the investigator obtained an informed consent from each teachers regarding their willingness to participate in the study.

A separate place was selected for interview and subjects were made comfortable and relaxed. The data collection was carried out in three phases

**Phase 1:** Through the interview method, pre-test level of stress and coping was assessed by using Perceived Stress Scale and brief COPE scale.

**Phase 2:** 63 subjects were divided into 2 groups and Life skill training is given 10 session for twice a week with duration of 45 minutes for 10 days.

**Phase 3:** Post-test level of stress and coping was assessed on 24/05/2021 after life skill training with Perceived Stress Scale and brief COPE and the data were analyzed in terms of both descriptive and inferential statistics.

**Data analysis:** Data obtained were analyzed in view of objectives of the study using descriptive and inferential statistics. The plan of data analysis were as follows,

- Frequency and percentage are used to assess the level of stress and coping
- Paired t- test to evaluate the effectiveness of life skill training on level of stress and coping among teachers
- Chi-square test to associate the level of stress and coping with the selected demographic variables.

## RESULTS

**Distribution of demographic variables of teachers with stress and coping:** Among them 20 – 30 (7.9%) of them were to the age group of 20 – 30 years and 30 - 40(33.3%) of them were to the age group of 30 – 40 years and 40 – 50 (49.2%) of them were the age group of 40- 50 years and 50 – 60 (9.5%) belong to the age group of 50 – 60 years. In relation to gender 35 (56%) of them were males and remaining 28 (44%) of them were females. Concerning marital status, 6(9.5%) of them were single, 57(90.5%) of them were married, 0(0.0%) of them were divorced and 0(0.0%) of them was separated. Family type, 31(49.2%) of them were joint family , 32(50.2%) of them were nuclear family. With respect to religion, 44(69.8%) of them were Hindus, 19 (30.2%) of them were christians and 0(0%) of them were muslims and 0 (0%) of them were others. 54 ( 85.7% )were belong to the urban area and 9 ( 14.3%) were belong to the rural area.Educational level, 22(34.9%) of them are mphil/phd, 40(63.5%) of them are master degree, 1(1.6%) of them are bachelor degree and 0(0.0%) of them are diploma. According to the handling of subjects , 59(93.7%) of them are handling one subjects and 4(6.3%) of them are handling more than one subjects. Additional responsibilities, 19(30.2%) of them are class co-ordinator, 12(19.0)% of them are lab incharge, 0 (0.0)% of them are librarian in-charge and 32 (50.8%) of them are others. Previous working experience , 57(90.5)% of them are having previous working experience and 6(9.5) % of them are having no previous experience. Number of workplace shifted , 47(74.6) % of them are worked more than one places and 16(25.4%) of them are worked one places. As per norms teachers available in school , 62(98.4) % of them are as per norms teachers available in school and 1(1.6%) of them are not as per norms teachers available in school. Are you spending time more than yours working hours, 53(84.1%) of them are spending time more than working hours and 10 (15.9) % of them are not spending time more than

working hours. Are you taking classes more than your allotted hours, 54(85.7) % of them are taking classes more than allotted hours and 10 (15.9) % of them are not taking classes more than allotted hours.

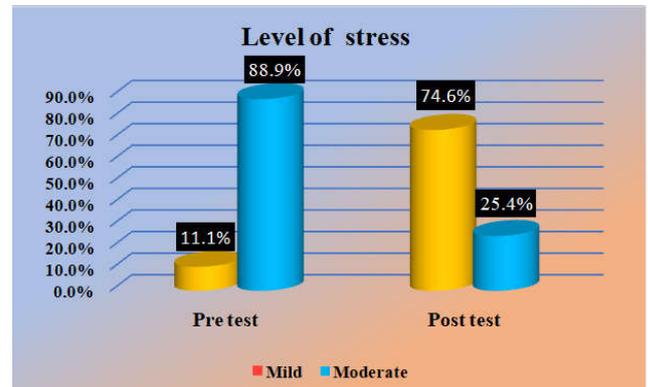


Figure 1. Percentage distribution of pre-test and post-test stress among school teachers

