



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.19505-19507, November, 2021

DOI: <https://doi.org/10.24941/ijcr.42604.11.2021>

RESEARCH ARTICLE

TEACHERS' EXPERIENCES OF STRESS AND THEIR COPING STRATEGIES DURING COVID-19 ON ONLINE EDUCATION SYSTEM

Varsha T. and Dr. Mamatha, H. K.

¹Research Scholar, Department of Health System Management Studies, JSS Academy of Higher Education & Research, Mysuru, India

²Associate Professor & Head, Department of Health System Management Studies, JSS Academy of Higher Education & Research, Mysuru, India

ARTICLE INFO

Article History:

Received 14th August, 2021

Received in revised form

19th September, 2021

Accepted 10th October, 2021

Published online 24th November, 2021

Keywords

Thrombocytopenia,
Thromboembolic,
Platelets,
Low Molecular Weight Heparin.

*Corresponding author:

Ajay Raju V.,

ABSTRACT

The research mainly aims to prove the stress level amongst higher education teachers during online teaching system and the impact of the crisis on individual teachers and identify common issues while taking the online classes and methodologies to adopt in the new normal and the major coping up strategies' as well, through the study its analysed that so that we can better understand the challenges that teachers are facing and consider how these may be addressed during the crisis and beyond levels. Stress Management The word 'stress' is used in physics to refer to the interaction between a force and the resistance to counter that force, and it was Hans Selye who first incorporated this term into the medical lexicon to describe the "nonspecific response of the body to any demand". Stress means "pressure or tension" exerted on a material object. Stress is a fact of everyday life. When people reach out for help, they are often dealing with circumstances, situations, and stressors in their lives that leave them feeling emotionally and physically overwhelmed. Many people feel that they have very little resources or skills to deal with the high levels of stress they are experiencing. Stress management involves the usage of different techniques along with psychotherapies to control the different levels of stress, mainly chronic stress so as to improve the daily working of an individual and the quality of life. Online education system "Online learning" refers to instructional environments supported by the Internet. Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students. Online learning can be fully online or blended with face-to-face interactions. Online education also can be defined as an approach to teaching and learning that utilizes internet technologies to communicate and collaborate in an educational context. The physical classroom learning nowadays is no longer applicable for the current younger generations (Gen Y). Internet and distance learning which is generally known as online education plays a vital role in the country's education system. It is undeniable that online education provides ample of benefits to young learners. Fully online learning is a form of distance education in which all instruction and assessments are carried out using online, Internet-based delivery (Picciano and Seaman 2009; U.S. Department of Education 2007).

Copyright © 2021. Varsha and Mamatha. 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: Varsha T. and Dr. Mamatha, H. K. "Teachers' experiences of stress and their coping strategies during COVID-19 on online education system.", 2021. *International Journal of Current Research*, 13, (11), 19505-19507.

INTRODUCTION

- Blended learning (also called hybrid learning) allows students to receive significant portions of instruction through both face-to-face and online means.
- Occupational Stress in Teachers during Covid 19
- COVID-19 is a novel viral infection that began in China towards the end of 2019 and was

declared as public health emergency of international concern in January 2020. The unexpected occurrence of the COVID-19 outbreak has undeniably disrupted the normalcy of life. The article wants to describe the perceived stressors for higher education teachers due to online education system and the appropriate modalities for reducing their professional stress.

Sources of stress

- Environment
- Physiological
- Thoughts
- Social

When the coronavirus pandemic reached everywhere in March 2020, and schools were mandated to close at the time of annual exam preparation, suddenly, the way of teaching changed overnight. Teachers had to immediately switch the way of teaching from physical classrooms to virtual. According to layman, this is very simple methodology. But for the teachers it's the first-time experience and they have undergone a lot of stress suddenly, they were expected to work in virtual spaces with very limited skills for online, and with a very minimal knowledge with technology and no access to resources to support this. This added to the many challenges. Occupational stress is stress related to an employee's work.

Occupational stress increases if the employee has little or no control over work processes.

Sources

- Financial pressures.
- If the employee has to work too many hours.
- Role conflict or ambiguity.
- A negative workload.
- Unlawful workplace harassment.
- A workplace with where there is a lot of drama and infighting – where personal conflicts frequently harm productivity. In other words, a 'toxic' environment.

Need for the study

- Whenever there is a change, the human tendency is to resist before being open to acceptance and adaptation.
- There has been a paradigm shift in education during the pandemic from synchronous learning to asynchronous learning and a blend of both.
- This necessitated that teachers become well versed with technology for online teaching, creating an immediate need to update their skills and knowledge with regard to technology and be efficient in online delivery of teaching. Not all teachers had used technology especially, in the regular programmes using classroom delivery of teaching.
- The sudden shift made teachers change their roles and method of delivery of education and thereby experiencing stress during online teaching.
- Constant stress during job or work not only affects the performance and productivity but may result in health issues, if left unrecognized.
- Hence, it is very important to recognize the stressors and try to overcome them by appropriate coping strategies and thereby promoting better health.

