

**DEPRESSION, ANXIETY AND STRESS AMONG PRESCHOOL  
TEACHERS DURING ONLINE TEACHING**

**BY**

**PRIYANKA NK**

**20PHD017**

**A THESIS SUBMITTED TO**

**AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER  
EDUCATION FOR WOMEN COIMBATORE – 641043, INDIA**

**UNDER THE GUIDANCE OF**

**S. RAJKUMARI**

**ASSISTANT PROFESSOR**

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**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE**

**DEGREE OF MASTER OF SCIENCE IN**

**HUMAN DEVELOPMENT**

**MAY, 2022**

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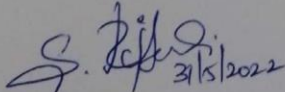
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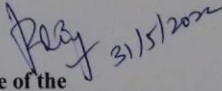
**Degree of Master of Science In**

**Human Development**

**May, 2022**

**Certified as Bonafide Research Work**

  
Signature of the Supervisor

  
Signature of the  
Head of the Department (i/c)

## DECLARATION

I, **Priyanka NK** hereby declare that the dissertation entitled "**Depression, Anxiety and Stress among preschool teachers during online teaching**" submitted for the degree of Master of science (M.Sc.) is a record of work carried out by me during the period 2021-22 under the guidance of Mrs. S. Rajkumari, M.Sc., M.Phil. Assistant Professor, Department of Human Development, and the result of investigation carried out by me under the Department of Human Development, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.

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Signature of  
Head of the Department (i/c)

## ACKNOWLEDGEMENT

**“Gratitude is not only greatest of virtues,**

**But the parent of all the others”**

The investigator raises her heart in a humble prayer of thanks giving to the **ALMIGHTY GOD** for his manifold mercies which enabled her to successfully complete this research study.

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# *Introduction*

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## I.INTRODUCTION

Online teaching has become compulsory and only way during the covid pandemic situation. The COVID-19 pandemic has changed our understanding of the world as we previously knew it. One of the most widely used measures for helping to maintain social distancing and to decrease infections. Although online teaching has been encouraged for many years, the COVID-19 pandemic has promoted it on a large scale. During the COVID-19 pandemic, students at all levels (college, secondary school, and elementary school) were unable to attend school. To maintain student learning, most schools have adopted online teaching.

### **Online class:**

An online class is a course conducted over the internet. They are generally conducted through a learning management system, in which students can view their course syllabus and academic progress, as well as communicate with fellow students and their course instructor.

### **Online teaching:**

With the lockdown situation as a result of COVID-19 academic activities of every educational institution come to a halt and the adverse effect of the same is widely visible among the learners. Fortunately, the technology advancement of 2020 provided the scope for creating the virtual classroom by making a bridge between the teachers with learners from their home. It is a big challenge now towards the teaching end to make online teaching more useful.

Online teaching is the process of educating others on virtual platforms. This type of teaching involves live classes, video conferencing, webinars, and other online tools. The online applications are developed and designed to facilitate easy learning and better understanding.

The covid-19 pandemic has forced schools to shift to online classes. The education industry has seen a paradigm shift over the past year. From shutting offline schools to introducing a digital classroom culture amidst a looming pandemic, it has caught everybody off-guard—teachers and students alike.

However, there was one segment that found it even harder to operate the preschool sector. It is only obvious to think most children of this age group (2-6 years) are new to technology and exposing them to screen for long hours is concerning to both their parents as well as teachers. Online classes demand young children to use technology to have an engaging learning experience.

While school-going children are trying to adapt to online education, it is neither recommended nor viable for children below 6 years to have the learning delivered completely online because of the following reasons:

1. Being the most important stage where maximum brain development occurs, too much screen time can be detrimental to a child's overall well-being.
2. It is not in a 2-year old's nature to sit idle in front of a screen. Preschool children need to explore, use their visual/auditory/kinaesthetic senses, and engage with different materials to gain skills for the future.
3. Online classes have proven to be ineffective for pre-schoolers and do nothing to stimulate their attention span.

It is true that the current circumstances demand institutions to adapt to online coaching but, there must be controlled measures that teachers and parents take guarantee to their kids don't spend too much time in front of their screens.

### **Challenges faced by teachers in online teaching:**

One of the biggest challenges that teachers face today with teaching online is 'attention'. Preschool children are also prone to get up and wander away in during class. The major problem is effectively engaging the students online.

- Gaining their attention
- Preparation for online classes
- Technical issues
- Lack of in person interaction
- Lack of effective communication
- Lack of appropriate resources and materials

Preschool teachers are no exception. They interact with young children and their families, share text and video resources, participate in remote training and meetings, and deal with daily work affairs by computer-based educational technology, which they hardly ever experienced.

### **PRESCHOOL:**

Preschool is an early childhood program in which children combine learning with play in a program run by professionally trained adults. Children are most commonly enrolled in preschool between the ages of three and five, though those as young as two can attend some schools. Preschools are different from traditional day care in that their emphasis is learning and development rather than enabling parents to work pursue other activities.

In this study we have taken two stages of preschool teachers as our samples, i.e., early adulthood and middle adulthood. We can classify them to see their age level depression, anxiety, and stress.

### **EARLY ADULTHOOD:**

Early adulthood is most often defined as the age between 20 and 40 years. This stage may also be referred to as early adulthood. It is a period of rapid personal development when individuals experience major life transitions (e.g., leaving parental home, leaving education, beginning employment and parenthood)

### **MIDDLE ADULTHOOD:**

Middle adulthood is often referred to as the period between 40 and 60 years of age. It is currently defined as the period of the development after the early adult years but before retirement.

### **EARLY CHILDHOOD EDUCATION:**

Early childhood education (ECE), also known as nursery education is a branch of education theory that relates to the teaching of children (formally and informally) from birth

up to the age of eight. Traditionally, this is up to the equivalent of third grade. ECE is described as an important period in child development.

### **Importance of pre-school education:**

Importance of Preschool education is that it helps in a child's emotional, social and personal growth and development. When a 3-year-old is able to spend time with adults other than parents they learn to build trusting relationships with adults. Preschool is the first experience of the child in a structured setting, to learn the importance of sharing and learn new things which fosters personal growth.

In preschool, children don't just explore their environment but also develop physical coordination skills. Activities involving running climbing, beading, art and craft help develop hand-eye coordination, and fine and gross motor skills.

The importance of preschool age in child development can't be overstated. According to Karen Brown, "During this time, many dynamic development changes are taking place in the sphere of physical, social, emotional, moral, cognitive, and communicative development. They all help the child better understand the world, themselves, and other people, and create the opportunity to meet their own needs and desires in a socially acceptable way.

Early childhood is considered to be the most important phase of development. Healthy early child development, which includes physical, social/emotional, and linguistic/cognitive development (each equally important), strongly affect mental and physical health, literacy and numeracy skills, life success.

A quality early childhood education provides children with cognitive, behavioural and social skills they cannot learn at home. Therefore, to build readiness for learning and immerse the child in inquiry-based learning, preschool education plays a pivotal role.

The pandemic has not only affected the mental state of students, since teachers have also accumulated a high level of stress since the beginning of the crisis. Recent studies have pointed out that during lockdown, teachers have suffered stress from having to adapt (in record time) in order to provide online classes. This stress has often been accompanied by symptoms of anxiety and depression as a consequence of the increased workload resulting from home teaching.

## **DEPRESSION:**

Depression is a mood disorder that involves a persistent feeling of sadness and loss of interest. It is different from the mood fluctuation that people regularly experience as a part of life.

Depression symptoms can vary from mild to severe and can include:

- Feeling sad or having a depressed mood
- Loss of interest or pleasure in activities once enjoyed
- Changes in appetite--- weight loss or gain unrelated to dieting
- Trouble sleeping or sleeping too much
- Loss of energy or increased fatigue
- Increase in purposeless physical activity (e.g., inability to sit still, pacing, handwriting) or slowed movements or speech (these actions must be severe enough to be observable by others)
- Feeling worthless or guilty
- Difficulty thinking, concentrating or making decisions
- Thoughts of death or suicide

## **ANXIETY:**

Anxiety is your body's natural response to stress. It's a feeling of fear or apprehension about what's to come. The first day of school, going to a job interview, or giving a speech may cause most people to be fearful and nervous. But if your feelings of anxiety are extreme, last for longer than six months, and are interfering with your life, you may have an anxiety disorder. The different types of anxiety disorders can have different symptoms. But they all have a combination of:

- Anxious thoughts or beliefs that are hard to control. They make you feel restless and tense and interfere with your daily life. They do not go away and can get worse over time.

- Physical symptoms, such as a pounding or rapid heartbeat, unexplained aches and pains, dizziness, and shortness of breath.
- Changes in behaviour, such as avoiding everyday activities you used to do.

Using caffeine, other substances, and certain medicines can make your symptoms worse.

## **STRESS:**

Stress is a normal human reaction that happens to everyone. In fact, the human body is designed to experience stress and react to it. When you experience changes or challenges (stressors), your body produces physical and mental responses. That's stress. Stress responses help your body adjust to new situations.

Your body reacts to stress by releasing hormones. These hormones make your brain more alert, cause your muscles to tense, and increase your pulse. In the short term, these reactions are good because they can help you handle the situation causing stress. This is your body's way of protecting itself.

When you have chronic stress, your body stays alert, even though there is no danger. Over time, this puts you at risk for health problems, including:

- High blood pressure
- Heart disease
- Diabetes
- Obesity
- Depression or anxiety
- Skin problems, such as acne or eczema
- Menstrual problems

If you already have a health condition, chronic stress can make it worse.

## SIGNS OF TOO MUCH STRESS

Stress can cause many types of physical and emotional symptoms. Sometimes, you may not realize these symptoms are caused by stress. Here are some signs that stress may be affecting you:

- Diarrhoea or constipation
- Frequent aches and pains
- Headaches
- Lack of energy or focus
- Sexual problems
- Stiff jaw or neck
- Tiredness
- Forgetfulness
- Trouble sleeping or sleeping too much
- Upset stomach
- Use of alcohol or drugs to relax
- Weight loss or gain

### **Relationship between depression, anxiety and stress:**

Nearly half of those experiencing depression also suffer from severe and persistent anxiety. Such people often feel anxious and worried. Any of the symptoms can easily trigger the other, with anxiety often preceding depression. People with acute depression, post-traumatic stress disorder (PTSD), and other mental and behavioural health problems are prone to developing depression.

So, for this study I have used Depression Anxiety and Stress Scale (DASS) which has 42-item questionnaire which includes three self-report scales designed to measure the negative emotional states of depression, anxiety and stress.

The COVID-19 pandemic has impacted every stakeholder in education, including preschool teachers. During this trouble time, preschool teachers are prone to various mental health issues including depression, anxiety and stress. This study aimed to understand how preschool teachers see their own mental health while teaching in online mode in the pandemic era. According, this study to analyse the levels of depression, anxiety, and stress that have been experienced by preschool teachers when they switched to online teaching due to the pandemic.

## **Scope of the study**

Due to covid-19, the educational institutions all over the world looking towards online teaching to continue the process of education. One of the biggest challenges that teachers face is they focus more on preschool children as it is the foundation of the children. Identifying the children's need, capacity without even seeing them in person is actually a difficult and stressful job. Preschool age children will be playful so interaction between them in online is hard. Children may not have any classroom discipline so that management of this discipline will be troublesome and tiresome.

Due to online classes, they are prone to mental health issues including depression, anxiety, and stress. Online teaching brings unique challenges to preschool teachers which creates a stressful teaching experience. Hence it is vital to find out "depression, anxiety and stress among preschool teachers during online teaching".

## **Rationale of the study:**

Online teaching is the only possible and manageable teaching during lockdown. But it is more difficult for preschool teachers as they teach to the age 2-6 years as that is the basic foundation of education for them, they might face difficult in teaching them in online. Offline classes are easy and convenient as teachers can face children one-on-one, keep eye contact, understand children's capacity of learning, their skills so they can teach them accordingly. But in online we cannot expect children to be attentive. Teachers should make sure that they keep children active and make them listen. Teachers exactly don't know what children are pursuing.

So online teaching brings unique challenges to preschool teachers which creates a stressful teaching experience. Depression, anxiety and stress may be cause of mental problems. The present study is an attempt to find out the levels of depression, anxiety, and stress that may have been experienced by preschool teachers when they switched to online teaching due to the pandemic.

## **Objectives of the study:**

### Primary Objectives:

- To assess the relationship between the depression, anxiety, and stress of preschool teachers on online teaching.

### Secondary Objectives:

- To assess the level of depression, anxiety, and stress level of preschool teachers on online teaching.
- To find the influence of socio demographic variables of the selected respondents on depression, anxiety and stress during online teaching.

# *Review of literature*

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## **II. Review of literature**

The review of literature format may vary discipline to discipline and from assignment to assignment. A review may be a self-contained unit -an end in itself- or a preface to rationale for engaging in primary research. A review is a required part of grant and research proposals and often a chapter in thesis and dissertations.

Generally, the purpose of a review is to analyse critically a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles.

A literature review has four main objectives:

- It surveys the literature in your chosen area of study
- It synthesises the information in that literature into a summary
- It critically analyses the information gathered by identifying gaps in current knowledge; by showing limitations of theories and points of view; and by formulating areas for further research and reviewing areas of controversy.
- It presents the literature in an organised way.

### **THE PURPOSE OF A REVIEW OF LITERATURE IS TO:**

Review of literature provide foundation of knowledge on topic and identify areas of prior scholarship to prevent duplication and give credit to other researchers. It identifies the inconstancies: gaps in research, conflicts in previous studies, open questions left from another research. It helps invoking comparative data useful in the interpretation of results. Researcher need for additional research (justifying your research)

It is important to identify the relationship of works in context of its contribution to the topic and to other works. Place your own research within the context of existing literature making a case for why further study is needed. The aim of any review of literature is to summarize and synthesize the argument and ideas of existing knowledge in a particular field without adding any new contributions.