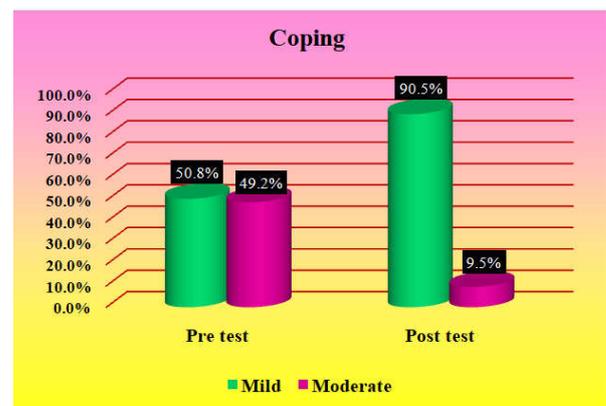


Figure 2. Percentage distribution of pre-test and post-test coping among school teachers

**Frequency and percentage distribution of pre-test and post-test level of stress and coping among school teachers.** Table 2 represents the frequency and percentage distribution of stress and coping among school teachers. During Pre test out of 63 teachers, 7 (11.1%) of them had mild level of stress and 56 (89.9%) of them had moderate level of stress. In post test, the level of stress reduced to mild stress among 47 (74.6%) of teachers and moderate stress among 16 (25.4%) of the teachers. During pre test Coping out of 63 teachers, 32 (50.8%) of them had high level of coping and 31 (49.2%) of them had moderate level of coping. In Post test, the level of coping increased to 57 (90.5%) of teachers had high level of coping and moderate among 6 (9.5%) of the teachers.

**Effectiveness of life skill training on level of stress and coping among school teachers**

During pre-test mean values of stress and coping calculated by Paired t- test were 18.1 and 59.17 respectively. The Post -test mean values of stress and coping calculated by Paired t- test were 10.78 and 63.38 respectively. The Pre test standard deviation of stress and coping 3.609 and 7.297 respectively and The Post test standard deviation of stress and coping 3.929 and 3.841 respectively. The obtained p value of stress and coping is highly statistically significant at  $p < 0.0001$  as shown in table 3.

**Table 1. Frequency distribution of demographic variables of teachers with stress and coping**

S.NO	Demographic variables	No of persons	percentage	
1	Age	20-30	5	7.9%
		30-40	21	33.3%
		40-50	31	49.2%
		50-60	6	9.5%
2	Gender	Male	28	44.4%
		Female	35	55.6%
3	Marital status	Married	57	90.5%
		Single	6	9.5%
		Divorced	0	0.0%
		Separated	0	0.0%
4	Family type	Nuclear family	32	50.8%
		Joint family	31	49.2%
5	Religion	Hindu	44	69.8%
		Muslim	0	0.0%
		Christian	19	30.2%
		Other	0	0.0%
6	Residential area	Urban	54	85.7%
		Rural	9	14.3%
7	Educational level	Diploma	0	0.0%
		Bachelor degree	1	1.6%
		Master degree	40	63.5%
		M phil / Phd	22	34.9%
8	Handling subject area	Language	13	20.6%
		Science	13	20.6%
		Maths	10	15.9%
		Arts/computer science	18	28.6%
		Others	9	14.3%
9	Handling of subjects	One	59	93.7%
		Morethan one	4	6.3%
10	Additional responsibilities	Class coordinator	19	30.2%
		Lab incharge	12	19.0%
		Librarian incharge	0	0.0%
		Others	32	50.8%
11	Previous working experience	Yes	57	90.5%
		No	6	9.5%
12	Number of workplace shifted	One	16	25.4%
		More than one	47	74.6%
13	As per the norms teachers are available in your school	Yes	62	98.4%
		No	1	1.6%
14	Are you spending time in school more than your working hours	Yes	53	84.1%
		No	10	15.9%
15	Are you taking classes more than your allotted hours	Yes	54	85.7%
		No	9	14.3%

**Table 2. Frequency and percentage distribution of stress and coping among school teachers**

Stress	Pre test		Post test	
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)
Mild	7	11.1%	47	74.6%
Moderate	56	88.9%	16	25.4%
Total	63	100%	63	100%

