

POSITIVE BEHAVIOR THERAPY UPON STRESS AMONG SPECIAL SCHOOL TEACHERS.

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Abstract

Stress as the event that triggers the adaptive physiological and psychological responses in an individual. Positive Behavior Therapy facilitates sound mental health leading to better adjustment. A pre experimental study was conducted to assess the effectiveness of the Positive Behavior Therapy upon stress and Coping among special school teachers at selected special school, Chennai. Twenty special school teachers were selected using purposive sampling technique. Data was collected using Demographic Variable Proforma and Stress and Coping questionnaire among selected special school teachers through self administrative method. Rating scale was used to assess the level of satisfaction of special teachers regarding Positive Behavior Therapy. Positive Behavior Therapy was conducted for special teachers. Study findings revealed that obtained post test mean value 35 ± 10.8 was lower than pre test. Mean value 44.5 ± 9.5 which was significant ($P < 0.001$). Positive Behavior Therapy was effective in reducing stress among Special School Teachers.

Keywords: special school teachers, special school, stress, positive behavior therapy.

Introduction

Stress is the event that triggers the adaptive physiological and psychological responses in an individual. The event creates change in life pattern of the individual, requires significant adjustment in life style. Positive Behavior Therapy is a package, combining the Eastern techniques based on yoga and the Western Techniques based on Cognitive Behavior Therapy. Positive Behavior Therapy aim at modifying negative thoughts, beliefs, emotions and behavior by using a number of specific techniques. It is assumed that when negative thoughts are replaced by positive

thoughts, where the individual will become more realistic and reasonable in perception, which will lead to healthy behavior.

The benefits of Positive Behavior Therapy for nurses helps in reduction of stress, improves problem solving abilities, develop positive self enhancing thoughts, prevents negative emotions, decreases stress hormones and developed a positive perception.

Special education teachers work with students who have a wide range of learning, mental, emotional and physical disabilities. They adapt general education lessons and teach various subjects such as reading, writing and math, to students with mild and moderate disabilities.

Meeting the daily learning and behavioral needs of students makes teaching a successful job. Although not all stress associated with teaching is negative, stress that reduces a teachers motivation can have deleterious effects such as alienation from the work place, absenteeism and attrition. In fact when special education teachers are highly stressed by the unmanageability of their work load, they are more likely to leave the special education class room (Miller, Brownell and Smith).

Work related stress among teachers was firstly identified during 1930's in a study by Smith and Milstein. Later on in 1955 Travers and Cooper has documented the history of changes in the educational process as well as their impact of these changes on teacher's stress. In their daily jobs, teachers increasingly faced task and demands that generated work related stress and reduced job productivity.

More over a comparative study by Johnson S et. al in 2005 concluded that out of 26 professions, teaching

represents the second most stressful occupation after ambulance car drivers.

The researcher realized though there are many methods of reducing stress, all other treatment modalities have a lot of side effects, adverse reaction and are costly too. It has been proved that complementary therapies are beneficial in reducing stress. So the researcher was motivated to evaluate the effectiveness of Positive Behavior Therapy upon stress and coping. This evidence based practice can be disseminated and utilized in clinical and home care settings to achieve its maximum effectiveness.

Positive Behavior Therapy undoubtedly facilitates sound mental health, leading to better adjustment. However, there is paucity of research on Positive Behavior Therapy upon stress among special teachers. Thus, the need was felt and designed by the researcher to assess the effectiveness of Positive Behavior Therapy upon stress in special teachers.

Statement of the problem

A pre experimental study to assess the effectiveness of the Positive Behavior Therapy upon stress and coping among special school teachers at special schools, Chennai.

Objectives

- To assess the level of stress among Special School Teachers.
- To assess the effectiveness of Positive Behavior Therapy upon stress among Special School Teachers.
- To find out the association between selected Demographic variable and the stress.
- To determine the level of satisfaction of Special School Teachers regarding Positive Behavior Therapy.

Null hypothesis

H01 There is no significant difference between pre test and post test stress scores of Special School Teachers.

H02 There is no significant association between selected Demographic Variables and level of stress.

Methodology

A pre experimental one group pre test and post test design was adapted for conducting the study. This study was conducted in selected Special School, Chennai. The samples included 30 special teachers, who were selected using purposive sampling technique. Data was collected using demographic variable proforma, Cohen et.al perceived stress scale and Cope Coping questionnaire.

