

Assessment of Stress among Nursing Teachers of Different Colleges in Morang

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ABSTRACT

Introduction: Stress is a normal part of a life. From birth to death a person endures stress. It is impossible and not beneficial to avoid stress in life. Occupational stress is common and literature shows that teaching is one of the most stress full jobs. The stresses of teachers directly and indirectly affect the teaching and learning so it is concerned for improves quality of student.

Methods: A descriptive study in title with analysis of stress among nurse teachers was conducted in order to find out the stress among nurses teachers. Purposive proportionate quota sampling method was used for collecting the data in different college of different University at Morang. Valid and Reliable Teachers Stress Inventory developed by Fimian was used for collection of data after taking permission from him. The nurse teacher with bachelor or Master Degree education and involving in teaching theoretical or clinical classes since six month was the population of the study.

Results: Among 108 respondents, 17 (15.7%) had low level of stress, 69 (63.9%) had medium level of stress and 24 (20.4%) had high level of stress. In relation with five areas of stress, 64.5% mentioned moderate stress in time management, 41.7% had moderate stress in work related stressors, 43.5% had mild stress in professional investment. The study found that stress was associated with age ($p=0.006$), experience ($p=0.03$), student guide number ($p=0.000$), Designation ($p=0.000$), education level ($p=0.03$), marital status ($p=0.000$) and duty shift ($p=0.025$) however working hours ($p=0.54$) and working areas ($p=0.13$) were not found associated with stress level.

Conclusion: In conclusion, stress was highly prevalence in teachers and it is also affect teachers as manifestation in different system so measures need to take for reduce stress level that is meditation, making job enrichment and others stress reduction technique for prevent burnout . Teachers stress can affect teaching learning process and patient care so timely management is apply through concern authority is needful.

Key Words: Assessment, stress, Nurse Teachers

INTRODUCTION

Stress is a normal part of a life. From birth to death a person endures stress. It is impossible and not beneficial to avoid stress in life (Wong & Perry, 2002).

Today's life is full of challenges. In everyday life we come across many situations. The work of a teacher is a physically and mentally challenging. A teacher needs to use a lot of energy in his daily chores in the classroom coupled with

his personal and family commitments. This trend which is a routine for a teacher forwards a lot of stress to the teacher. More than ever before work is not seen as the root of infinite satisfaction and fulfillment, but rather a source of stress, discontentment and humiliation (Kaur & Sharma, 2011).

Stress has been identified as 20th century disorder and has been viewed as dynamic transaction between individual and their environment. Stress can be regarded as

a psychological threat, in which the individual perceives a situation as a potential threat (Evas& Kelly, 2004).The existence of stress depends on the existence of stressor. Stressor is specific response by the body to the stimulus that disturbs normal functioning (Thapabasvan, 2004).

A survey on occupational stress published in *Journal of Managerial Psychology* (2005), which ranked teaching as the second most stressful job out of 26 occupations analyzed. Study done by Matsushita, Kawaguchi, Motoya and Ohsawa, (2011) showed that nursing teachers have different level of occupation stress from clinical nurses and other working female.

Job stress among teachers engaged in nursing activity were physical work load and job control among men and women, as well as interpersonal conflict and reward to the work among men and qualitative work load among women (Muto, Seo, Yoshida, Taoda, & Watanabe, 2006).

Stress in the nursing profession is an ongoing worldwide problem. Of all health care professionals, nurses have been found to have especially high levels of stress (Bourbonnais, Comeau, V'ezina & Guylaine, 1998)

The term Teachers' job stress is rarely determined through examination. There has been no systematic, large-scale research or small-scale research which uses an actual test to examine between age, gender, education level, years of experiences, and psychological indicators in the Region of Asia. Whereas teacher stress is defined in terms of relationship between teacher and student. We should note that teacher stress seems as an interaction of teacher, students and environment (Kayastha, Krishnamurthy & Adhikary, 2012).

METHODOLOGY

Descriptive research design was used to assess stress among nurse teachers. The Study was conducted in nursing colleges of Tribhuwan University,

Purbanchal University, and CTEVT at Morang District, Nepal. Purposive sampling methods were used to select sample and nurses of different age group involved in teaching from Six month with Bachelor or master degree qualification and interested to participate in study from the nursing campus at Morang district. Standard tool (teacher stress Inventory) developed by Fimian was used. Privacy and confidentiality was a maintained throughout the study. Descriptive statistics that is frequency, percentage, and inferential statistics i.e. chi squares test were used to assess the stress among nursing teachers.

