PERCEIVED STRESS AND COPING STRATEGIES AMONG NURSING EDUCATORS ON ONLINE PEDAGOGY DURING COVID-19 PANDEMIC LOCKDOWN

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Abstract

Coping with stress is one of biggest health concern and its effect is different from one person to another. The present study was to attempt to assess the perceived level of stress and coping strategies among nursing educators on online pedagogy during covid-19 pandemic lockdown. The objective of the study are to assess the perceived level of stress and coping strategies on online pedagogy among nursing educators during COVID-19 Pandemic Lockdown, to assess the relationship between perceived level of stress and coping strategies on online pedagogy among nursing educators during COVID-19 Pandemic Lockdown and to to find out the association between perceived level of stress and coping strategies on online pedagogy among nursing educators during COVID-19 Pandemic Lockdown with selected socio demographic variables. 30 Nursing Educators of 2 different schools and colleges of Nursing were selected by adopting descriptive research design. Modified Perceived Stress and COPE scale were utilized as tool. The finding of the study revealed that 14 (46.7%) had moderate level of stress and 70% of the Nursing Educators had low coping abilities. There was a statistically significant moderate negative correlation between stress and coping among Nursing Educators at P < 0.05 level of significance.

Keywords*: Perceived Stress, Coping Strategies, Nursing Educators, Online Pedagogy*

INTRODUCTION

Education considered as a backbone of any country in the world. During the past one year lock down, the education continuity is a big question mark. As the days pass, there is no immediate solution to stop the outbreak of Covid-19. Educational institution closures had the greater impact on continuity of teaching and learning for the Educators and young learners all over the world. But it also leads to the economic and societal consequences.

Needless to say, the pandemic has transformed the centuries-old, chalk–talk teaching model to one driven by technology. This disruption in the delivery of education is pushing policymakers to figure out how to drive engagement at scale while ensuring inclusive e-learning solutions and tackling the digital divide. The technology has been playing a great role during the present crisis. An e-learning tool has been helping the learning to study at home. The educators and students suddenly find themselves forced to use technology as they teach and learn.

Doug Lederman **(March 2020)** conducted a study on "Will Shift to Remote Teaching Be Boon or Bane for Online Learning?", in this a panel of experts explores whether that will help or hurt attitudes about online education: First by **Goldie Blumenstyk,** suggested that the coronavirus could be a "black swan" moment -- "more of a catalyst for online education and other ed-tech tools than decades of punditry and self-serving corporate exhortations." She continued, "It

seems safe to say that this will be not only enormously disruptive but also paradigm changing. The 'black swan,' that unforeseen event that changes everything, is upon us."

Followed by **Jeff Maggioncalda, CEO, Coursera** says that with more than 400 million students disrupted due to the spread of COVID-19, we are experiencing a watershed moment for education systems around the world. It tragically illustrates the need for higher ed institutions to build a technological backbone and digital competency to enter a new era of teaching and learning in a digital world. The current state of technology and platform choices will make it easier for universities to deliver a high-quality online learning experience. Had the crisis occurred a decade ago, it would have crippled the system. But we now have extensive broadband access, reliable communications tools, user-friendly videoconferencing and widespread smartphone adoption.

Then **K. Holly Shiflett, Director, North American partnerships, FutureLearn** "What impact do you think this emergency immersion into online/distance learning by many/most institutions might have on faculty and student confidence in technology-enabled learning?" and said that, this is clearly an unprecedented time, and for universities this may force online learning to become the new normal. Multiple studies suggest that most students are already confident that technology-enabled learning works, but this has probably been a difficult transition for some faculty members.

Future Learn's partners, have employed a variety of techniques to support faculty success, and it's an important factor in ensuring faculty and institutional confidence. They heard of everything from tip sheets to drop-in hours (in-person and virtually) to assistance moving materials online. Faculty confidence will most certainly be improved if they have a positive experience. We are working closely with our partners to support this emergency move to digital method.