Review of literature

- Stress, stress management, its origin.
- Studies on different types of perceived stress
- Articles on online teaching

- Perceived Stress Scale : Perceived Stress Scale was developed by Sheldon Cohen in the year

1983, in this study, perceived stress level was measured based on the questionnaire method

Objectives of the study

Research Design

METHODOLOGY

- Type of study: Descriptive and Quantitative
- Sample Selection: Convenient sampling method
- Sample: Higher education teachers
- Tools used: Survey Questionnaire
- Statistical methods used: Mode comparison

Higher Education Teachers stress during online Teaching

OBSERVATIONAL STUDY

Survey Method Quantitative &

Descriptive

Tools used

- For measuring Stress Level- A questionnaire developed by the researcher based on a study done
- This questionnaire was validated by expert professors in the university
- A pilot study was conducted to test reliability
- The questionnaire was designed to measure level of stress of teachers between UG &

PG and between male and female higher education teachers and the analysis was carried out through mode method.

Mode Method Analysis

- Sample size – 30 and the division of different demographics is as follows:
- Calculation: Based on the teacher's response of Yes.

RESULTS AND DISCUSSION

- Sample size – 50 and the total response received was 30
- Teachers experienced on an average a medium-to-high amount of stress during the lockdown, indicated by a mode value in this study. Even though they have experienced they did not lose their sleep.
- Teacher's level of stress differed between UG and PG level of teaching. A total of 30 nursing teachers completed the questionnaire. Females had more perceived stress score males Majority of participants were between 30-40 years.
- It was high among Female teachers than Male teachers.
- It was found high among teachers having below 10 years of experience when compared to teachers having more than 10 years of experience.

- It was also observed that Participants in the younger age experienced higher occupational stress than experienced teachers.

CONCLUSION

- Teachers all over the globe experience stress arising out of many academic as well as nonacademic aspects such as environmental, socio-cultural and psychological factors.
- Stress arises in a way to perform better than peers, to live up to the expectations of students, to help them to score better grades which will in turn help them to build a great career.
- All these put heavy pressure on teachers leading to a feeling of burnout arising from teaching.

Coping up strategies/ Suggestions. Different coping up strategies can control stress level to certain extent. It is essential for the welfare of the teacher and students, colleagues, families, and friends to cope effectively with it.

- Stay mindful.
- Use cognitive techniques.
- Try not to catastrophize.

Coping up methods/suggestions to overcome stress

- Trainings on new technologies of online education.
- Emotional support
- Instrumental support

Encourage workplace wellness program

- Provide virtual counselling
- Yoga & Meditation
- Work life balance
- Lead an active lifestyle
- Alter the situation
- Make time for fun and relaxation

Limitations of the study and scope for further research

Limitations

This study was conducted among higher education teachers using convenient sampling and with minimum sample size. The questionnaire was designed to include identification of only few stressors.

Scope for further study

This study could be used as a baseline for future research to assess the impact of COVID-19 stress among higher education teachers including a bigger sample representing the general population in terms of demographic differences.

REFERENCES

1. The stress of life by Selye, Hans, 1907.
2. The Self Care Prescription: Powerful Solutions to Manage Stress, Reduce Anxiety & Increase Wellbeing Paperback – July 9, 2019 by Robyn Gobin PhD (Author)
3. Stress Management – Meaning, Causes and Techniques for Managing Stress By Hitesh Bhasin
4. Zsohar and J. A. Smith, “Transition from the classroom to the web: successful strategies of teaching online
5. B. E. Crane, Online Teaching and Learning: a Practical Guide for Librarians.
6. Fimian, M.J. (1984). The development of an instrument to measure occupational stress in teachers:
7. Mindfulness for Stress Management: 50 Ways to Improve Your Mood and Cultivate Calmness. by Dr. Robert Schachter Burnout: The Secret to Unlocking the Stress Cycle Hardcover – March 26, 2019 by Emily Nagoski PhD (Author), Amelia Nagoski DMA
9. The Strengths-Based Workbook for Stress Relief (A New Harbinger Self-Help Workbook) by Ryan M. Niemiec (Author)
10. J. Stephenson (ed.), Teaching & Learning Online: Pedagogies for New Technologies. Kogan Page, 200
11. Clipa, O., (2015) Roles and strategies of Teacher Evaluation: Teacher perspective Procedia-Social and Behavioural Sciences, vol. 180, 2015, pp. 916-923, <http://www.sciencedirect.com/science/article/pii/S187704281501589X>
12. Craşovan, M & Ungureanu, D. (2010). Teachers' convictions and beliefs regarding the professional debut, Procedia Social and Behavioral Sciences, 2, pp. 2829–2835.
13. Greenglass, E. R. & Burke, R. J. (2003). Teacher stress. In M. F. Dollard, A. H. Winefield, & H. R. Winefield (Eds.), Occupational stress in the service professions (pp. 213-236). New York, NY: Taylor & Francis.
14. V. N. Gudivada, R. Agrawal, and C. Chu, “Online teaching and learning strategies for programming intensive courses, ”Proceeding of the 10th International Conference on Information Technology: New Generations,
15. Skaalvik, E. M. & Skaalvik, S. (2018). Job demands and job resources as predictors of teachers' motivation and well-being. Social Psychology of Education, 21, 1251-1275. <https://doi.org/10.1007/s11218-018-9464-8>.
16. Carver, C. S., Scheier, M. F. & Weintraub, J. K., (1989), Assessing coping strategies: a theoretically based approach, Journal of Personality and Social Psychology, 56, p. 267-283
- [11] Carver, C. S., and White, T. L. (1994). Behavior. 17. H. Zsohar and J. A. Smith, “Transition from the classroom to the web: successful strategies of teaching online, <http://northeast.edu/CTC/Pdf/Successful-strategies-for-teaching-online.pdf>