RESULTS

Table 1 Socio-Demographic Information's of Respondents n=108

Variables	Frequency (f)	Percentage (%)
Age(in years)		
21-30	52	48.1
30-40	54	50.0
40 and above	2	1.9
Mean±SD=		
Teaching Experiences (in Years)		
Below 5	79	73.1
5-10	25	23.1
Above 10	4	3.7
Designations		
Part time teachers	6	5.6
Lecturer	28	25.9
Instructor	74	68.5
Job nature		
Part Time	19	17.6
Contract	68	63.0
Permanent	21	19.4
Working Area		
Class room teaching	4	3.7
Clinical guidance	23	21.3
Class room and clinical teaching	81	75.0
Education		
Bachelor in nursing	65	60.2
Master in nursing	43	39.8
Marital status		
Married	80	25.9
Unmarried	28	74.1
Supervisory duty shift		
Morning	75	69.4
Evening	7	6.5
Morning or evening	26	24.1
Working hours per day		
6 to 7 hours	77	71.3
8 hours	25	23.1
Number of student guided		
10	37	34.31
Above 10	71	65.71
Level of student taught		
PCL	64	59.3
Bachelor	40	37
PCL & BN	4	3.7
College affiliation		
Tribhuvan university	22	20.4
Purbanchal University	35	31.5
CTEVT	52	48.1

Among 108 respondents, 50% were between 30 to 40 years of age group and only 1.9% was above 40 years while remaining was below 30 years. More than two third (73.1%) respondents have below 5 years teaching experiences and only four (3.7%) have more than 10 years teaching experiences. Seventy five (68.5%) respondents were nursing instructors and 28 (25.9%) are lecturer. More than half, 68 (60.2%) respondents were working in contract basis and 39.8% respondents have master in nursing level education. Related with marital status, 80 (74%) respondents were married similarly 77 (77.3%) respondents' duty hours were 6 to 7 hours. Among 108 respondents, 20.4% working in Tribhuvan University affiliated nursing college, 31.5% were in Purbanchal

University affiliated and 58.0% were working in CTEVT affiliated nursing college respectively.

In relation with five areas of stress; 7.5% respondents mentioned no stress and 64.8% mentioned moderate stress and 6.5% mentioned great stress in time management. Likewise 10.2% respondents mentions no stress, 41.7% mentioned moderate stress in relation with work related stressors. Related to professional distress 4.6% respond great stress. Only one (0.9%) respondent mentioned extreme stress and 43.5% mentioned mild stress in relation with discipline and motivation. Related with professional investment 2(1.9%) respondents were mentioned great stress and 63(58.3%) mentioned mild stress level.

Table no 2 Level of Stress with Different Stressors n=108

Variables	No stress f(%)	Mild Stress f(%)	Moderate Stress f(%)	Great Stress f(%)	Extreme Stress f(%)
Time Management	8(7.4)	23(21.3)	70(64.8)	7(6.5)	
Work Related stressors	11(10.2)	34(31.5)	45(41.7)	17(15.7)	1(0.9)
Professional Distress	1(.9)	43(39.8)	33(30.6)	26(24.1)	5(4.6)
Discipline and Motivation	9 (8.3)	47(43.5)	34(31.5)	17(15.7)	1(0.9)
Professional Investment	12(11.1)	63(58.3)	31(28.7)	2(1.9)	-

Table no 3 Respondents by their Level of Stress n=108

Level of Stress	Frequency (f)	Percentage (%)
Low Stress	17	15.7
Medium Stress	69	63.9
High Stress	24	20.4

Table no 4 Respondent's Level of Stress According To Age, Teaching Experience, Working Hours, Student Guide Numbers, Job Nature and Working Areas n=108