## IMPORTANCE OF REVIEW OF RELATED LITERATURE

Review of literature related to the problem is order to determine three things:

- a) Whether already existing studies are similar to what the problem we to undertake.
- b) Whether existing research provides guidance or sheds further light on the problem and
- c) Whether existing research provides a point of departure or a platform upon which the new research can be built.

The studies related to the research topic, “Depression, Anxiety, and Stress among preschool teachers during online teaching” follow-ups:

- **Natalie Spadafora and et.al (2022):** The present study, conducted during the first wave of the COVID-19 pandemic in Ontario, Canada, addressed the association between family responsibilities and mental health (depression and anxiety) among kindergarten educators. Results revealed that educators were more likely to report moderate levels of depressive symptoms if they had the responsibility of caring for their own children, and more likely to report moderate levels of depressive and anxious symptoms if they had the responsibility of caring for an older adult.
- **Maria Dosil Santamaria and et.al (2021):** Studied on Teacher’s stress, anxiety and depression at the beginning of the academic year during the COVID-19 pandemic. The results of the studied showed that high percentage of teachers have symptoms of stress, anxiety and depression. Women show significantly more symptoms of stress and anxiety than men, those who have children have more depressive symptoms than those who do not, and people with chronic pathology or those who live with others with chronic pathology have more stress, anxiety and depression.
- **TD Jakubowski and et.al (2021):** Teaching work is stressful, moreover during the pandemic teachers stressful might have been intensified by distance education as well as by limited access to social support, which functions as a buffer in experiencing stress. The aim of the research was to investigate the relation between distance education and

teachers wellbeing and their close relations and other social relations during the first two waves of the Covid 19 pandemic.

- **Naiara Ozamiz-Etxebarria and et.al (2021):** This meta-analysis that the proportion of teachers suffering from anxiety, stress, or depression during the COVID-19 pandemic is considerable. The results suggest that teachers at different educational levels are experiencing adverse psychological symptomatology during the COVID-19 pandemic, and that anxiety levels vary between different countries. However, more international studies are needed to fully understand the impact of the pandemic on teacher's mental health.
- **Xiumin Hong and et.al (2021):** Dual Stressors and Female Preschool Teacher's Job Satisfaction During the COVID-19: The Medication of Work-Family Conflict. This study contributes to understanding pre-school teachers work overload and parenting stress during the COVID-19 and how work-family conflict caused by work overload and parenting stress are related to job satisfaction.
- **Mary RenckJalongo (2021):** The Effects of COVID-19 on Early Childhood Education and Care: Research and Resources for Children, Families, Teachers, and Teacher Educators. This article begins with four sections categorize the COVID-19 literature into themes: (1) threats to quality of life (QoL) and wellness, (2) pressure on families and intensification of inequities, (3) changes in teaching methods and reliance on technology, and (4) restructuring of higher education and scholarship interrupted. Next is a completion of high-quality, online resources developed by leading professional organizations to support children, families, and educators dealing with the COVID crisis. The article concludes with changes that the greatest potential to advance the field of early childhood education and care.
- **Nancy L.Swigonski and et.al (2021):** Physical, Mental, and Financial Stress Impacts of COVID-19 on Early Childhood Educators- This study sought to measure early childhood educators personal physical, emotional and financial stress impact related to the onset of the COVID-19 global pandemic in Indiana. More research on early childhood educator stress and well-being is needed to fill a gap in the literature,

especially as a national pandemic has placed unavoidable amounts of new stressors on the ECCE workforce.

- **Julie T. Atilas and et.al (2021):** International responses to COVID-19: challenges faced by early childhood professionals- The present study examines how early childhood teachers in the United States and several Latin American countries are facing the challenges presented by COVID-19. The study clearly reflects the relevancy of the challenges faced by educators of young children, such as lack of preparation for distance teaching and learning, deficiencies in the pre-and in-service trainings to address the educational needs of young children distantly. And the need to work differently with caregivers. Teachers training and development should include the knowledge, skills, and dispositions necessary to successfully reconsider and participate in distance teaching and learning.
- **Leslie C. Emmanuel (2021):** Teachers mental health during the COVID-19 pandemic: The paper is seeking to answer, what supports have affected teachers mental health during the COVID-19 pandemic? And researcher has shown that workload, lack of support, lack of resources, and lack of conversations have all been factors to the detriment of teachers mental health during the COVID-19 pandemic.
- **Aliyyah, R.R., and et.al(2020):** the perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. This study explores the perceptions of primary school teachers of online learning in a program developed in Indonesia called School from Home during the COVID-19 Pandemic.
- **Carrillo, C., Flores, M. A (2020):** Covid-19 and teacher education: a literature review of online teaching and learning practices: This study has provided a review of the literature on online teaching and learning practices in teacher education and has analysed them in relation to social, cognitive and teaching according to the CoI framework.
- **Szente, J. (2020):** Live virtual sessions with toddlers and pre-schoolers amid COVID-19: Implications for early childhood teacher education. This paper shares reflection on

over 50 live Zoom instructional lessons with toddlers and pre-schoolers amid the first zente three weeks of school closures due to COVID-19 in the state of Florida. Reflection resulted in three themes such as 1) Implementing digital sessions with young children: 2) Establishing and maintaining home-based child engagement through technology: and 3) Ensuring family involvement/engagement through technology. Implications and recommendations are provided for early childhood teacher education programs and in-service professional development opportunities to ensure that teachers are better prepared for teaching and learning in an online environment.

- **Maria J.A. Dias and et.al (2020):** Rising to the challenge: Innovative early childhood teachers adapt to the COVID-19 era. This study is about how the COVID-19 pandemic has greatly affected the lives of early childhood teachers, their students, and their families. The range of issues teachers have responded to vary a great deal, not between countries, but by the socioeconomic status of the families they serve. In many ways, the pandemic has emphasized the gap in teaching and learning experienced by less affluent children.
- **Amy M. Roberts and et.al (2019):** Preschool teacher's self-efficacy, burnout, and stress in online professional development: a mixed methods approach to understand change. This mixed methods study examines the impact of online professional development on preschool teacher's self-efficacy, burnout, and stress. Participating teachers (n=89) were randomly assigned into four groups: one of three treatment conditions (course-only, conference, reflective writing) or a control group. All treatment conditions received a 14-week online course on teacher-child interactions, which included regular homework assignments and community discussion boards.
- **Jan Richards(2012):** Teacher Stress and Coping Strategies: A National Snapshot. This national survey focused on three related areas: (1) sources of teachers stress, (2) manifestations of stress, and (3) suggested coping strategies. Results indicated that teachers nationwide are highly stressed.

# *Methodology*

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### **III. METHODOLOGY**

Research methodology is a investigation or inquiry, especially a search for new fact in any branch of knowledge and is important part of any scientific study. The main aim of the research is to find out the truth hidden. Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of body of methods and principles associated with a branch of knowledge.

The methodology adopted for “Depression, Anxiety and Stress among preschool teachers during online teaching”, consisted of following steps:

- A. Selection of the Area
- B. Selection of the Samples
- C. Selection of the Tool
- D. Administration of the scale
- E. Conduct of the Study
- F. Statically analysis and interpretation

#### **A. SELECTION OF THE AREA**

. Coimbatore is considered as the educational hub of Tamil Nadu because it provides high standards of education along with excellence extra-curricular activities. As per 2011 census India reports child (0-6 years) forms 9.71% of total population of Coimbatore City. As Coimbatore is with considerable number of children in the age group of 2-6 years and as it is an educational hub, it would be the best place to do a study on teachers handling these children. Hence, Coimbatore is the selected area to conduct the present study for preschool teachers.

#### **B. SELECTION OF THE SAMPLE**

The term sampling means the selection of a part of group or an entirely with the sole aim of collecting complete information is used to determine the feature of the entire population, is known as a sampling.

A finite part of population or a subset of a set of sampling units, selected by some process usually by deliberate selection with the object of investigating the properties of the parent population or set is called a sample.

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure that the researcher would adopt in selecting items for the sample.

The sampling method was convenient random sampling. The participants included in this study were preschool teachers. For conduct of the current study the female preschool teachers were selected from the age group of 21-60 years as the participants.

### **C. SELECTION OF TOOLS**

A questionnaire is a tool that lets collecting data from users via a personalized survey. The information is then collected and manually entered in a spreadsheet. The spreadsheet is populated with the survey.

#### **1. Demographic information questionnaire**

A questionnaire was constructed to elicit adequate information on general and personal profile of selected preschool teachers with special reference to their age, education, experience, salary etc.

#### **2. Depression Anxiety and Stress Scale (DASS) by Lovibond, S.H & Lovibond P.f. (1995)**

The DASS is a 42-item questionnaire which includes three self-report scales designed to measure the negative emotional states of depression, anxiety and stress. The DASS may be administered either in groups or individually for research purposes. The capacity to discriminate between the three related states of depression, anxiety and stress should be useful to researchers concerned with the nature, aetiology and mechanisms of emotional disturbance.

As the essential development of the DASS was carried out with non-clinical samples, it is suitable for screening normal adolescents and adults. However, that the lower age limit of the development samples was 17 years.

Each of the three scales contains 14 items, divided into subscales of 2-5 items with similar content. This scale consists of 42 questions. This questionnaire tells about the depression, anxiety and stress.

#### **D. ADMINISTRATION OF THE SCALE**

Questionnaire were given to the teachers along with the simple instructions

DASS scale is a four-point scale viz., ‘Never’, ‘Some of the time’, ‘much’ and ‘very much’. The scale can be scored easily with reference to the scores obtained for each item separately. Each item has four alternative answers. The value mark given for each choice are 0 for ‘Never’, 1 for ‘Some of the time, 2 for ‘much’ and 3 for ‘very much’.

#### **PRINCIPLE AND MECHANICS OF SCORING:**

The score of the DASS scale is very simple and easy. Scores of Depressions, Anxiety and Stress are calculated by summing the scores for the relevant items. The depression scale items are 3, 5, 10, 13, 16, 17, 21, 24, 26, 31, 34, 37, 38, 42. The anxiety scale items are 2, 4, 7, 9, 15, 19, 20, 23, 25, 28, 30, 36, 40, 41. The stress scale items are 1, 6, 8, 11, 12, 14, 18, 22, 27, 29, 32, 33, 35, 39. To use the Scoring Template (below) print on to a plastic overhead. The score for each of the respondents over each of the sub-scales, are then evaluated as per the severity-rating index below.

	<b>Depression</b>	<b>Anxiety</b>	<b>Stress</b>
<b>Normal</b>	0-9	0-7	0-14
<b>Mild</b>	10-13	8-9	15-18
<b>Moderate</b>	14-20	10-14	19-25
<b>Severe</b>	21-27	15-19	26-33
<b>Extremely severe</b>	28+	20+	34+

## **Characteristics of high scorers on each DASS scale:**

### **Depression scale**

- self-disparaging
- dispirited, gloomy, blue
- convinced that life has no meaning or value
- pessimistic about the future
- unable to experience enjoyment or satisfaction
- unable to become interested or involved

### **Stress scale**

- over-aroused, tense
- unable to relax
- touchy, easily upset
- irritable
- easily startled
- nervy, jumpy, fidgety
- intolerant of interruption or delay

- slow, lacking in initiative

### **Anxiety scale**

- apprehensive, panicky
- trembly, shaky
- aware of dryness of the mouth, breathing difficulties, pounding of the heart, sweatiness of the palms
- worried about performance and possible loss of control

## **E. CONDUCT OF THE STUDY**

### **Permission letter**

The study needs a permission letter for the data collection in preschools and primary schools. Firstly, got a permission letter from the head of the department regarding seeking for the permission to collect data in their institution/school.

## **Ethical clearance**

As a matter of ethics, the teachers were informed about the research through a simple written consent form. The sample was thus allowed to make a voluntary participation in the study. The application form explaining the design and the protocols used in the research study was also subjected to Institutional Human Ethical Committees (IHEC) and was approved for the same with the approval member.

## **Phase - Data collection**

Data collection is the important part of any research. The primary data for the research study was collected using self-constructed personal profile and DASS questionnaire. The present study was conducted among female preschool teachers. An assurance of confidentiality was given to the educators so that they could share their responses without any hesitation.