Thus, in this situation it was a big challenge for both teachers and students to adapt this type of Education methods. Since the teachers most of them were not used to online classes, it is new for them and they felt difficult to adopt themselves in this teaching method. Some of their difficulties were network issues, financial problems, inadequate devices (ex. A teacher with two kids are having only one smart phone in a house, she has to take class, her children also need to attend their classes), since it is new to them they need more time, hence unable to spend time with family, difficulties in coordinating students from remote rural places and from the students side they were also struggling in this due to variety of reasons like network issues, financial issues, lack of devices (smart phones, laptops) etc. Hence the researcher decided to assess the level of stress and coping strategies on online pedagogy faced by the nursing educators faced during COVID 19 Pandemic lockdown.

STATEMENT OF THE PROBLEM
A study to assess the Perceived level of Stress and Coping Strategies on online Pedagogy among Nursing Educators during COVID-19 Pandemic Lockdown in selected Nursing Institution at Chengalpattu district

OBJECTIVES OF THE STUDY

1. To assess the perceived level of stress and coping strategies on online pedagogy among nursing educators during COVID-19 Pandemic Lockdown
2. To assess the relationship between perceived level of stress and coping strategies on online pedagogy among nursing educators during COVID-19 Pandemic Lockdown
3. To find out the association between perceived level of stress and coping strategies on online pedagogy among nursing educators during COVID-19 Pandemic Lockdown with selected socio demographic variables.

HYPOTHESES

H1 – There is a significant correlation between the perceived level of stress and coping strategies among nursing educators on online pedagogy during COVID-19 Pandemic Lockdown
H2- There is a significant association between the perceived levels of stress and coping among nursing educators on online pedagogy during COVID-19 Pandemic Lockdown with selected demographic variables

ASSUMPTIONS

- All the Nursing Educators may not be aware of online Pedagogy
- Due to sudden changes in Pedagogical method all nursing faculties may face more stress.
- Most of the Nursing Educators face very difficult to work in home Environment.

RESEARCH METHODOLOGY

Quantitative research approach was utilized in this study. Descriptive research design was adopted. Multi Stage sampling technique was used. The study was conducted in the selected Nursing Schools and College of Chengalpattu district. Two schools and Colleges of Nursing were selected. 30 Nursing faculties were selected in these two schools and college of nursing who fulfilled the inclusion and exclusion criteria using convenient sampling technique. Assessment of demographic variables, perceived level of stress and coping abilities were done through structured questionnaire to elicit demographic variables, Nursing educators, perceived level of stress and coping strategy were assessed using modified Perceived Stress Scale and COPE scale. The scoring and interpretation of the tool for Perceived Level of Stress Scale was 0-13 low stress, 14-26 moderate stress and 27-40 high stress and for coping are less than 20% never, 21-40% hardly, 41-60% sometimes, 61-80% are often and more than 81% most of the time. Ethical clearance for the study was obtained. Prior to data collection, informed consent was obtained from the selected samples. The data collection was done in selected nursing Colleges and schools of nursing via Online Google forms.

RESULTS AND DISCUSSIONS

Demographic variables among nursing educators on online pedagogy during COVID-19 Pandemic Lockdown.
11(36.7%) of the Nursing educators were aged 41 and above years old. All of the 30(100%) were females and married. Majority of the Nursing educators 23(76.7%) were Post Graduates and had 19(63.3%) had6 years and above. 21(70%) had 2 or more children and 20(66.7%) belonged to nuclear family, 17(56.6%) had Laptop, 18(60%) were taking 3 and 4 hours classes per day, 11(36.7%) had spent 2 to 4 hours in online classes per day, 17(56.7%) had spent 30 minutes to 2 hours in online corrections per day, 18(60%) had taken online classes for B.Sc.(N),

23(76.6%) worked from Monday to Saturday in a week, 14(46.7%) worked longer hours than the normal circumstances, 15(50%) had not attended online classes prior, 20(66.6%) had no conducted classes and done assessment in online before, 24(80%) had basic knowledge on computer.