Variables	Level of stress			Total n (%)
	Low stress n (%)	Medium stress n(%)	High stress n (%)	
Age(in Year)				
20-30	11(21.2)	24(46.2)	17(32.0)	52(100)
30-40	6(11.1)	43(79.6)	5(9.3)	54(100)
40 and above	-	2(100)	-	2(100)
Teaching Experience(in years)				
Less than 5	15(19.0)	45(47.0)	19(24.1)	79(100)
5 to 10	2(8.0)	22(88.0)	1(4.0)	25(100)
10 and above	-	2(50.0)	2(50)	4(100)
Working Hour				
Less than 6 hours	14(18.2)	48(62.3)	15(19.5)	77(100)
6 to 8 hours	3(9.7)	21(67.7)	7(22.6)	31(100)
Student guide number				
10	10(27.0)	27(73.0)	-	37(100)
More than 10	7(9.9)	42(59.2)	22(31.0)	71(100)
Designation				
Part time teacher	-	-	6(100)	6(100)
Instructor	14(18.9)	49(66.2)	11(14.9)	74(100)
Lecturer	3(10.7)	20(71.4)	5(17.9)	28(100)
Job Nature				
Permanent	7(36.8)	8(42.1)	4(21.1)	19(100)
Part time	2(9.5)	12(57.1)	7(33.3)	21(100)
Contract	8(11.8)	49(72.0)	11(16.2)	68(100)
Working Areas				
Class room	-	2(50.0)	2(50.0)	4(100)
Clinical	1(43.0)	15(65.2)	7(30.4)	23(100)
Class and clinical	16(19.8)	52(64.2)	-	68(100)

Table no 5 Respondents Level of Stress According To Education, Marital Status, Supervisory Duty Shift, Level of Student Taught and College Affiliated University n= 108

Variables	Level of Stress			Total n(%)
	Low stress n(%)	Medium Stress n(%)	High Stress n(%)	
Education				
Bachelor in Nursing	7(10.7)	40(61.5)	18(27.6)	65(100)
Master in Nursing	10(23.2)	29(67.4)	4(9.3)	43(100)
Marital Status				
Unmarried	5(17.8)	10(35.7)	13(46.4)	28(100)
Married	12(15.0)	59(73.7)	9(11.2)	80(100)
Supervisory Duty shift				
Morning	13(17.3)	51(68.0)	11(14.6)	75(100)
Evening	1(14.2)	6(85.7)	-	7(100)
Morning or Evening	3(11.5)	12(46.1)	11(42.3)	26(100)
Level of student taught				
PCL	11(17.1)	41(64.0)	2(18.7)	64(100)
Bachelor level	5(12.8)	24(61.5)	10(25.6)	39(100)
PCL & Bachelor Level	1(20.0)	4(80.0)	-	5(100)
College affiliated University				
TU	5(22.7)	14(63.6)	3(13.6)	22(100)
PU	4(11.7)	22(64.7)	8(23.5)	34(100)
CTEVT	8(15.3)	33(63.4)	11(21.1)	52(100)

Table No.6 Respondents according to Stress Manifestation n=108

Variables	Not Noticeable f(%)	Barely Noticeable f(%)	Moderately Noticeable f(%)	Very Noticeable f(%)
Emotional Manifestations	17(15.7)	74(68.5)	13(12.0)	4(3.7)
Fatigue Manifestations	16(14.8)	57(52.8)	24(22.2)	11(10.2)
Cardio vascular Manifestations	48(44.4)	28(25.9)	27(25.0)	5(4.6)
Gastronomical Manifestations	65(60.2)	31(28.7)	10(9.3)	2(1.9)
Behavioral Manifestations	79(73.1)	21(19.4)	6(5.6)	2(1.9)