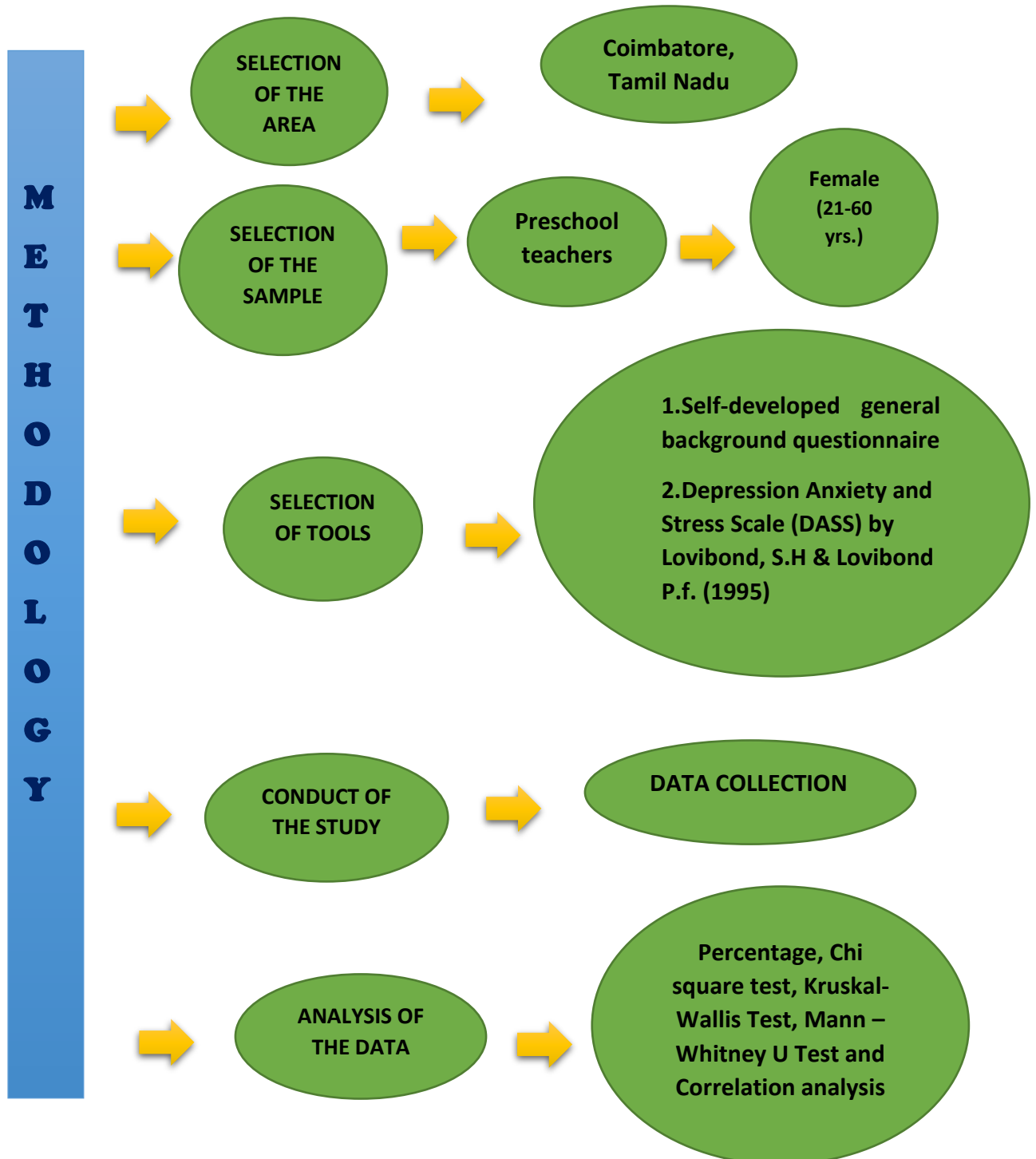
Before collecting the data, the participants were oriented about the purpose of the study and questionnaire and how they were expected to fill the questionnaire. Time has been given to them according to their convenient. Finally, the data are collected from the respondents manually.

## **F. STATISTICAL ANALYSIS AND INTERPRETATION**

Data analysis is the process of systematically applying statistical and/ or logical techniques to describe, condense and recap, and evaluate data. For this present study analysis following statistical procedures was used.

- Percentage analysis
- Chi square test
- Kruskal-Wallis Test
- Mann –Whitney U Test
- Correlation analysis

## RESEARCH DESIGN



# *Results and Discussion*

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## IV.RESULTS AND DISCUSSION

The results obtained on the analysis of data of the present study on “**Depression, Anxiety and Stress among preschool teachers during online teaching**” are presented and discussed under the following headings:

- A. Socio demographic profile of the respondents
- B. Level of Depression, anxiety and stress among preschool teachers during online teaching
- C. Association of selected socio-demographic variables on Depression, anxiety and stress among preschool teachers during online teaching
- D. Differences of selected socio-demographic variables on Depression, anxiety and stress among preschool teachers during online teaching
- E. Influence of selected socio-demographic variables on Depression, anxiety and stress among preschool teachers during online teaching
- F. Correlation between depression, anxiety and stress among preschool teachers during online teaching

### **A. Socio demographic profile of the respondents**

Collecting and analysing the background information of the selected respondents is an important task in every research. General information of the respondents comprises their age, gender, area of living, family type, educational qualification and teaching experience which is categorized and findings were discussed under the following subhead.

#### **1. Background information of the selected respondents**

The background information is the base for an effective study. Following table represents the background information of the respondents including age, gender, area of living, family type, educational qualification, and teaching experience.

**TABLE I A - Socio-demographic profile of the respondents**

This section deals with the Socio-demographic profile of the respondents

<b>S.No</b>	<b>Variables</b>	<b>Classification</b>	<b>N</b>	<b>%</b>
<b>1</b>	Age	20-40 years	82	70.1
		41-60years	35	29.9
<b>2</b>	Area of living	Rural	37	31.6
		Semi-urban	62	15.4
		Urban	18	53
<b>3</b>	Educational qualification of the teacher	UG with B.Ed.	29	24.8
		UG without B.Ed.	22	18.8
		PG with B.Ed.	24	20.5
		PG without B.Ed.	15	12.8
		UG with special course	18	15.4
		PG with special course	9	7.7
<b>4</b>	Uses of mobile or laptop for online classes	Laptop	35	29.9
		Mobile	82	70.1
<b>5</b>	Years of teaching experience	Less than 10 years	75	64.1
		11-20 years	30	25.6
		More than 20 years	12	10.3
<b>6</b>	Marital status	Married	100	85.5
		Unmarried	17	14.5
<b>7</b>	No of children	Nil	24	20.5
		1	33	28.2
		2 or more	60	51.3
<b>8</b>	Salary	Less than 10,000	19	16.2
		10,000 - 15,000	54	46.2
		More than 15,000	44	37.6
<b>9</b>	Family type	Nuclear	83	70.9
		Joint	34	29.1
		<b>Total</b>	117	100

Table 1 A describes the socio -demographic profile of the respondents and it shows that the majority i.e., 70.1% respondents are in the age group of 20 – 40 years and remaining 29.9 % of the respondents are in the age group of 41-60 years.

In area of living, 53% of respondents stay in urban area, 31.6% are residing in rural area and 15.4% staying in semi-urban area.

In the level of educational qualification of the teachers, there are 24.8% of preschool teachers graduated with UG with B.Ed. and 18.8% are graduated with UG without B.Ed. degree, there are 20.5% preschool teachers graduated with PG with B.Ed. and 12.8% teachers graduated with PG without B.Ed. degree. There are 15.4% of preschool teachers graduated with UG with special course and 7.7 % are graduated with PG with special course degree.

Among the 117 respondents, 70.1% respondents use mobile, 29.9% respondents use laptop for their online teaching

With respect to preschool teacher's experience, a greater number of teachers i.e., 64.1% of respondents have less than 10 years of teaching experience, 25.6% of the respondents have 11-20 years of teaching experience, 10.3% have more than 20 years of teaching experiences.

Tracing at the marital status of the respondents, more than half of the respondents that is 85.5% were married and 14.5% are unmarried.

With regard to the number of children 51.3% of the respondents have 2 and more children, 28.2% have one child and 20.5% have no child.

In the variable salary, 16.2% of the respondents earn less than ten thousand rupees, 46.2% of the respondents earn ten thousand to fifteen thousand rupees and 37.6% of preschool teachers earn more than fifteen thousand rupees

In family type, most of the respondents' i.e., 70.9% of them is from nuclear family and the rest 29.1% of them are from joint family.

## **2. CONDUCT OF ONLINE CLASSES**

This section deals with conduct of online classes among preschool teachers during online teaching. Conduct of online classes is about some basic questions about preschool teachers experience during online classes.

**TABLE I B - Conduct of online classes**

<b>S No</b>	<b>Conduct of online class</b>	<b>Classification</b>	<b>N</b>	<b>%</b>
<b>1</b>	Duration of online classes	Less than 3hrs	112	95.7
		More than 3 hrs	5	4.3
<b>2</b>	No of hours taken for preparation for online classes	Less than 3hrs	115	98.3
		More than 5hrs	2	1.7
<b>3</b>	No of days in a week for online class?	1-3 days	11	9.4
		5days	106	90.6
<b>4</b>	Home environment is suitable to conduct online class?	Yes	88	75.2
		It's okay	2	1.7
		No	27	23.1
<b>5</b>	Preparation for online classes is very tiring	Yes, of course	45	38.5
		Got Used, sometime	4	3.4
		No, not much	68	58.1
<b>6</b>	Online classes are stressful	Yes	65	55.6
		Sometimes	12	10.3
		No	40	34.2
		<b>Total</b>	117	100

Table 1 B depicts the conduct of online classes among preschool teachers during online teaching.

With regards of duration of online classes, the respondents who take less than 3hours of class are 95.7% and more than 3 hours are 4.3%.

Glancing at the number of hours taken for preparation for online classes, respondents who take preparation less than 3hours are 98.3% and more than 5hours are 1.7%.

In number of days in a week of online class, 9.4% have 1-3 days and 90.6% have 5 days.

About the home environment is suitable to conduct online class, the respondents who said yes are 75.2%, It's okay are 1.7% and No are 23.1%.

With regards in preparation for online classes is very tiring the respondents who said yes, of course are 38.5%, got used or sometimes are 3.4% and no, not much are 58.1%.

From the question online classes are stressful who said yes are 55.6%, sometimes are 10.3% and No are 34.2 %

## **B. LEVEL OF DEPRESSION, ANXIETY, STRESS AMONG PRESCHOOL TEACHERS DURING ONLINE TEACHING**

This section deals with the level of depression, anxiety, stress among preschool teachers during online teaching.

**TABLE II- Level of Depression, Anxiety, Stress among preschool teachers during online teaching**

<b>Variables</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>DEPRESSION</b>	Normal	43	36.8
	Mild	18	15.4
	Moderate	45	38.5
	Severe	10	8.5
	Extremely severe	1	.9
<b>ANXIETY</b>	Normal	30	25.6
	Mild	8	6.8
	Moderate	31	26.5
	Severe	31	26.5
	Extremely severe	17	14.5
<b>STRESS</b>	Normal	53	45.3
	Mild	25	21.4
	Moderate	34	29.1
	Severe	5	4.3
	Extremely severe	0	0
	<b>Total</b>	117	100

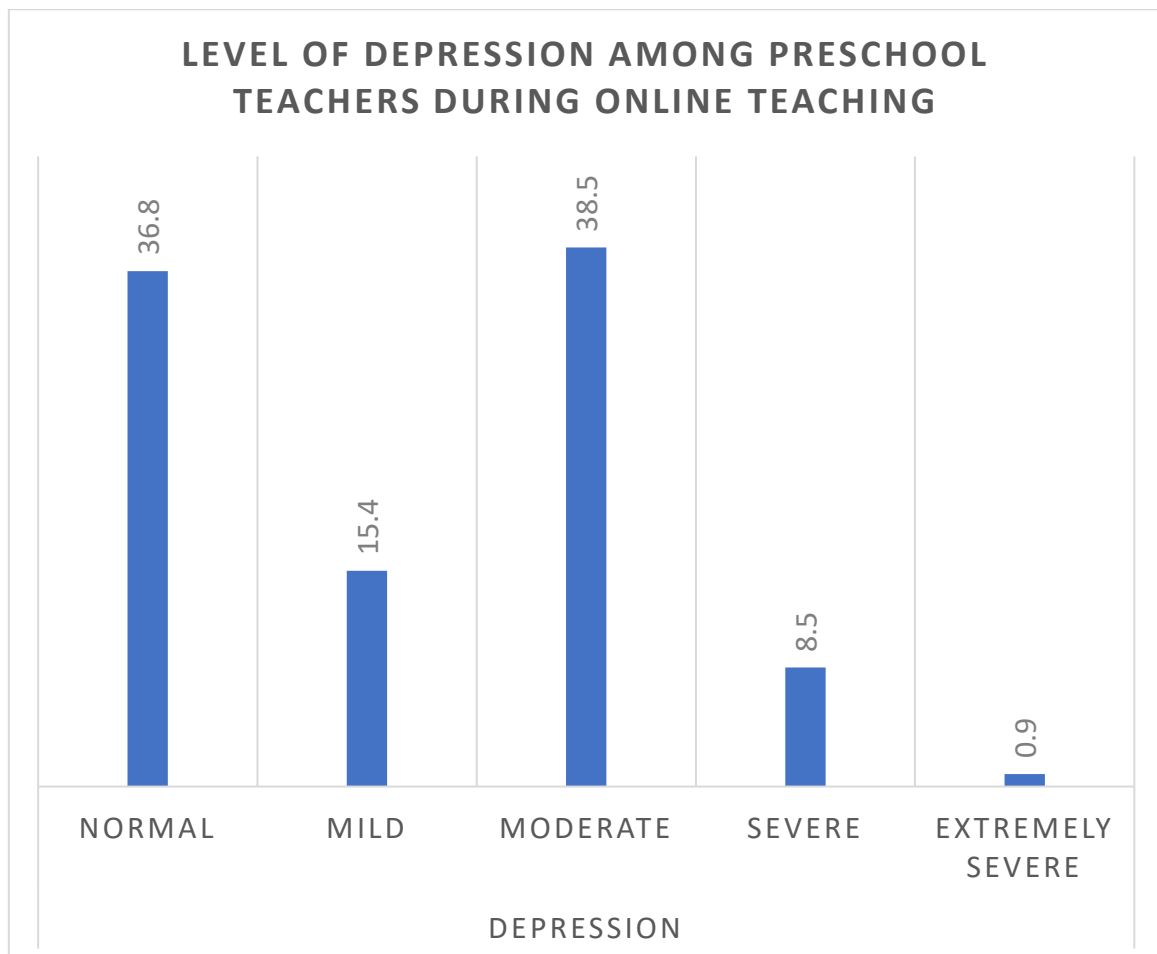
Table 2 shows the frequency of depression, anxiety, stress among preschool teachers. Glancing at the depression level of the respondents, 36.8% of the respondents are with normal level of depression, 15.4% respondents are with mild level, 38.5% are

with moderate level of depression, 8.5 % are with severe level and 0.9% are with extremely severe in depression.