The first objective was to assess the perceived level of stress and coping strategies among nursing educators on online pedagogy during COVID-19 Pandemic Lockdown

**Table 1: Assessment of perceived level of stress among Nursing Educators**

N = 30

Level of Stress	Mild (≤50%)		Moderate (51 – 75%)		Severe (>75%)	
	No.	%	No.	%	No.	%
Stress factors related to job	7	23.33	15	50	8	26.67
Stress factors related to family	13	43.33	9	30	8	26.67
Symptoms of stress	21	70	8	26.7	1	3.33
Overall	**13**	**43.33**	**14**	**46.7**	**3**	**10**

Assessment of the stress level revealed that majority 14 (46.7%) had moderate level of stress, 13(43.33%) had mild level of stress and 3(10%) had severe level of stress.

The findings of this study was supported by a study conducted by Bhagawaty Kalikotay on "Assessment of Stress among Nursing Teachers of Different Colleges in Morang" (2021) to analyse the stress among nurse teachers. Purposive proportionate quota sampling method was used to collect the data. Valid and Reliable Teachers Stress Inventory developed by Fimian was used. 108 nurse teachers with bachelor or Master Degree education, involving in teaching theoretical or clinical classes for minimum six month were selected as samples. The findings of the study revealed that 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. They concluded that, stress was highly prevalent in teachers and they suggested that measures need to be taken like meditation, making job enrichment and others stress reduction technique to prevent burnout .

Fig:1 Assessment of Coping strategies among Nursing Educators
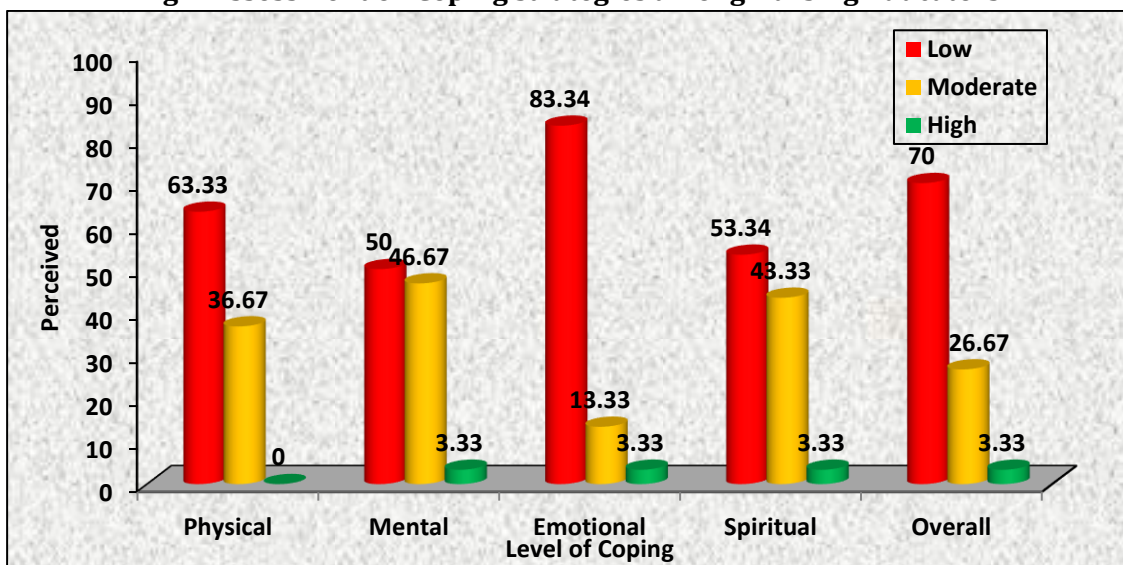
Assessment of coping strategies revealed that 70% of the Nursing Educators had low coping strategies and 26.67% of them had moderate coping strategies and only 3.3% had High coping strategies.
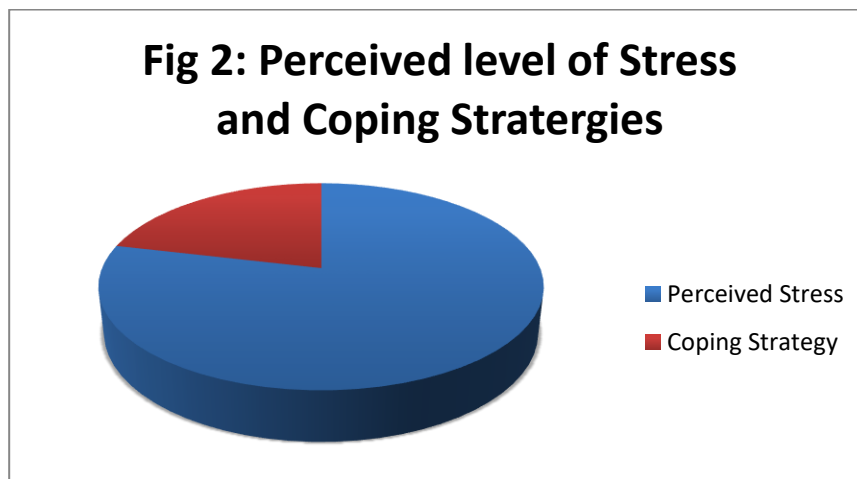
The second objective is to assess the relationship between perceived level of stress and coping strategies on online pedagogy among nursing educators during COVID-19 Pandemic Lockdown