Table No 7 Relationship Between level of stress and demographic variable n=108

Variables	Level of stress			P-value
	Low stress f (%)	Medium Stress f (%)	High Stress f (%)	
Age				
20 to 30	11(21.2)	24(46.2)	17(32.0)	0.003*
30 to 40	6(11.1)	43(79.6)	5(9.3)	
40 and above	-	2(100)	-	
Experience				
Less than 5 years	15(19.0)	45(47.0)	19(24.1)	0.023*
5 to 10 years	2(8.0)	22(88.0)	1(4.0)	
10 and above	-	2(50.0)	2(50.0)	
Working Hours				
Less than 6 hours	14(18.2)	48(62.3)	15(19.5)	0.582
6 hours and more	3(9.3)	21(67.7)	7(22.6)	
Student guide number				
Up to 10	10(27.0)	27(73.0)	-	0.000*
More than 10	7(9.9)	42(59.2)	22(31.0)	
Designation				
Part time teachers	-	-	6(100)	0.001*
Instructor	14(18.9)	49 (66.2)	11(14.9)	
Lecturer	3(10.7)	20(71.4)	5(17.9)	
Job Nature				
Permanent	7(36.8)	8(42.1)	4(21.1)	0.034*
Part-time	2(9.5)	12(57.1)	7(33.3)	
Contract	8(11.8)	49(72.0)	11(16.2)	
Working Area				
Class room	-	2(50.0)	2(50.0)	0.116
Clinical	1(43.0)	15(65.2)	7(33.3)	
Class and Clinical	16(10.8)	52(64.2)	13(16.0)	
Education Level				
Bachelor in Nursing	7(10.7)	40(61.5)	18(27.6)	0.029*
Master in Nursing	10(23.2)	29(67.4)	4(9.3)	
Marital Status				
Unmarried	5(17.8)	10(35.7)	13(46.4)	0.000*
Married	12(15.0)	59(73.7)	9(11.2)	
Duty Shift				
Morning	13(17.3)	51(68.0)	11(14.6)	0.033*
Evening	1(14.2)	6(85.7)	-	
Morning and evening	3(11.5)	12(46.1)	11(42.3)	
Level of student Taught				
PCL	11(17.1)	41(64.0)	12(18.7)	0.40
Bachelor	5(12.8)	24(61.5)	10(25.6)	
Pcl and bachelor	1(20)	4(80.0)	-	
Affiliated University				
TU	5(22.7)	14(63.6)	3(13.6)	0.70
PU	4(11.7)	22(64.7)	8(23.5)	
CTEVT	8(15.38)	33(63.4)	11(21.1)	

* P< 0.05 denotes statistical significant

Stress manifestation was measured in five areas. In Emotional manifestation very few (3.7%) respondents had very noticeable manifestation and two third (68.5%) respondents had barely noticeable symptoms. In fatigue manifestation, few (10.2%) respondents had very noticeable manifestations while more than half (52.8%) respondents had barely noticeable symptoms. Similarly in cardiovascular manifestation, few (4.6%) respondents had very noticeable manifestations while near about half (44.4%) respondents had not noticeable manifestations. Related with gastronomical manifestation, more than half (60.2%) had not noticeable manifestation, 31(28.7%) had barely noticeable manifestations and only 2(1.9%) had very noticeable manifestations. In relations with Behavioral manifestations of stress, 79(73.1%) had not noticeable manifestations while 21(19.4%) had barely noticeable manifestations and 2(1.9%) had very noticeable symptoms.

The study found that stress was associated with age, experience, student guide number, designation, job nature, education level, marital status and duty shift (p value < 0.05). However, other socio demographic factors like working hours and working area were not found associated with stress.

DISCUSSION

The findings of the study showed that 50% respondents are between 30to 40 years age group 73.1% respondents have teaching experience below 5 years ,6(5.6%) respondent are part time teachers, 28(25.9%) are Lecturer and 75 (68.5%) are instructor.

The findings of this study revealed that in context of time Management, 7.4% respondents were in no stress, 21.3% under Mild stress, 64.8% under moderate stress and only 6.5% under Great stress. Related to Work related stressors, 10.2% respondents were on no stress while 41.7% were on Moderate stress which supports by the findings of a cross-sectional study carried

out in two of the tertiary care teaching hospitals of Central Delhi, 87 randomly selected female nursing majorities of nurses (87.4%) found their jobs stressful with 32.2% (28/87) reporting severe or extreme stress. Similarly The descriptive study conducted by Lexshimi, Tahir, & Nizam (2007) among 67 intensive care unit nurses of Hospital University Kebangsaan Malaysia presented that 100% nurses were experiencing stress at their work place. Likewise the findings of this study are consistent with the findings of the study “Occupational stress among nurses in a Hospital Setting in Ghana” among 73 nurses. The study found that the most common stressors were workload, inadequate resources and conflicting demands (Adzakpah, Laar, & Fiadjoe, 2012).

Similarly in professional distress only one (0.9%) respondent has no stress while near about half of the (39.8%) respondents were on mild stress level and very few (4.6%) respondents were on Extreme stress. This supports with the findings of the Study done by Gelsema, Doef, Maes, Akerboom, &Verhoeven (2005) among registered nurses working in academic hospitals in Netherland indicated that distress outcomes are most strongly influenced by job demands, such as work and time pressure (41%), and physical demands. Similarly another study conducted on “Stress factors among teachers in schools of industry” showed on the scale for professional distress, a mean score of 18.98. The scale ambits stretch from 5 to 25, where a high score is an indication of high stress levels and group experiences professional stress such as lack of opportunities, not progressing in their jobs, lack of status and respect, inadequate salaries and lack of recognition for the extra work or good teaching (Putter,2003).