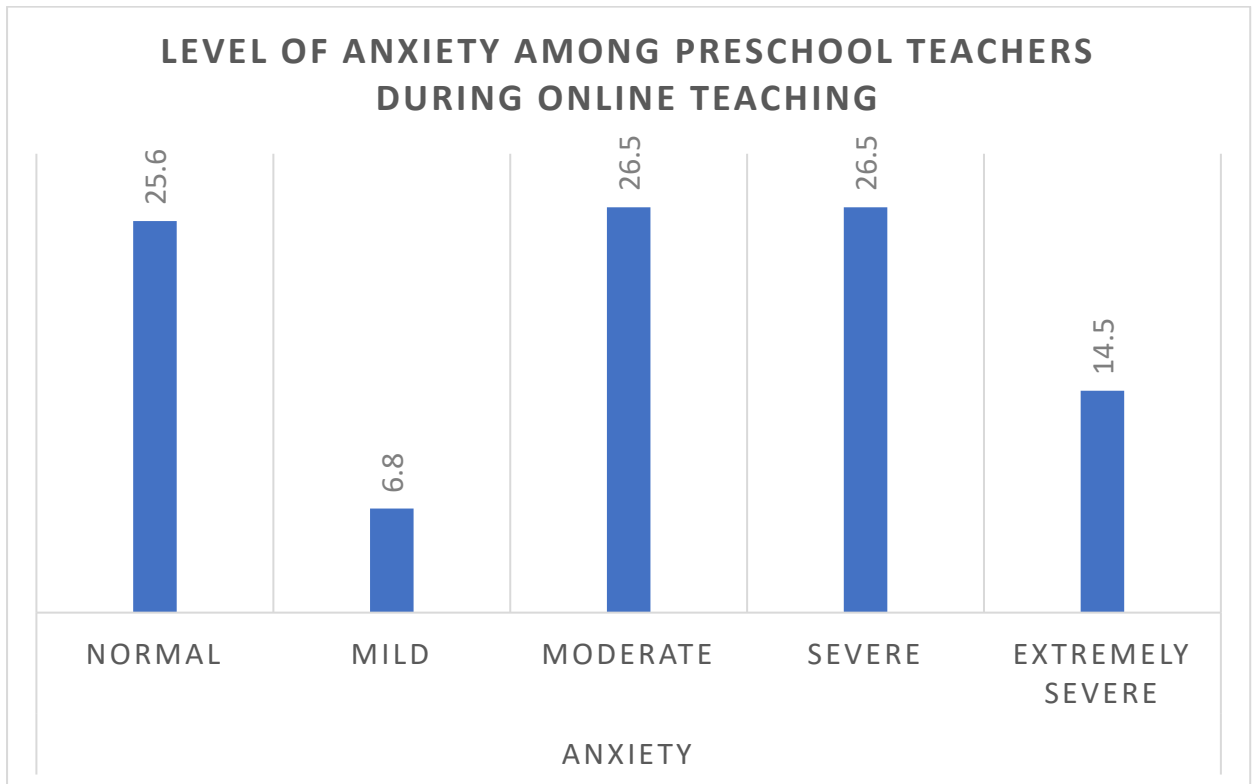
Tracing the anxiety level of the respondents, 25.6% of the respondents are with normal level of anxiety, 6.8% respondents are with mild level,26.5% are with moderate level of anxiety, 26.5 % are with severe level and 14.5% with extremely severe level of anxiety.

In stress level of the respondents, 45.3% of the respondents are with normal level of stress, 21.4% respondents are with mild level,29.1% are with moderate level of stress, 4.3 % are with severe level and no one with extremely severe level of stress.

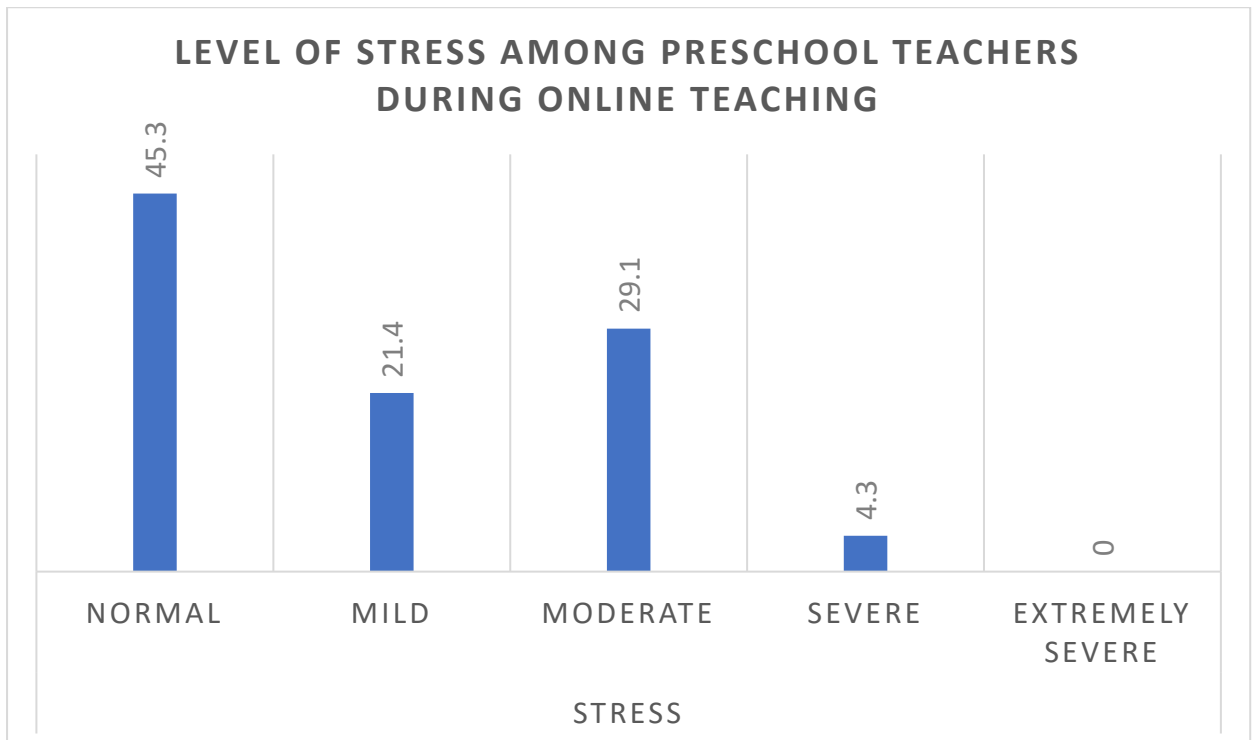
**Figure -1 Level of Depression Among Preschool Teachers During Online Teaching**



**Figure -2 Level of Anxiety Among Preschool Teachers During Online Teaching**



**Figure -3 Level of Stress Among Preschool Teachers During Online Teaching**



**C. ASSOCIATION OF SELECTED SOCIO-DEMOGRAPHIC VARIABLES ON DEPRESSION, ANXIETY, STRESS AMONG PRESCHOOL TEACHERS DURING ONLINE TEACHING.**

This section deals with the tables that represent the association of socio-demographic variables on depression, anxiety, stress among preschool teachers during online teaching

**1. ASSOCIATION OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON DEPRESSION AMONG PRESCHOOL TEACHERS DURING ONLINE TEACHING.**

This section deals with the tables that represent the association of selected socio-demographic variables on Depression

**Table III- Association of selected socio demographic variables on depression among preschool teachers during online teaching.**

S No	Variables	Category	Normal	Mild	Moderate	Severe	Extremely severe	Chi Sq	df	P Value
1	Age	20-40	28(34.1%)	14(17.1%)	33(40.2%)	6(7.3%)	1(1.2%)	2.153	4	.708 <sup>NS</sup>
		41-60	15(42.9%)	4(11.4%)	12(34.3%)	4(11.4%)	0(0.0%)			
2	Area of living	Rural	9 (24.3%)	3(8.1%)	18(48.6%)	7(18.9%)	0 (0.0%)	18.752	8	.016 <sup>**</sup>
		Semi Urban	6(33.3%)	3(16.7%)	7(38.9%)	1(5.6%)	1(5.6%)			
		Urban	28(45.2%)	12(19.4%)	20(32.3%)	2(3.2%)	0(0.0%)			
3	Teachers Qualification	UG with B.Ed.	12(41.4%)	6(20.7%)	10(34.5%)	1(3.4%)	0(0.0%)	21.380	20	.375 <sup>NS</sup>
		UG without B.Ed.	5(22.7%)	3(13.6%)	11(50.0%)	3(13.6%)	1(0.1%)			
		PG with B.Ed.	12(50.0%)	1(4.2%)	6(25.0%)	4(16.7%)	1(4.2%)			
		PG without B.Ed.	4(26.7%)	1(6.7%)	8(53.3%)	2(13.3%)	0(0.0%)			
		UG with special course	6(33.3%)	5(27.8%)	7(38.9%)	0(0.0%)	0(0.0%)			
		PG with special course	4(44.4%)	2(22.2%)	3(33.3%)	0(0.0%)	0(0.0%)			

4	Uses of mobile or laptop for online classes	Laptop	8(22.9%)	8(22.9%)	14(40.0%)	4(11.4%)	1(2.9%)	7.295	4	.121 <sup>NS</sup>
		Mobile	35(42.9%)	10(12.2%)	31(37.8%)	6(7.3%)	0(0.0%)			
5	Teachers Experience	> 10 years	26(34.7%)	12(16.0%)	29(38.7%)	7(9.3%)	1(1.3%)	3.612	8	.890 <sup>NS</sup>
		11-20 years	12(40.0%)	4(13.3%)	13(33.3%)	1(3.3%)	0(0.0%)			
		<20 years	5(41.7%)	2(16.7%)	3(25.0%)	2(16.7%)	0(0.0%)			
6	Marital status	Married	35(35.0%)	14(14.0%)	42(42.0%)	9(9.0%)	0(00%)	9.721	4	.045 <sup>**</sup>
		Unmarried	8(47.1%)	4(23.5%)	3(17.6%)	1(5.9%)	1(5.9%)			
7	No of children	Nil	11(45.8%)	4(16.7%)	7(29.2%)	1(4.2%)	1(4.2%)	6.810	8	.557 <sup>NS</sup>
		1	12(36.4%)	5(15.2%)	14(42.4%)	2(6.1%)	0(0.0%)			
		2 and more	20(33.3%)	9(15.0%)	24(40.0%)	7(11.7%)	0(0.0%)			
8	Salary	Less than 10,000	6(31.6%)	4(21.1%)	9(47.4%)	0(0.0%)	0(0.0%)	5.313	8	.724 <sup>NS</sup>
		10,000 - 15,000	21(38.9%)	6(11.1%)	21(38.9%)	5(9.3%)	1(1.9%)			
		More than 15,000	16(36.4%)	8(18.2%)	15(34.1%)	5(11.4%)	0(0.0%)			
9	Family type	Nuclear	28(33.7%)	12(14.5%)	34(41.0%)	8(9.6%)	1(1.2%)	2.140	4	.710 <sup>NS</sup>
		Joint	15(44.1%)	6(17.6%)	11(32.4%)	2(5.9%)	0(0.0%)			

\*\* - significant at 5%, \*-significant at 1%, NS – Not significant

Table 3 depicts chi-square value to find out the association of the Socio-demographic profile with levels of depression.

It was observed that the levels of depression have a significant association with area of living at 5% levels, the value shows that in rural 18 respondents that is 48.6% have moderate level of depression followed by 24.3% have normal level, 18.9% have severe level and 8.1% have mild level of depression. No one has extremely severe level. In respondents in semi urban area. 38.9% have moderate level followed by 33.3% have normal level, 16.75 have mild level, 5.6% have severe and 5.6% have extremely severe level of depression. In urban, 45.2% have normal level followed by 32.35 have moderate level, 19.4% have mild level and 3.25 have severe level of depression and no one has extremely severe level.

Significant association was also found in the marital status at 5% levels, the value shows that unmarried respondents have normal level of depression with 47.1% followed by 23.5% have mild level, 17.6% have moderate level, 5.9% have severe level and 5.9% have extremely severe level of depression. The value shows married have moderate level of depression with 42% followed by 35% have normal level, 14% have mild level and 9% severe level. No other significant association was observed with any other socio demographic factor with regard to the level of depression.

Glancing at the age, no significance was found with depression. Even though there is no significance, 20-40 years teachers that is 40.2% of the respondents are in moderate level of depression followed by 34.1% are in normal level, 17.1% of the respondents are in mild level, 7.3% are in severe level and 1.2% are in extremely severe level of depression. In 41-60 years, 42.9% are in normal level of depression followed by 34.3% are in moderate level, 11.4% and 11.4% are in mild level and severe level respectively. No one is in extremely severe level.

In teachers' qualification it doesn't have statistically significance. Even though there is no significance, in Ug with B.Ed. degree 41.4% are in normal level followed by 34.5% are in moderate level, 20.7% are in mild level, 3.4% are in severe level and no one is in under extremely severe level. In Ug without B.Ed. degree 50% are in moderate level of depression followed by 22.7% are in normal level, 13.6% are in mild level and 13.6% are in severe level and 0.1 % are in extremely severe level. In Pg with B.Ed. degree 50% are in normal level of depression followed by 25.0% are in moderate level, 16.7% are in severe level, 4.2 % are in mild level and 4.2% are in extremely severe level of depression. Pg without B.Ed. degree 53.3 % falls in moderate level of depression followed by 26.6% are in normal level, 13.3% are in severe level and 6.7% in mild level. No one is in extremely severe level. In Ug with special course degree 38.9% are in moderate level of depression followed by 33.3% are in normal level and 27.8% are in mild level. No one are under severe level and extremely severe level. In Pg with special course degree 44.4 % are in normal level followed by 33.3% are in moderate level and 22.2% are in mild level. No one is in severe level and extremely severe level.

In the use of mobile or laptop for online classes, no significance was found with depression. Even though there is no significance the respondents who use laptop that is 40% are in moderate level, 22.9% are in normal level and 22.9% are in mild level, 11.4 % are in severe level and 2.9% are in extremely severe level. In Mobile users 42.9% are in normal level,

37.8% are in moderate level, 12.2% are in mild level and 7.3% are in severe level and no one are under extremely severe level.

Even though there is no significance in teacher's experience the respondents who have less than 10 years' experience 38.7% are in moderate level, 34.7% fall in normal level, 16% are in mild level, 9.3% are in severe level and 1.3% are in extremely severe level of depression. With 11 to 20 years of experience, 40% are in normal level, 33.3% are in moderate level, 13.3% are in mild level and 3.3% are in severe level and no one are in extremely severe level. With more than 20 years of experience, 41.7% are under normal level of depression followed by 25% are in moderate level, 16.7% are in mild level and 16.7% are in severe level and no one is in extremely severe level.