Coping	Pre test		Post test	
	Frequency (n)	Percentage(%)	Frequency (n)	Percentage(%)
Mild	32	50.8	57	90.5
Moderate	31	49.2	6	9.5
Total	63	100	63	100

**Table 3. Mean, standard deviation and p-value of stress and coping**

Stress	Mean	Std. Deviation	Paired t-test	p-value
Pre test	18.1	3.609	21.193	<0.0001 ***HSS
Post test	10.78	3.929		

Coping	Mean	Std. Deviation	Paired t-test	p-value
Pre test	59.17	7.297	4.272	<0.0001 ***HSS
Post test	63.38	3.841		

This data concludes that there was significant difference between mean scores of pre-test and post-test level of stress and coping.

## DISCUSSION

The main objective of this study is to evaluate the effectiveness of life skill training on level of stress and coping among school teachers: During pre-test mean values of stress and coping calculated by Paired t- test were 18.1 and 59.17 respectively. The Post -test mean values of stress and coping calculated by Paired t- test were 10.78 and 63.38 respectively. The Pre test standard deviation of stress and coping 3.609 and 7.297 respectively and the Post test standard deviation of stress and coping 3.929 and 3.841 respectively. The obtained p value of stress and coping is highly statistically significant at  $p < 0.0001$  as shown in table 2. This data concludes that there was significant difference between mean scores of pre-test and post-test level of stress and coping among school teachers. It revealed that life skill training was effective in reduction of stress and improvement in coping among school teachers. Hence the stated research hypothesis (H1) was accepted. Thus life skill training is highly effective in reduction stress and improved coping among school teachers. One more objective of the study is to associate the level of stress and coping with the selected demographic variables. All the demographic variables are non significant with the P value  $< 0.05$ . No association was found between the levels of stress and coping and the selected demographic variables. Hence the stated research hypothesis H2 was rejected.

### Recommendation

- Based on the findings, the following recommendations have been made for further study
- A quasi experimental study can be conducted to assess the effectiveness of life skill training on stress reduction and coping style in adolescents living in foster homes using a large number of samples.
- The study can be done in different group like adults, students, etc

## CONCLUSION

Thus this study proves that life skill training was effective in reduction of stress and improve coping among school teachers. Hence, the life skill training is an effective intervention and statistically significant to reduce the stress and improve coping among schools teachers.

**Source of funding:** Self

**Conflict of Interest:** nil

## REFERENCES

- Parashar M, Ellawadi D, Singh M, Jiloha RC. Level of stress among schoolteachers of a school in South Delhi, India. *CHRISMED J Health Res* 2019; 6:150-5.
- Edison Anthony Raj, Arul and Julius, Sheeba, Effects of Perceived Stress at Job among Primary and Secondary School Teacher. *International Journal of Advancement in Engineering Technology, Management and Applied Science*. 2016; 3(11): 97 - 106.
- Kumaravelu. G. Mental health of high school teachers in puducherry region. *International journal of research culture society*. 2017; 1(10): 355-57.
- Alfred Solomon, D., David Robinson, P. and ThephilahCathrine, R. "Assess the level of stress among school teachers in selected schools at vellore", *International Journal of Development Research*. 2017; 9(11): 16456-16458.
- Skaalvik, E. M., and Skaalvik, S. Teacher Stress and Coping Strategies—The Struggle to Stay in Control. *Creative Education*. 2021; 12: 1273-1295.
- Fadia Nasser-Abu Alhija. Teacher Stress and Coping: The Role of Personal and Job Characteristics. *Social and Behavioral Sciences*. 2015; 185: 374 – 380.
- Jeyaraj. S.S. Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu. *Journal of Business and Management*. 2013; 7(5): 63-76.
- Kavita, K. and Hassan, N. C. Work Stress among Teachers: A Comparison between Primary and Secondary School