Cohen et.al stress scale consisted of fourteen items with the score ranging from 0-4 based on the responses. Thus, the total obtainable score was 0-56. Cope Coping questionnaire consisted of 60 items with 56 positive scoring and 4 items were negative. The proforma for the demographic data was used to collect the sample characteristic like age, gender, educational status, marital status, source of income, monthly family income, number of children, religion and type of the family. Satisfaction of the teachers was assessed using a rating scale on level of satisfaction of teachers regarding Positive Behavior Therapy.

The study was conducted after obtaining formal permission from concerned authorities of special school, Chennai. After initial introduction, the researcher obtained written informed consent from the special teachers to participate in the study. An assurance was given regarding confidentiality before the data collection procedure. The data were collected through self administration method in their recreational hall by using the pre determined, structured and pre tested tools such as demographic variable proforma, stress and coping questionnaire. Pre test upon stress and coping of selected school teachers was conducted. Positive Behavior Therapy was administered for 10 days. Post test was conducted after two weeks of intervention. The collected data was entered and analyzed in SPSS- 16 using appropriate descriptive and inferential statistics based on the objectives of the study.

Results and Discussion

Table 1: Baseline characteristics of special school teachers.

(N = 30)

Baseline characteristics	f	%
Age group (years)		
< 25	12	40
> 25	18	60
Gender		
Male	13	43
Female	17	57
Education		
Under graduate	21	70
Post graduate	9	30
Marital Status		
Married	18	60
Unmarried	12	40
Monthly Income		
< 10,000	20	67
> 10,000	10	33
Number of Children		
Nil	3	10
1	12	40
2	15	50
More than 2	nil	
Religion		
Hindu	30	100
Others	---	---
Year of experience		
< 3 years	11	37
> 3 years	19	63

Majority of the teachers were aged more than 25 yrs (60%), were females (57%) and had UG qualification (70%). Most of them were married (60%). Majority of them were Hindu with monthly family income less than 10,000 (67%). Many had 2 children and 63% of them had more than 3 years of experience.

Table 2: Comparison of Mean and standard deviation of pre test and post test, stress scores of Special School Teachers.

(N = 30)

Variables	Pre test		Post test		"t"
	Mean	SD	Mean	SD	
Stress	44.5	9.5	35.0	10.8	11.127

The mean stress scores in pre test was 44.5±9.5 and post test was 35.0±10.8. The difference was significant (P<0.001).

Table 3: Association between Demographic variables, Stress scores among Special School Teachers.

(N = 30)

Variables	Up to Mean	Above Mean	X2 Value
Age			
< 25 yrs	5	6	3.11*
> 25 yrs	10	19	
Years of experience			
< 3 yrs	8	3	1.1*
> 3 yrs	10	19	

Table 3 depicts the association between selected base line characteristics and stress scores. Since the calculated value is less than the table value there is an association between age, year of experience and stress scores among Special School Teachers at $P < 0.05$

Table 4: Level of satisfaction of special school teachers regarding Positive Behavior Therapy.

(N = 30)

Level of Satisfaction	Score	f	%
Highly satisfied	31-40	21	70.0
Satisfied	21-30	9	30.0

Majority of the special teachers (70%) were highly satisfied and 30% of the teachers were satisfied.

Discussion

Majority of the teachers were aged more than 25 yrs (60%), female (57%) and had UG qualification (70%). Most of them were married (60%). Majority of them were Hindus with the monthly family income less than 10,000 (67%). Many had 2 children and 63% people had more than 3 years of experience. The mean stress score in pre test was 44.5 ± 9.5 and post test was 35.0 ± 10.8 . The difference was significant ($P < 0.001$). Thara and Natesan (2006) conducted a study on stress in primary school teachers using positive therapy. Thirty female teachers were selected in the age of 25-36 years, Vivekalaya school in Coimbatore, Tamilnadu. Positive therapy was given in two groups of 15 subjects in each group for six sessions on alternate days, the duration of each session was 40 minutes. Results revealed that positive therapy had helped in bringing down the mean stress significantly to low level in the experimental group, where as in the control group the mean stress continued to be high.

Conclusion

This study provides an excellent framework to look how Positive Behavior Therapy can reduce stress. Positive Therapy aims at modifying negative thoughts, beliefs emotions and behavior by using a

number of techniques like relaxation therapy, counseling and exercises. In Positive Therapy the individual is made to understand that worrying about the past or future is unnecessary and unwanted. Thus, Positive Behavior Therapy facilitates sound mental health leading to better adjustment.

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