With regards to the number of children, no significance was found with depression. Even though there is no significance in no children category 45.8% are in normal level followed by 29.2% are in moderate level, 16.7% are in mild level, 4.2% are in severe level and 4.2% are in extremely severe level. The respondents who have one child 42.4% are in moderate level of depression followed by 36.4% are in normal level, 15.2% are in mild level and 6.1% are in severe level and no one is in extremely severe level of depression. In 2 and more category 40% are in moderate level, 33.3% are in normal level and 15% are in mild level and 11.7% are in severe level and no one is in extremely severe level of depression

In salary, no significance was found with depression. Even though there is no significance less than ten thousand that is 47.4% are in moderate level followed by 31.6% are in normal level and 21.1% are in mild level of depression. No one is in severe and extremely severe level. In ten thousand to fifteen thousand 38.9% are in normal followed by 38.9% in moderate level, 11.1% are in mild level, 9.3% are in severe level and 1.9% are in extremely severe level. In more than fifteen thousand 36.4% are in normal level, 34.1% are in moderate level, 18.2% are in mild level and 11.4% are in severe level. No one are in extremely severe level of depression.

In family type, no significance was found with depression. Even though there is no significance nuclear type 41.0% are in moderate level followed by 33.7% are in normal level, 14.5% are in mild level, 9.6% are in severe level and 1.2% are in extremely severe level of depression. In joint family type 44.1% are in normal level followed by 32.4% are in moderate level, 17.6% are in mild level and 5.9% are in severe level. No one is in extremely severe level.

## 2. ASSOCIATION OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON ANXIETY AMONG PRESCHOOL TEACHERS DURING ONLINE TEACHING.

This section deals with the tables that represent the association of selected socio-demographic variables on Anxiety

**Table IV- Association of selected socio demographic variables on anxiety among preschool teachers during online teaching.**

S N o	Variables	Category	Normal	Mild	Moderate	Severe	Extremely severe	Chi Sq	df	P Value
1	Age	20-40	16(19.5%)	7(8.5%)	22(26.8%)	24(29.3%)	13(15.9%)	6.310	4	.177 <sup>NS</sup>
		41-60	14(40.0%)	1(2.9%)	9(25.7%)	7(20.0%)	4(11.4%)			
2	Area of living	Rural	7(18.9%)	2(5.4%)	10(2.7%)	12(32.4%)	6(16.2%)	8.154	8	.419 <sup>NS</sup>
		Semi Urban	3(16.7%)	1(5.6%)	3(16.7%)	6(33.3%)	5(37.8%)			
		Urban	20(32.3%)	5(8.0%)	18(29.0%)	13(21.0%)	6(9.7%)			
3	Teachers Qualification	UG with B.Ed.	8(27.6%)	5(17.2%)	9(31.0%)	6(20.7%)	1(3.4%)	27.562	20	.120 <sup>NS</sup>
		UG without B.Ed.	4(18.2%)	0(0.0%)	7(31.8%)	6(27.3%)	5(22.2%)			
		PG with B.Ed.	10(41.7%)	1(4.2%)	4(16.7%)	3(12.5%)	6(25.0%)			
		PG without B.Ed.	2(13.3%)	2(13.3%)	2(13.3%)	7(46.7%)	2(13.3%)			
		UG with special course	3(16.7%)	0(0.0%)	6(33.3%)	7(38.9%)	2(11.1%)			
		PG with special course	3(33.3%)	0(0.0%)	3(33.3%)	2(22.2%)	1(11.1%)			
4	Uses of mobile or laptop for online classes	Laptop	5(14.3%)	6(17.1%)	8(22.9%)	9(25.7%)	7(20.0%)	11.557	4	.021**
		Mobile	25(30.5%)	2(2.4%)	23(28.0%)	22(26.8%)	10(12.8%)			
5	Teachers Experience	> 10 years	17(22.7%)	7(9.3%)	17(22.7%)	23(30.7%)	11(14.7%)	6.588	8	.582 <sup>NS</sup>
		11-20 years	8(26.7%)	1(3.3%)	11(36.7%)	6(20.0%)	4(13.3%)			
		<20 years	5(41.7%)	0(0.0%)	3(25.0%)	2(16.7%)	2(16.7%)			
6	Marital status	Married	25(25.0%)	6(6.0%)	25(25.0%)	30(30.0%)	14(14.0%)	4.720	4	.317 <sup>NS</sup>
		Unmarried	5(29.4%)	2(11.8%)	6(35.3%)	1(5.9%)	3(17.6%)			
7	No of children	Nil	7(29.2%)	3(12.5%)	8(33.3%)	3(12.5%)	3(12.5%)	7.276	8	.507 <sup>NS</sup>

		1	6(18.2%)	2(6.1%)	8(24.2%)	13(39.4%)	4(12.1%)			
		2 and more	17(28.3%)	3(5.0%)	15(25.0%)	15(25.0%)	10(16.7%)			
8	Salary	Less than 10,000	1(5.3%)	3 (15.8%)	9(47.4%)	6(31.6%)	0(0.0%)	14.274	8	.075 <sup>NS</sup>
		10,000 – 15,000	16(29.6%)	3(5.6%)	13(24.1%)	14(25.9%)	8(14.8%)			
		More than 15,000	13(29.5%)	2(4.5%)	9(20.5%)	11(25.0%)	9(20.5%)			
9	Family type	Nuclear	18(21.7%)	6(7.2%)	20(24.1%)	23(27.7%)	16(19.3%)	7.015	4	.135 <sup>NS</sup>
		Joint	12(35.3%)	2(5.9%)	11(32.4%)	8(23.5%)	1(2.9%)			

\*\* - significant at 5%, \*-significant at 1%, NS – Not significant

Table 4 depicts chi-square value to find out the association of the Socio-demographic profile with levels of anxiety.

It was observed that the levels of anxiety have a significant association with use of mobile or laptop for online classes at 5% levels. The value shows that respondents who use laptop 25.7% are in severe level of anxiety followed by 22.9% are in moderate level, 20% are in extremely severe level, 17.1% are in mild level and 14.3% are in normal level. Mobile users that is 30.5% are in normal level followed by 28% are in moderate level, 26.7% are in severe level, 12.8% are in extremely severe level and 2.45% in mild level. No other significant association was observed with any other socio demographic factor with regard to the level of anxiety.

Glancing at the age if there is no significant also, in 20-40 years, 29.3% are in severe level of anxiety followed by 26.3% are in moderate level, 19.5% are in normal level, 15.9% are in extremely severe level and 8.5% are in mild level. In 41-60 years, 40.0% are in normal level of depression followed by 25.7% are in moderate level, 20% are in severe level, 11.4% are in extremely severe and 2.9% in mild level.

In area of living, no significance was found with anxiety. Even though there is no significance in rural category 32.4% are in severe level, 18.9% are in normal level, 16.2% are in extremely severe level, 5.4% are in mild and 2.7% are in moderate level. In semiurban

category, 37.8% are in extremely severe level, 33.3% are in severe level, 16.7% and 16.7% are in normal level and moderate level respectively and 5.6% are in mild level. In urban category, 32.3% are in normal level, 29% are in moderate level, 21% are in severe level, 9.7% are in extremely severe level and 8.0% are in mild level of anxiety.

In teachers' qualification no significance was found with anxiety. Even though there is no significance, in UG with B.Ed. degree 31.0 % are in moderate level followed 27.6% are in normal level, 20.7% are in severe level, 17.2% are in mild level and 3.4% are in extremely severe level. In UG without B.Ed. degree 31.8% are in moderate level of anxiety followed by 27.3% in severe level, 22.2% in extremely severe level and 18.2% are in normal level and no one are in mild level. In PG with B.Ed. degree 41.7% are in normal level of anxiety followed by 25.0% in extremely severe, 16.7% are in moderate level, 12.5 % are in severe level and 4.2% are in mild level of anxiety. PG without B.Ed. degree 46.7 % are in severe level of anxiety followed by 13.3% are in normal level, 13.3% are in moderate level, 13.3% are in mild level and 13.3% are in extremely severe level. In UG with special course 38.9% are in severe level of anxiety followed by 33.3% are in moderate level, 16.7% are in normal level and 11.1% are in extremely severe level. No one is in mild level. In PG with special course 33.3% are in normal level followed by 33.3% are in moderate level and 22.2% are in severe level and 11.1% are in extremely severe level. No one are in mild level of anxiety.

Even though there is no significance in teacher's experience the respondents who have less than 10 years' experience 30.7% are in severe level, 22.7% are in normal level, and 22.7% in moderate level, 14.7% are in extremely severe level, and 9.3% are in mild level of anxiety. In 11 to 20 years 36.7% are in moderate level, 26.7% are in normal level, 20% in severe level, 13.3% are in extremely severe level and 3.3% are in mild level. In more than 20 years, 41.7% are under normal level of anxiety followed by 25% are in moderate level, 16.7% are in severe level and 16.7% are in extremely severe level and no one is in mild level of anxiety.

Glancing at marital status, no significance was found with anxiety. Even though there is no significance in married category 30% are in severe level followed by 25% are in mild level and 25% are in normal level of anxiety, 14% are in extremely severe level and 6% are in mild level. In unmarried category, 35.3% are in moderate level, 29.4% are in normal level, 17.6% are in extremely severe level, 11.8% are in mild level and 5.9% are in severe level of anxiety

With regards to the number of children, no significance was found with anxiety. Even though there is no significance in no child category 33.3% are in moderate level followed by 29.2% are in normal level, 12.5% are in mild level, 12.5% are in severe level and 12.5% are in extremely severe level. The respondents who have one child 39.4% are in severe level of anxiety followed by 24.2% are in moderate level, 18.2% are in normal level, 12.1% are in extremely severe level and 6.1% are in mild level of anxiety. In 2 and more category 28.3% are in normal level followed by 25% are in moderate level, 25% are in severe level, 16.7% are in extremely severe level and 5% are in mild level of anxiety

In salary, no significance was found with anxiety. Even though there is no significance in less than ten thousand category 47.4% are in moderate level followed by 31.6% are in severe level, 15.8% are in mild level of anxiety and 5.3% are in normal level. No one are in extremely severe level. In ten to fifteen thousand, 29.6% falls in normal level, 25.9% are in severe level, 24.1% are in moderate level, 14.8% are in extremely severe level and 5.6% are in mild level. In more than fifteen thousand 29.5% are in normal level, 25% are in severe level, 20.5% are in moderate level, 20.5% are in extremely severe level and 4.5% are in mild level of anxiety.

In family type, no significance was found with anxiety. Even though there is no significance in nuclear type 27.7% are in severe level followed by 24.1% are in moderate level, 21.7% are in normal level, 19.3% are in extremely severe level and 7.2% are in mild level of depression. In joint family type 35.3% are in normal level followed by 32.4% are in moderate level, 23.5% are in severe level, 5.9% are in mild level and 2.9% are in extremely severe level of anxiety.

### **3. ASSOCIATION OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON STRESS AMONG PRESCHOOL TEACHERS DURING ONLINE TEACHING.**

This section deals with the tables that represent the association of selected socio-demographic variables on stress

**Table V- Association of selected socio demographic variables on stress among preschool teachers during online teaching.**

S No	Variables	Category	Normal	Mild	Moderate	Severe	Extremely severe	Chi Sq	df	P Value
1	Age	20-40	36(43.9%)	16(19.5%)	26(31.7%)	4(4.9%)	0	1.455	3	.693 <sup>NS</sup>
		41-60	17(48.6%)	9(25.1%)	8 (22.9%)	1(2.9%)	0			
2	Area of living	Rural	13(35.1%)	9(24.3%)	13(35.1%)	2(5.4%)	0	6.673	6	.352 <sup>NS</sup>
		Semi Urban	6(33.3%)	3(16.7%)	8(44.4%)	1(5.6%)	0			
		Urban	34(54.8%)	13(21.0%)	13(21.0%)	2(3.2%)	0			
3	Teachers Qualification	Ug with B.Ed.	19(65.5%)	5(17.2%)	5(17.2%)	0(0.0%)	0	17.485	15	.291 <sup>NS</sup>
		Ug without B.Ed.	6(27.3%)	6(27.3%)	9(40.9%)	1(4.5%)	0			
		Pg with B.Ed.	11(45.8%)	5(20.8%)	6(25.0%)	2(8.0%)	0			
		Pg without B.Ed.	4(26.7%)	3(20.0%)	6(40.0%)	2(3.3%)	0			
		Ug with special course	7(38.9%)	5(27.8%)	6(33.3%)	0(0.0%)	0			
		Pg with special course	6(66.7%)	1(11.1%)	2(22.2%)	0(0.0%)	0			
4	Uses of mobile or laptop for online classes	Laptop	14(40.0%)	6(17.1%)	12(34.3%)	3(8.6%)	0	3.355	3	.340 <sup>NS</sup>
		Mobile	39(47.6%)	19(23.2%)	22(26.8%)	2(2.4%)	0			
5	Teachers Experience	> 10 years	34(45.3%)	14(18.7%)	23(30.7%)	4(5.3%)	0	1.774	6	.939 <sup>NS</sup>
		11-20 years	13(43.3%)	8(26.7%)	8(26.7%)	1(3.3%)	0			
		<20 years	6(50.0%)	3(25.0%)	3(25.0%)	0(0.0%)	0			
6	Marital status	Married	44(44.0%)	22(22.0%)	29(29.0%)	5(5.0%)	0	1.236	3	.744 <sup>NS</sup>
		Unmarried	9(52.9%)	3(17.6%)	5(29.4%)	0(0.0%)	0			
7	No of children	Nil	14(58.3%)	5(20.8%)	5(20.8%)	0(0.0%)	0	5.412	6	.492 <sup>NS</sup>
		1	13(39.4%)	5(15.2%)	13(39.4%)	2(6.1%)	0			

		2 and 0more	26(43.3%)	15(25.0%)	16(26.7%)	3(5.0%)	0			
8	Salary	Less than 10,000	8(42.1%)	7(36.8%)	2(10.5%)	2(10.5%)	0	12.071	6	.060 <sup>NS</sup>
		10,000 - 15,000	28(51.9%)	9(16.7%)	14(25.9%)	3(5.6%)	0			
		More than 15,000	17(38.6%)	9(20.5%)	18(40.9%)	0(0.0%)	0			
9	Family type	Nuclear	34(41.0%)	17(20.5%)	30(36.1%)	2(2.4%)	0	8.545	3	.036 <sup>**</sup>
		Joint	19(55.9%)	8(23.5%)	4(11.8%)	3(8.8%)	0			

\*\* - significant at 5%, \*-significant at 1%, NS – Not significant

Table 5 depicts chi-square value to find out the association of the Socio-demographic profile with levels of stress. In this table no one is in under extremely severe level of stress

It was observed that the levels of stress have a significant association with family type at 5% levels, where respondents in joint family, 55.9% are in normal level of stress followed by 23.5% are in mild level, 11.8% are in moderate level and 8.8% are in severe level. No one is in extremely severe level. In nuclear family type, 41% are in normal level followed by 36.1% are in moderate level, 20.5 % are in mild level and 2.4% in severe level and no one in extremely severe level. There is no other significant association was observed with any other socio demographic factor with regard to the level of stress.