- Teachers. *International Journal of Academic Research in Progressive Education and Development*. 2018; 7(4): 60–66.
- Karunanithi, G., and Suberamanian, K. A Study On Stress Level and Coping Strategic Among Primary Tamil School Teachers. *PEOPLE: International Journal Of Social Sciences*. 2015; 1(1): 1306-1320.
- Ophelia Janefer M. A Study on Stress among 8TH – 12TH Std. School Teachers (In Selected Schools in Chennai. *IOSR Journal Of Humanities And Social Science*. 2012; 77-83.
- Nwimo, Ignatius O.; Onwunaka, Chinagorom. Stress among Secondary School Teachers in Ebonyi State, Nigeria: Suggested Interventions in the Worksite Milieu. *Journal of Education and Practice*. 2015; 6(26): 93-100.
- AishahMohdAzhan et al. Stress Among School Teachers, Why? An International Multi-Disciplinary Graduate Conference of Terengganu. 2016; 438-443.
- Henrik Lindqvist. Strategies to cope with emotionally challenging situations in teacher education, *Journal of Education for Teaching*. 2019; 45(5): 540-552.
- Chaturvedi M, Purushothaman T. Coping behaviour of female teachers: Demographic determinants. *Ind Psychiatry J*. 2009 Jan; 18(1):36-8.
- Iyore, C. Stressors, effects and coping strategies among teachers in secondary schools in edo state, nigeria. *International Journal of Research*. 2018; 6(9): 137–147.
- Tiwari P, Naik PR, Nirgude AS, Datta A. Effectiveness of life skills health education program: A quasi-experimental study among school students of South India. *J Edu Health Promot* 2020; 9:336.
- Mishal, Amit Hemant. “A Study of Effectiveness of Life Skill Training of Training Programme on Self-Esteem of Teacher Trainees at B.Ed. Level – Pilot Study.” *International Journal of Research*. 2016; 7: 9-17.
- Arpitakackar and Hemlata Josh. Impact of Life Skills among Adolescents: A Review. *International Journal of Research and Analytical Reviews Research Paper*. 2019; 6(2): 592-595.
- Javidi K, Garmaroudi G. The Effect of Life Skills Training on Social and Coping Skills, and Aggression in High School Students. *Novel Biomed*. 2019May1; 7(3):121-9.
- Anupama K and D Sarada. Academic stress and levels of life skills among high school children. *Indian Journal of Neurosciences*. 2020; 6(4):241–246.
- Shwetha, B. The Role of Life Skills Training In Developing Emotional Maturity and Stress Resilience among Adolescents. *International Journal of Indian Psychology*. 2015; 2 (4):1.
- Prajapati, Ravindra K.; Sharma, Bosky; Sharma, Dharmendra. Significance of Life Skills Education. *Contemporary Issues in Education Research*. 2017; 10(1): 1-6.
- Kabito, G.G., Wami, S.D. Perceived work-related stress and its associated factors among public secondary school teachers in Gondar city: a cross-sectional study from Ethiopia. *BMC Res Notes*. 2020; 13: 36.
- Agai–Demjaha T, KaradzinskaBislimovska J, Mijakoski D. Level of Work Related Stress among Teachers in Elementary Schools. *OA Maced J Med Sci*. 2015 Sep 15; 3(3):484-488.
- Shilpa Jain. A study of work stress and coping among primary school teachers in New Zealand. *New Zealand Journal of Teachers’ Work*. 2021; 18(1): 18-35.
- Karthikeyan, P. and S. Babu. “Occupational stress and coping strategies of Matriculation school teachers working in Thanjavur of Tamil Nadu.” *International journal of applied research* 2016; 2: 614-617.
- Sasikumar, N., and Jenifer, K. Occupational Stress and Cognitive Load among Private School Teachers in Sivaganga District, Tamilnadu, India. *Shanlax International Journal of Education*. 2018; 6(3): 1-10.
- General System Theory- Toward a theory for Nursing, general concept of human behaviour. NewYork, Wiley. Available from: <http://general system theory.blogspot.com>.
- Polit&Beck. “Textbook of Nursing Research Generating And Assessing Evidence ForNursing Practice”, 9th edition, Lippincott, Wiliams& Wilkins Publications. 2013. P-57-58

\*\*\*\*\*