Stress Related to Discipline and motivation only 1 (0.9%) respondents was on extreme stress, while near about half respondents (43.5%) were on mild stress which contradicts with the findings of the

study conducted on “Stress factors among teachers in schools of industry” which showed the scale discipline and motivation achieved a mean score of 23.78, where a high score is an indication of high stress and group experience high stress due to discipline and motivation problems. The teachers in this study group feel frustrated because of discipline problems, having to monitor learner behavior, having students who would do better if they tried, attempting to teach learners who are poorly motivated, inadequately defined discipline problems and when authority is rejected by learners (Putter,2003).Related to professional investment this study showed that very few (1.9%) respondents were in great stress level, some (11.1%) have no stress and more than half respondents (58.3%) were in Mild stress level which contradicts with the findings of the study conducted in school of industry which showed group experience higher stress due to professional investment. They feel that their opinions are not sufficiently aired. They have lack of control over decisions made about classroom matters, that they are not emotionally/intellectually stimulated on the job and they feel there is a lack of opportunities for professional improvement (Putter,2003).

A study was conducted by Sharma &Kaur (2011) at private nursing institute situated in Punjab and among 37 first year students of general nursing and midwifery and found that 97% of nursing students have moderate stress and 3% have severe stress. Similarly another descriptive study conducted among 608 secondary school teachers selected from 42 school of India by Aftab & khatoon (2012) shows that the percentages of More, Moderate and Less Stressed groups of teachers are 11.35%, 40.95% and 47.70% respectively. Another Comparative study done at state of Georgia by Johannsen (2011) concluded from that teachers exhibit a moderate degree of occupational stress which supports with the findings of this study as this study revealed that 15.7% had Low stress level, 63.9% had

Medium level of stress and 20.4% had High level of stress

In this study stress manifestation was measured in five areas. In Emotional manifestation only 4 (3.7%) respondents had very noticeable manifestation and 74 (68.5%) respondents had barely noticeable symptoms. In fatigue manifestation, 11(10.2%) respondents had very noticeable manifestations while 57(52.8%) respondents had barely noticeable symptoms. Similarly in cardiovascular manifestation, 5(4.6%) respondents had very noticeable manifestations while 48 (44.4%) respondents had not noticeable manifestations. Related with gastronomical manifestation, 65 (60.2%) had not noticeable manifestation, 31(28.7%) had barely noticeable manifestations and only 2(1.9%) had very noticeable manifestations. In relations with Behavioral manifestations of stress, 79(73.1%) had not noticeable manifestations while 21(19.4%) had barely noticeable manifestations and 2(1.9%) had very noticeable symptoms. Similar study conducted on school of industry showed that group experiences higher levels of insecurity, vulnerability, depression and anxiety, likewise the group experiences higher levels of fatigue due to disturbed sleeping patterns, procrastinating, physical exhaustion and physical weakness. In cardiovascular manifestation group experiences higher levels of cardiovascular manifestations for example increased blood pressure, heart pounding and shallow breathing. Similarly group experiences higher levels of gastronomic manifestations. The teachers in this group respond to stress by stomach pain, stomach cramps and stomach acid. These results confirm the positive link between stress and ill health. Buwalda and Kok (1991) found that more than one-third (35,7%) of their respondents 40 suffered some form of ill health as a direct result of their duties and responsibilities as teachers. In conclusion Results from this study indicate that teachers from the schools of industry and mainstream schools in the Free State

Province respond to stress by emotional, fatigue, cardiovascular, gastronomic and behavioral manifestations (Putter L., 2003).

This study found that stress was associated with age, experience, student guide number, designation, job nature, education level, marital status and duty shift (p value < 0.05). However, other socio demographic factors like working hours and working area were not found associated with stress. Which is contradicts with the findings of the study "Stress factors among teachers in schools of industry" Which showed that demographic variables such as the teacher's gender, age and experience are not associated with the levels of stress and stress manifestations (Putter L., 2003) which might be due to different study population and settings as this study was conducted among nursing teachers working in different institutes.

CONCLUSION

In conclusion, stress was highly prevalence in teachers and it affected teachers as manifestation in different system so measures need to take for reduce stress level that is meditation, making job enrichment and others stress reduction technique for prevent burnout . Teachers stress can affect teaching learning process and patient care so timely management is apply through concern authority is needful.

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