Glancing at the age, no significance was found with stress. Even though there is no significance, in 20-40 years, 43.9% are in normal level of stress followed by 31.7% are in moderate level, 19.5% are in mild level and 4.9% are in severe level. In 41-60 years, 48.6% fall in normal level of stress followed by 25% are in mild level, 22.9% are in moderate level and 2. % are in severe level. No one are in extremely severe level.

In area of living, no significance was found with stress. Even though there is no significance in rural category 35.1% are in normal level, 35.1% are in moderate level, 24.3% are in mild level and 5.4% are in severe level. In semiurban category, 44.4% are in moderate level, 33.3% are in normal level, 16.7% are in mild level and 5.6% are in severe level. In urban

category, 54.8% are in normal level, 21% are in moderate level, 21% are in mild level, and 3.2% are in severe level of stress.

In teachers' qualification, no significance was found with stress. Even though there is no significance, in UG with B.Ed. degree 65.5% are in normal level followed by 17.2% in moderate level, 17.2% are in mild level and no are under in severe level. In UG without B.Ed. degree 40.9% are in moderate level of stress followed by 27.3% are in normal level, 27.3% are in mild level and 4.5% are in severe level. In PG with B.Ed. degree 45.8% are in normal level of stress followed by 25.0% are in moderate level, 20.8% are in mild level and 8% are in severe level of stress. PG without B.Ed. degree 40% are in moderate level of stress followed by 26.7% are in normal level, 20% are in severe level and 3.3% are in severe level. In UG with special course degree 38.9% are in normal level of stress followed by 33.3% are in moderate level and 27.8% are in mild level. No one is in severe level. In PG with special course degree 66.7% are in normal level followed by 22.2% are in moderate level and 11.1% are in mild level. No one is in severe level.

From the uses of mobile or laptop for online classes, no significance was found with stress. Even though there is no significance the respondents who use laptop, 40% falls in normal level followed by 34.3% are in moderate level, 17.1% are in mild level and 8.6% are in severe level. In Mobile users 47.6% are in normal level, 26.8% are in moderate level, 23.2% are in mild level and 2.4% are in severe level.

Even though there is no significance in teacher's experience the respondents who have less than 10 years' experience 38.7% are in moderate level, 34.7% are in normal level, 16% are in mild level, 9.3% are in severe level and 1.3% are in extremely severe level of depression. In 11 to 20 years 40% are in normal level, 33.3% are in moderate level, 13.3% are in mild level and 3.3% are in severe level and no one are in extremely severe level. In more than 20 years of experience, 41.7% are under normal level of depression followed by 25% are in moderate level, 16.7% are in mild level and 16.7% are in severe level and no one is in extremely severe level.

Glancing at marital status, no significance was found with stress. Even though there is no significance in married category 44% are in normal level followed by 29% are in moderate level, 22% are in mild level of stress and 5% are in severe level. In unmarried category, 52.9% are in normal level, 29.4% are in normal level and 17.6% are in mild level and no one lies in severe level of stress.

In salary, no significance was found with stress. Even though there is no significance in less than ten thousand category 42.1% are in normal level followed by 36.8% are in mild level, 10.5% are in moderate level of stress and 10.5% are in severe level. No one falls under extremely severe level. In ten to fifteen thousand, 29.6% are in normal level, 51.9% are in normal level, 25.9% are in moderate level, 16.7% are in mild level and 5.6% are in severe level. In more than fifteen thousand 40.9% are in moderate level, 38.6% are in normal level, 20.5% are in mild level, and no one is in severe level.

With regards to the number of children, no significance was found with stress. Even though there is no significance in no child category 58.3% are in normal level followed by 20.8% are in moderate level and, 20.8% are in mild level. No one is in severe level. The respondents who have one child 39.4% and 39.4% are in normal and moderate level of stress respectively followed by 15.2% are in mild level and 6.1% are in severe level. In 2 and more category 43.3% are in normal, 26.7% are in moderate level, 25% are in mild level and 5% are in severe level of stress.

#### **D. DIFFERENCE OF SELECTED SOCIO-DEMOGRAPHIC VARIABLES ON DEPRESSION, ANXIETY AND STRESS AMONG PRESCHOOL TEACHERS DURING ONLINE TEACHING.**

This section deals with the tables that represent the difference of socio-demographic variables on depression, anxiety and stress among preschool teachers during online teaching

**Table VI- Difference of selected socio demographic variables on Depression, Anxiety and Stress among preschool teachers during online teaching.**

<b>Domains</b>	<b>Variable</b>	<b>Category</b>	<b>N</b>	<b>Mean rank</b>	<b>Z</b>	<b>P value</b>
<b>Depression</b>	Age	20-40	82	59.65	-.316	.752 <sup>NS</sup>
		41-60	35	57.49		
	Use of mobile or laptop for online classes	Laptop	35	65.50	-1.356	.175 <sup>NS</sup>
		Mobile	82	56.23		
	Marital status	Married	100	60.28	-.991	.321 <sup>NS</sup>
		Unmarried	17	51.47		
	Family type	Nuclear	83	63.58	-2.287	.022 <sup>**</sup>
		Joint	34	47.81		
<b>Anxiety</b>	Age	20-40	82	62.93	-1.922	.055 <sup>**</sup>
		41-60	35	49.79		
	Use of mobile or laptop for online classes	Laptop	35	65.31	-1.317	.188 <sup>NS</sup>
		Mobile	82	56.30		
	Marital status	Married	100	60.08	-.836	.403 <sup>NS</sup>
		Unmarried	17	52.65		
	Family type	Nuclear	83	63.78	-2.386	.017 <sup>**</sup>
		Joint	34	47.32		
<b>Stress</b>	Age	20-40	82	61.87	-1.400	.161 <sup>NS</sup>
		41-60	35	52.29		
	Use of mobile or laptop for online classes	Laptop	35	66.73	-1.612	.107 <sup>NS</sup>
		Mobile	82	55.70		
	Marital status	Married	100	59.48	-.372	.710 <sup>NS</sup>
		Unmarried	17	56.18		
	Family type	Nuclear	83	62.80	-1.893	.058 <sup>**</sup>
		Joint	34	49.74		

\*\* - significant at 5%, \*-significant at 1%, NS – Not significant

From above table 6, in **Depression**, the mean rank of 20-40 years female respondents is 59.65 and 41-60 years of female respondents is 57.49. This shows that 20-40 years respondents have higher mean rank than the 41-60years.and there is no significance between age and depression.

Glancing at the use of mobile or laptop for online classes, the mean rank of respondents of use mobile and laptop for online class are 65.50 and 56.23 respectively. This shows that respondents use mobile have higher mean rank than the laptop users. There is no significance between the use of mobile or laptop for online classes and depression.

With regard to the marital status, there is no significance between marital status and depression. Even though there is no significance the mean rank of respondents who are married (60.28) show higher mean rank than unmarried teachers (51.47).

From the family type, the mean rank of teachers from nuclear family is 63.58 and joint family is 47.81. The mean rank of respondents from nuclear family is higher than the respondents from joint family. Results also show that there exists statistical significance at 5% between family type and depression.

In **Anxiety**, the mean rank of 20-40 years female respondents is 62.93 and 41-60years female respondents is 49.79. This shows that 20-40 years respondents have higher mean rank than the 41-60 years and there exists statistical significance at 5%.

In the use of mobile or laptop for online classes, the mean rank of respondents of use mobile and laptop for online class are 65.31and 56.30 respectively. This shows that respondents use mobile have higher mean rank than the laptop users. There is no significance between use of mobile or laptop for online classes and anxiety.

Glancing at marital status, there is no significance between marital status and anxiety. Even though there is no significance the mean rank of respondents who are married (60.08) show higher mean rank than unmarried teachers (52.65).

From the family type, the mean rank of teachers from nuclear family is 63.78 and joint family is 47.32. The mean rank of respondents from nuclear family is higher than the respondents from joint family. Results also show that there exists statistical significance at 5% between family type and anxiety.

The result of this study is supported by the study conducted by **Naiara Ozamiz-Etxebarria and et.al (2021)** stated that older participants (>47 years) showed greater levels of anxiety ( $M = 8.35$ ) and stress ( $M = 7.69$ ), whilst the younger participants (23–35 years) showed higher stress scores ( $M = 7.52$ ) than those aged between 36 and 46 years.

In **Stress** the mean rank of 20-40 years female respondents is 61.87 and 41-60 years female respondents are 52.29. This shows that 20-40 years respondents have higher mean rank than the 41-60 years. There is between no significance age and stress.

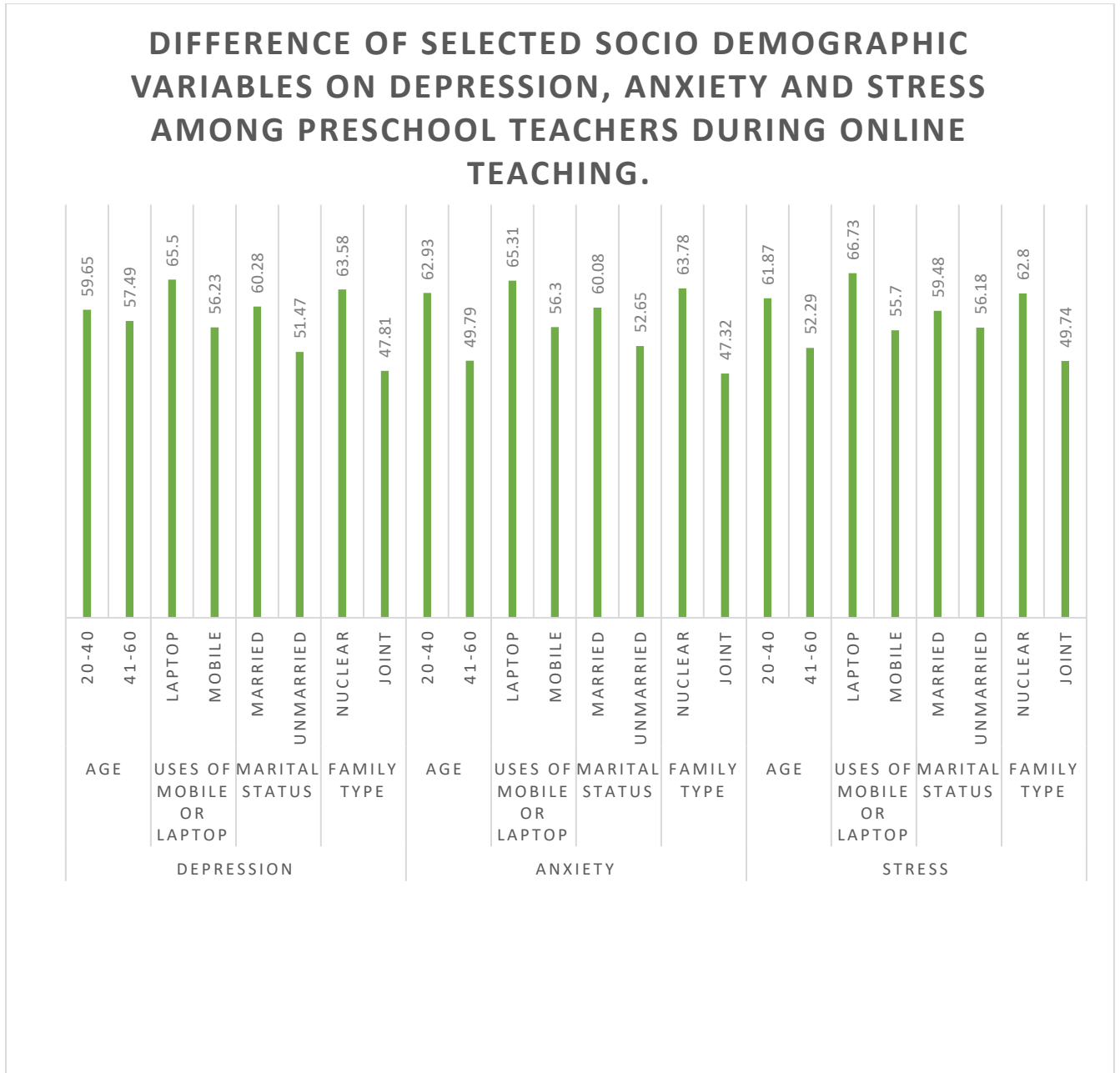
In the use of mobile or laptop for online classes, the mean rank of respondents who use mobile and laptop for online class are 66.73 and 55.70 respectively. This shows that respondents use mobile have higher mean rank than the laptop users but there does not exist any statistical significance in between use of mobile or laptop for online classes and stress.

With regard to the marital status, there is no significance between marital status and stress. Even though there is no significance the mean rank of respondents who are married (59.48) show higher mean rank than unmarried teachers (56.18).