Table 2: Correlation of stress and coping strategies among Nursing educators

N =30

Variables	Mean	S.D	Karl Pearson's Correlation Value
Perceived Stress	31.60	8.55	r = -0.412
Coping Strategy	34.30	12.79	p=0.024, S*

*p<0.05, S – Significant

Fig 2: Perceived level of Stress and Coping Stratergies

The table 2 showed that the mean score of perceived stress was 31.60±8.55 and the mean score of coping strategy was 34.40±12.79. The calculated Karl Pearson's Correlation value of r = -0.412 shows a moderate negative correlation between perceived stress and coping strategies. As level of stress increased, the coping abilities of the Nursing Educator decreased. Other way, the Nursing Educators were having high level of stress due to use of poor coping strategies.

The third objective was to find out the association between perceived level of stress and coping strategies on online pedagogy among nursing educators during COVID-19 Pandemic Lockdown with selected socio demographic variables.

There was a significant association between stress and selected demographic variables such as type of family and number of classes taken per day. With regards to the age of the faculty in years, online classes are taken for and online corrections are done shows that statistically significant association at p<0.05 level. There was no significant association with respect to other demographic variables. This study was congruent with the study conducted.

The association of the coping strategies among nursing educators on online pedagogy during COVID-19 Pandemic Lockdown was significant with their selected demographic variables such asonline teaching in Covid-19 lockdown at p<0.001 level. The other demographic variables had not shown statistically significant association with level of coping strategies among nursing

faculties in regard to E-Learning in Covid-19 lockdown.

This study was congruent by a study conducted by **Abilin Joy.,et.al..,** on **"Assessment of Stress and Coping Strategies of Nursing Teachers due to Online Teaching During COVID-19".** A non-experimental descriptive study to assess the stress and coping strategies of online teaching during COVID-19 among nursing teachers of selected nursing college at Ernakulam District. 20 nursing teachers were selected by non-probability convenient sampling technique. The study revealed that 70% have experience of teaching for more than 5 years. 50% were from rural areas and others from urban. 80% spent more than 4 hours for online classes. 80% had a moderate level of stress and 20% had a mild level of stress. 60% exhibited adaptive coping and the remaining exhibited maladaptive coping. A positive correlation ('r' value = 0.18, p-value = 5.99) was found between stress and coping strategies.

LIMITATIONS
- The study was conducted within less number of staffs
- Interventions for stress can be involved.

RECOMMENDATION
- Study can be performed on large scale
- It can also involve various other disciplines of teaching

CONCLUSION
In the current situation we all are forced to undergo these changes in educational sector, since we were not used to it prior, we may feel difficulties, once we find the solutions or better choices, this can be resolved and as the level of stress increases the various coping mechanism also must be utilized.

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