From the family type, the mean rank of teachers from nuclear family is 62.80 and joint family is 49.74. The mean rank of respondents from nuclear family is higher than the respondents from joint family. Results also show that there exists statistical significance at 5% between family type and stress.

This study **MorKeleynikov and et.al., (2022)** has shown comparing the C2C-IT group to the control group showed no differences in terms of the participants' number of children, education level, education system, religiosity, or COVID-19 level of exposure. By contrast, the group differed in terms of age, years of seniority, and marital status. Specifically, the participants in the C2C-IT group were significantly younger, had fewer years of seniority, and differed in their marital status.

**Figure -2DIFFERENCE OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON DEPRESSION, ANXIETY AND STRESS AMONG PRESCHOOL TEACHERSDURING ONLINE TEACHING.**



**E. INFLUENCE OF SELECTED SOCIO-DEMOGRAPHIC VARIABLES ON DEPRESSION, ANXIETY AND STRESS AMONG PRESCHOOL TEACHERS DURING ONLINE TEACHING.**

This section deals with the tables that represent the influence of socio-demographic variables on depression, anxiety and stress among preschool teachers during online teaching

**1. INFLUENCE OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON DEPRESSION AMONG PRESCHOOL TEACHERS DURING ONLINE TEACHING.**

This section deals with the table that represent the influence of selected socio-demographic variables on Depression among preschool teachers during online teaching

**Table VII- Influence of selected socio demographic variables on depression among preschool teachers during online teaching.**

S No	Variables	Category	N	Mean rank	Chi sq (df)	P value
1	Area of living	Rural	37	71.47	8.855 (2)	.012**
		Semi-Urban	18	61.89		
		Urban	62	50.72		
2	Teachers Qualification	UG with B.Ed.	29	49.19	9.364 (5)	.095 <sup>NS</sup>
		UG without B.Ed.	22	73.77		
		PG with B.Ed.	24	55.46		
		PG without B.Ed.	15	69.57		
		UG with special course	18	58.36		
		PG with special course	9	47.61		
3	Teachers Experience	Less than 10 years	75	60.91	.680 (2)	.712 <sup>NS</sup>
		11-20 years	30	55.20		
		More than 20 years	12	56.54		
4	No of children	Nil	24	51.58	1.551 (2)	.461 <sup>NS</sup>
		1	33	59.39		
		2 or more	60	61.75		
5	Salary	Less than 10,000	19	58.08	.099 (2)	.952 <sup>NS</sup>
		10,000 - 15,000	54	60.06		
		More than 15,000	44	58.09		

\*\* - significant at 5%, \* - significant at 1%, NS – Not significant

From the above table 7, it is inferred that mean rank of respondents of rural area are 71.47, semiurban area is 61.89 and urban area are 50.72. Respondents of rural shows higher mean rank than other categories. p value shows that there exists significance at 5% between area of living and depression.

Glancing at teacher's qualification, the mean rank of teachers with UG with B.Ed., UG without B.Ed., PG with B.Ed., PG without B.Ed., UG with special course, and PG with special course are 49.19, 73.77, 55.46, 69.57, 58.36 and 47.61 respectively. UG without B.Ed. has more mean rank than other categories. There does not exist significance between depression and teacher's qualification.

In teacher's experience, the mean rank of less than 10 years, 11-20 years, more than 20 years are 60.91, 55.20, and 56.54 respectively. Even though there is a difference in the mean and less than 10 years of experience shows more mean rank and there does not exist any statistical significance between depression and teachers' education.

With regard to the number of children, the mean ranks of the categories no children, 1 child and 2 or more children are 51.58, 59.39 and 61.75 respectively. In this 2 or more children category has high mean rank compared with other categories and there is no significant between depression and no. of children

According to salary, the mean rank of less than ten thousand, ten thousand to fifteen thousand and more than fifteen thousand are 58.08, 60.06 and 58.09 respectively. Mean rank of respondents who earn ten thousand to fifteen thousand has more rank than other categories. There does not exist any statistically significant between depression and teachers' salary

**2. INFLUENCE OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON ANXIETY AMONG PRESCHOOL TEACHERS DURING ONLINE TEACHING.**

This section deals with the table that represent the influence of selected socio-demographic variables on anxiety among preschool teachers during online teaching

**Table VIII- Influence of selected socio demographic variables on anxiety among preschool teachers during online teaching.**

S No	Variables	Category	N	Mean rank	Chi sq (df)	P value
1	Area of living	Rural	37	63.82	7.581 (2)	.023**
		Semi Urban	18	74.67		
		Urban	62	51.57		
2	Teachers Qualification	UG with B.Ed.	29	45.36	12.63 2 (5)	.027**
		UG without B.Ed.	22	71.93		
		PG with B.Ed.	24	51.65		
		PG without B.Ed.	15	71.90		
		UG with special course	18	67.39		
		PG with special course	9	52.67		
3	Teachers Experience	Less than10 years	75	61.15	1.582 (2)	.453 <sup>NS</sup>
		11-20 years	30	58.02		
		More tha20 years	12	48.04		
4	No of children	Nil	24	51.31	1.977 (2)	.372 <sup>NS</sup>
		1	33	64.06		
		2 and more	60	59.29		
5	Salary	Less than 10,000	19	58.05	.126 (2)	.939 <sup>NS</sup>
		10,000 - 15,000	54	58.17		
		More than 15,000	44	60.43		

\*\* - significant at 5%, \*-significant at 1%, NS – Not significant

From the above table 8, it is inferred that mean rank of respondents of rural are 63.82, semiurban are 74.67 and urban are 51.57. Respondents of semi-urban shows higher mean rank than other categories. This shows that significance exist at 5%.

In teacher's qualification, the mean rank of UG with B.Ed., UG without B.Ed., PG with B.Ed., PG without B.Ed., UG with special course, and PG with special course are 45.36, 71.93, 51.65, 71.90, 67.39 and 52.67 respectively. UG without B.Ed. has more mean than other categories and. There is a statistically significant exist at 5% between anxiety and teacher's qualification.

Glancing at teacher's experience, the mean rank of less than 10 years, 11-20 years, more than 20 years are 61.15, 58.02, and 48.04 respectively. Even though there is a difference in the mean and less than 10 years of experience show more mean rank and there does not exist any statistical significance between anxiety and teachers' education.

According to the Number of children, the mean ranks of the categories no children, 1 child and 2 or more children are 51.31, 64.06 and 59.29 respectively. In these respondents who have 1 child has mean rank compared with other categories and there is no significant between anxiety and number of children.

With regards to the salary, the mean rank of less than ten thousand, ten thousand to fifteen thousand and more than fifteen thousand are 58.05, 58.17 and 60.43 respectively. Mean rank of respondents who earn more than fifteen thousand has more mean rank than other categories and there does not exist any statistically significant between anxiety and teachers' salary.

### 3. INFLUENCE OF SELECTED SOCIO DEMOGRAPHIC VARIABLES ON STRESS AMONG PRESCHOOL TEACHERS DURING ONLINE TEACHING.

This section deals with the table that represent the influence of selected socio-demographic variables on stress among preschool teachers during online teaching

**Table IX- Influence of selected socio demographic variables on stress among preschool teachers during online teaching.**

S No	Variables	Category	N	Mean rank	Chi sq (df)	P value
1	Area of living	Rural	37	66.47	6.496 (2)	.039**
		Semi Urban	18	69.36		
		Urban	62	51.53		
2	Teachers Qualification	Ug with B.Ed.	29	46.59	11.709 (5)	.039**
		Ug without B.Ed.	22	72.61		
		Pg with B.Ed.	24	53.60		
		Pg without B.Ed.	15	73.13		
		Ug with special course	18	62.86		
		Pg with special course	9	48.83		
3	Teachers Experience	Less than 10 years	75	60.52	.984 (2)	.612 <sup>NS</sup>
		11-20 years	30	58.77		
		More than 20 years	12	50.08		
4	No of children	Nil	24	52.35	1.285 (2)	.526 <sup>NS</sup>
		1	33	62.38		
		2 and more	60	59.80		
5	Salary	Less than 10,000	19	63.71	1.407 (2)	.495 <sup>NS</sup>
		10,000 - 15,000	54	55.05		
		More than 15,000	44	61.82		

\*\* - significant at 5%, \*-significant at 1%, NS – Not significant

From the above table 9, it is inferred that mean rank of respondents of rural are 66.47, semiurban are 69.36 and urban are 51.53. Respondents of semiurban shows higher mean rank than other categories. This shows that significance exist at 5%.

Glancing at teacher's qualification, the mean rank of UG with B.Ed., UG without B.Ed., PG with B.Ed., PG without B.Ed., UG with special course, and PG with special course are 46.59, 72.61, 53.60, 73.13, 62.86 and 48.83 respectively. PG without B.Ed. has more mean than other categories. This shows that significant exist at 5%.

In teacher's experience, the mean rank of less than 10 years, 11-20 years, more than 20 years are 60.52, 58.77 and 50.08 respectively. Even though there is a difference in the mean and less than 10 years of experience show more mean rank and there does not exist any statistical significance between stress and teachers' education.

With regard to the Number of children, the mean ranks of the categories no children, 1 child and 2 or more children are 52.35, 62.38 and 59.80 respectively. In this respondent have 1 child category has mean rank compared with other categories. There is no significant between stress and no. of children

According to salary, the mean rank of less than ten thousand, ten thousand to fifteen thousand and more than fifteen thousand are 63.71, 55.05 and 61.82 respectively. Mean rank of respondents who earn less than ten thousand has more rank than. There does not exist any statistically significant between stress and teachers' salary

## **F. CORRELATION BETWEEN DEPRESSION, ANXIETY AND STRESS AMONG PRESCHOOL TEACHERS DURING ONLINE TEACHING**

This section deals with the table that represent the correlation between the depression, anxiety and stress among preschool teachers during online teaching

**Table X-Correlation between Depression, Anxiety and Stress among preschool teachers during online teaching**

Variable	Correlation	Depression	Anxiety	Stress
<b>Depression</b>	Correlation	1	.760**	.726**
	Sig.		.000	.000
<b>Anxiety</b>	Correlation		1	.827**
	Sig.			.000
<b>Stress</b>	Correlation			1
	Sig.			

\*\* . Correlation is significant at the 1% level.

Table 10 describes the correlation between Depression, Anxiety and Stress among preschool teachers during online teaching. The correlation coefficient value of .000 revealed that there is a significant relationship at a 1% level between Depression, Anxiety and Stress. It could be concluded that depression, anxiety and stress are positively correlated with each other.

This study **Naiara Ozamiz-Etxebarria and et.al (2021)**: This meta-analysis shows that the proportion of teachers suffering from anxiety, stress, or depression during the COVID-19 pandemic is considerable supports. The study contributes to a better understanding of the association among female pre-school teachers' work overload, parenting stress, work-family conflict, and job satisfaction.

# *Summary and conclusion*

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## V.SUMMARY AND CONCLUSION

The current study was meant to find out the “**Depression, Anxiety and Stress among preschool teachers during online teaching**”. A sample size of 117 female preschool teachers was selected for the conduct of the study. Depression, Anxiety and Stress level was analysed with the help of DASS questionnaire. The DASS is a 42-item questionnaire which includes three self-report scales designed to measure the negative emotional states of depression, anxiety and stress. The DASS may be administered either in groups or individually for research purposes. The data was evaluated by appropriate statistical applications like Percentage analysis, Chi square test, Kruskal-Wallis Test, Mann –Whitney U Test and Correlation analysis.

### A. Socio demographic profile of the respondents

#### 1. Background information of the selected respondents

- Among the selected respondents, the majority of them were found in the age group 20-40 years with percentage of 70.1% and remaining 29.9 % of the respondents are in the age group of 41-60 years.
- In area of living, majority lives in urban area with percentage of 53.0%, followed by 31.6% are residing in rural area and 15.4% staying in semi-urban area.
- In the level of educational qualification of the teachers, there are 24.8% and 18.8% graduated in UG with B.Ed. and without B.Ed., teachers graduated in PG with B.Ed. and without B.Ed. are 20.5% and 12.8% and 15.4% and 7.7 % of the respondents are graduates of UG and PG with special course.
- Among the 117 respondents, majority of respondents uses mobile for their online classes with 70.1% and less with 29.9% respondents use laptop.
- With regards to teacher’s experience, a greater number of teachers i.e., 64.1% of respondents have less than 10 years of experience, 25.6% of the respondents have 11-20 years of experience, 10.3% have more than 20 years of experiences.
- Tracing at the marital status of the respondents, more than half of the respondents that is 85.5% were married and 14.5% are unmarried.

- With regard to the number of children 51.3% of the respondents have 2 and more children, 28.2% have one child and 20.5% have no child.
- In the salary 16.2% of the respondents earn less than ten thousand, most of the respondents i.e., 46.2 % of them earn between ten to fifteen thousand and 37.6% had more than fifteen thousand salaries.
- In family type, most of the respondents' i.e.,70.9% of them is from nuclear family and the rest 29.1% of them are from joint family.

## **2. Conduct of online classes**

- With regards of duration of online classes, the respondents who take less than 3hours of class are 95.7% and more than 3 hours are 4.3%.
- Glancing at the number of hours taken for preparation for online classes, respondents who take preparation less than 3hours are 98.3% and more than 5hours are 1.7%.
- In number of days in a week of online class, 9.4% have 1-3 days and 90.6% have 5 days.
- About the home environment is suitable to conduct online class, the respondents who said yes are 75.2%, It's okay are 1.7% and No are 23.1%.
- With regards in preparation for online classes is very tiring the respondents who said yes, of course are 38.5%, got used or sometimes are 3.4% and no, not much are 58.1%.
- From the question online classes are stressful who said yes are 55.6%, sometimes are 10.3% and No are 34.2 %

## **B. Level of Depression, anxiety and stress among preschool teachers during online teaching**

- In depression level, 36.8% of the respondents are in normal level of depression followed by 38.5% are under moderate level of depression, 15.4% respondents are in mild level, 8.5 % are in severe level and 0.9% in extremely severe in depression.
- In anxiety level, 26.5% are under moderate level of anxiety followed by 26.5 % are in severe level, 25.6% of the respondents are in normal level

of anxiety, 14.5% in extremely severe in anxiety and 6.8% respondents are in mild level.

- In stress level, majority of the respondents with 45.3% are in normal level of stress followed by 29.1% are under moderate level of stress, 21.4% respondents are in mild level, 4.3 % are in severe level and no one in extremely severe in stress.

### **C. Association of selected socio-demographic variables on Depression, anxiety and stress among preschool teachers during online teaching**

#### **1. Association of selected socio-demographic variables on Depression among preschool teachers during online teaching**

- It was observed that the levels of depression have a significant association with area of living at 5% levels and marital status at 5% levels and no other significance were found with any other socio demographic factor with regard to the level of depression.

#### **2. Association of selected socio-demographic variables on Anxiety among preschool teachers during online teaching**

- It was observed that the levels of anxiety have a significant association with use of mobile or laptop for online classes at 5% levels. No other significance was found with any other socio demographic factor with regard to the level of anxiety.

#### **3. Association of selected socio-demographic variables on Stress among preschool teachers during online teaching**

- It was observed that the levels of stress have a significant association with family type at 5% levels. No other significance was found with any other socio demographic factor with regard to the level of stress.

#### **D. Differences of selected socio-demographic variables on Depression, anxiety and stress among preschool teachers during online teaching**

- In **Depression**, glancing at the age, 20-40 years respondents have higher mean rank than the 41-60 and there is no significance between age and depression.
- About the use of mobile or laptop for online classes, the respondents use mobile have higher mean rank than the laptop users. There is no significance between the use of mobile or laptop for online classes and depression.
- With regard to the marital status, there is no significance between marital status and depression. Even though there is no significance the mean rank of respondents who are married show higher mean rank than unmarried teacher.
- From the family type, the mean rank of respondents from nuclear family is higher than the respondents from joint family. Results also show that there exists statistical significance at 5% between family type and depression.
- In **Anxiety**, shows that 20-40 years respondents have higher mean rank than the 41-60 years and there exists statistical significance at 5%.
- In the use of mobile or laptop for online classes shows that respondents use mobile have higher mean rank than the laptop users. There is no significance between use of mobile or laptop for online classes and anxiety.
- Glancing at marital status, there is no significance between marital status and anxiety. Even though there is no significance the mean rank of respondents who are married show higher mean rank than unmarried teachers.
- From the family type, the mean rank of respondents from nuclear family is higher than the respondents from joint family. Results also show that there exists statistical significance at 5% between family type and anxiety.

- **In Stress** glancing at age shows that 20-40 years respondents have higher mean rank than the 41-60 years. There is no significance between age and stress.
- In the use of mobile or laptop for online classes, shows that respondents use mobile have higher mean rank than the laptop users. There is no significance between use of mobile or laptop for online classes and stress.
- With regard to the marital status, there is no significance between marital status and stress. Even though there is no significance the mean rank of respondents who are married show higher mean rank than unmarried teachers.
- From the family type, the mean rank of respondents from nuclear family is higher than the respondents from joint family. Results also show that there exists statistical significance at 5% between family type and stress.

**E. Influence of selected socio-demographic variables on Depression, anxiety and stress among preschool teachers during online teaching**

**1. Influence of selected socio-demographic variables on Depression among preschool teachers during online teaching**

- In area of living, respondents of rural shows higher mean rank than other categories and p value shows that there exists significance at 5% between area of living and depression.
- Glancing at teacher's qualification PG without B.Ed. has more mean rank than other categories. There does not exist significance between depression and teacher's qualification.
- In teacher's experience, even though there is a difference in the mean and less than 10 years of experience shows more mean rank and there does not exist any statistical significance between depression and teachers' education.
- With regard to the number of children, in this 2 or more children category has high mean rank compared with other categories and there is no significant between depression and no. of children

- According to salary, Mean rank of respondents who earn ten thousand to fifteen thousand has more rank than other categories. There does not exist any statistically significant between depression and teachers' salary.

## **2. Influence of selected socio-demographic variables on Anxiety among preschool teachers during online teaching**

- In area of living Respondents of semi-urban shows higher mean rank than other urban and rural. This shows that significance exist at 5%.
- In teacher's qualification, UG without B.Ed. has more mean than other categories. There is a statistically significant exist at 5% between anxiety and teacher's qualification.
- Glancing at teacher's experience, even though there is a difference in the mean and below 10 years of experience show more mean rank and there does not exist any statistical significance between anxiety and teachers' education.
- According to the Number of children, in these respondents who have 1 child has mean rank compared with who have no children and 2 or more children and there is no significant between anxiety and number of children.
- With regards to the salary, mean rank of respondents who earn more than fifteen thousand has more mean rank than other categories and there does not exist any statistically significant between anxiety and teachers' salary.

## **3. Influence of selected socio-demographic variables on Stress among preschool teachers during online teaching**

- With regard to the area of living, respondents of semiurban shows higher mean rank than other categories. This shows that significance exist at 5%.
- Glancing at teacher's qualification, PG without B.Ed. has more mean than other categories. This shows that significant exist at 5%.

- In teacher's experience, even though there is a difference in the mean and below 10 years of experience show more mean rank and there does not exist any statistical significance between stress and teachers' education.
- With regard to the Number of children, the mean ranks of the categories no children, 1 child and 2 or more children are 52.35, 62.38 and 59.80 respectively. In this respondent have 1 child category has mean rank compared with other categories. There is no significant between stress and no. of children
- According to salary, the mean rank of less than ten thousand, ten thousand to fifteen thousand and more than fifteen thousand are 63.71, 55.05 and 61.82 respectively. Mean rank of respondents who earn less than ten thousand has more rank. There does not exist any statistically significant between stress and teachers' salary

**F. Correlation between depression, anxiety and stress among preschool teachers during online teaching**

- The correlation coefficient value of .000 revealed that there is a significant relationship at a 1% level between Depression, Anxiety and Stress. It could be concluded that depression, anxiety and stress are positively correlated with each other

**VI. LIMITATION OF THE STUDY**

- Due to limitation of sample size, the findings of the current study would not be able to generalize to the population
- The study can be done with teachers handling higher classes and male teachers for bringing out the variation in results.
- Contacting a greater number of preschool teachers due to covid protocols.

## **RECOMMENDATION FOR FURTHER STUDY**

- Plan for the intervention programme for preschool teachers who have more Depression, Anxiety and Stress.

## **CONCLUSION**

The present study clearly concludes that there is a positive correlation between depression, anxiety and stress among preschool teachers during online teaching. The study has identified that there is a significance in selected variables like area of living and marital status with depression, use of mobile or laptop for online class with anxiety and family type with stress among preschool teachers during online teaching.

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# *APPENDIX*

## INSTITUTIONAL HUMAN ETHICS COMMITTEE



### *Avinashilingam*

Institute for Home Science and Higher Education for Women  
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3  
of UGC Act 1956) Re-accredited with 'A++' Grade by NAAC.  
Recognised by UGC Under Section 12 B  
Coimbatore-641 043, Tamil Nadu, India

#### **Chairman**

Dr.Sudha Ramalingam  
Director-Research & Innovation,  
Professor-Community Medicine,  
PSG Institute of Medical Sciences  
& Research, Coimbatore

#### **Member Secretary**

Dr.S.Uma Mageshwari  
Professor and Head,  
Department of Food Service  
Management & Dietetics

#### **Members**

Mr.K.Arunmoli (Legal Expert)  
Dr.Subhashini K. Sripathi  
Dr.A.Saraswathy (Medical Officer)  
Ms.D.Kavitha  
Dr.A.R.Sudamani Ramasamy  
Dr.G.Victoria Naomi  
Dr. Judith Justin  
Dr.AnithaSubash

08<sup>th</sup> March 2022

To  
Ms.Priyanka NK  
Department of Human Development  
Avinashilingam Institute for Home Science and  
Higher Education for Women  
Coimbatore – 641 043

Dear Priyanka NK,

Ref: Your proposal No. IHEC/21-22/HD-14 entitled  
“Depression, Anxiety and Stress among Preschool Teachers during  
Online Teaching” resubmitted for approval to IHEC on 02.03.2021.

The Institutional Human Ethics Committee of our University  
hereby grants approval to your research proposal No. IHEC/21-22/  
HD-14 entitled “Depression, Anxiety and Stress among Preschool  
Teachers during Online Teaching” resubmitted by you. The  
Approval number for the same is AUW/IHEC/HD-21-22/XPD-14.

We wish you all the best in your research endeavours.

Regards,

*S. Uma Mageshwari*  
Dr.S.Uma Mageshwari  
Member Secretary



22.11.2021

From,  
Priyanka NK (20phd017)  
M.Sc. Human Development  
Department of Human Development  
Avinashilingam Institute of Home Science and Higher Education For Women,  
Coimbatore - 43

To, C.R.R Matric Hr. Sec School  
ondipudur  
coimbatore-641016

Subject: Seeking permission for data collection

Respected Sir/ Madam,

With respect, I, Priyanka NK, am a 2<sup>nd</sup> year PG student in the Department of Human Development at the Avinashilingam Institute of Home Science and Higher Education for Women, Coimbatore in Tamil Nadu. As a part of my curriculum, I am doing a Dissertation on "Depression, Anxiety, and Stress, among preschool teachers during online ~~and offline~~ teaching" under the supervision of Mrs. S Rajkumari, Assistant Professor in Human Development Dept. In connection with this, I request your kind self to give permission to collect data from the preschool teachers of your esteem Institute. The collected data will be used only for research purpose.

Thank you for your time and consideration in this matter.

Yours sincerely,

*N.K. Priyanka*  
Priyanka NK

*S. Rajkumari*

*Prin* 22/11/2021

*M-T*  
PRINCIPAL  
C. R. R. Matric. Hr. Sec. School  
ONDIPUDUR, COIMBATORE - 641 016  
*23/11/2021*

## GENERAL BACKGROUND INFORMATION

1. Name:
2. Age:
3. Date of birth:
4. Gender:
5. Area of living:
  - Rural
  - Urban
  - Semi urban
6. Educational Qualification of the teacher:
7. Uses mobile or laptop for online classes
  - Mobile
  - Laptop
8. Years of teaching experience:
9. Subject/activities handled by the teachers:
10. Marital status: married / Unmarried / divorced / widow
11. No of children:
12. Salary:
  - Less than 8,000
  - 8,000 – 10,000
  - 10,000 – 15,000
  - More than 15.000
13. Family type:
  - Nuclear
  - Joint
14. No of hours you take online classes:
15. Duration of online classes:
16. No of hours you take for preparation for online classes:
17. How many days in a week you have online classes?
18. Is your home environment being suitable to conduct online classes?
19. Preparation for online classes is very tiring:
20. Online classes are stressful:

## DEPRESSION ANXIETY AND STRESS SCALE(DASS)

by Lovibond, S.H & Lovibond P.f. (1995)

<b>DASS</b>		<i>Name:</i>	<i>Date:</i>
Please read each statement and circle a number 0, 1, 2 or 3 which indicates how much the statement applied to you <i>over the past week</i> . There are no right or wrong answers. Do not spend too much time on any statement.			
<i>The rating scale is as follows:</i>			
0 Did not apply to me at all			
1 Applied to me to some degree, or some of the time			
2 Applied to me to a considerable degree, or a good part of time			
3 Applied to me very much, or most of the time			
1	I found myself getting upset by quite trivial things	0	1 2 3
2	I was aware of dryness of my mouth	0	1 2 3
3	I couldn't seem to experience any positive feeling at all	0	1 2 3
4	I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion)	0	1 2 3
5	I just couldn't seem to get going	0	1 2 3
6	I tended to over-react to situations	0	1 2 3
7	I had a feeling of shakiness (eg, legs going to give way)	0	1 2 3
8	I found it difficult to relax	0	1 2 3
9	I found myself in situations that made me so anxious I was most relieved when they ended	0	1 2 3
10	I felt that I had nothing to look forward to	0	1 2 3
11	I found myself getting upset rather easily	0	1 2 3
12	I felt that I was using a lot of nervous energy	0	1 2 3
13	I felt sad and depressed	0	1 2 3
14	I found myself getting impatient when I was delayed in any way (eg, lifts, traffic lights, being kept waiting)	0	1 2 3
15	I had a feeling of faintness	0	1 2 3
16	I felt that I had lost interest in just about everything	0	1 2 3
17	I felt I wasn't worth much as a person	0	1 2 3
18	I felt that I was rather touchy	0	1 2 3
19	I perspired noticeably (eg, hands sweaty) in the absence of high temperatures or physical exertion	0	1 2 3
20	I felt scared without any good reason	0	1 2 3
21	I felt that life wasn't worthwhile	0	1 2 3

<i>Reminder of rating scale:</i>					
0 Did not apply to me at all					
1 Applied to me to some degree, or some of the time					
2 Applied to me to a considerable degree, or a good part of time					
3 Applied to me very much, or most of the time					
22	I found it hard to wind down	0	1	2	3
23	I had difficulty in swallowing	0	1	2	3
24	I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25	I was aware of the action of my heart in the absence of physical exertion (eg, sense of heart rate increase, heart missing a beat)	0	1	2	3
26	I felt down-hearted and blue	0	1	2	3
27	I found that I was very irritable	0	1	2	3
28	I felt I was close to panic	0	1	2	3
29	I found it hard to calm down after something upset me	0	1	2	3
30	I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3
31	I was unable to become enthusiastic about anything	0	1	2	3
32	I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33	I was in a state of nervous tension	0	1	2	3
34	I felt I was pretty worthless	0	1	2	3
35	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36	I felt terrified	0	1	2	3
37	I could see nothing in the future to be hopeful about	0	1	2	3
38	I felt that life was meaningless	0	1	2	3
39	I found myself getting agitated	0	1	2	3
40	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41	I experienced trembling (eg, in the hands)	0	1	2	3
42	I found it difficult to work up the initiative to do things	0	1	2	3