CHAPTER I

INTRODUCTION

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1.1 Introduction

The Indian society is currently undergoing large-scale socio-cultural transformation owing to the introduction of effective mass media and increasing interactions with other cultures. Its effect, however, is being experienced differently in the diverse segments of the population. In this century, we have developed many fields to satisfy our needs. Man's needs were limited earlier, so the development was seen. A lot of advancement has taken place in technology, science and industrial areas. The change in lifestyles, values and attitudes has serious implications for the health of adolescents and youth. This needs careful analysis.

Now a days, everyone seems to be talking about stress. We hear it not only in daily conversation, but also through television, radio, the newspaper and the constantly increasing number of conferences, stress centers, and university courses that are devoted to the topic. The businessmen think of it as frustration or emotional tension, the air traffic controller as a problem of concentration, the biochemist and endocrinologist as a purely chemical event, the athlete as muscular tension. This list could be extended to almost every human experience or activity, and somewhat surprisingly, most

people, think of their own occupation as being the most stressful. Similarly, most of us believe that ours is "the age of stress" forgetting that the caveman's fear of being attacked by wild animals while he slept, or dying from hunger, cold or exhaustion, must have been as stressful as our fear of a world war, the crash of the stock exchange, overpopulation or the unpredictability of the future.

Many incidents in our surrounding affect us a lot positively or negatively. We are involved many activities in our day to day life. These activities also affect us. Reacting to these activities and events create tension that affect both muscles and nerves, which we sometimes do not feel. One gets angry but can't tell the reason, why? Fear, anxiety, confusion, anger, fatigue, despair all these factors affect our mind and body. Due to this stress is created on face, nerves. As a result, an individual gets under tension and has unwanted habits like unnecessary movement of fingers, nail biting, moving legs, speaking loudly, giving stress on neck etc.

Whether the stresses of life today are less or greater than they in prehistoric times cannot be determined. However that may be, there can be no doubt that modern life is stressful. Rape, assault, pollution, hurricanes, crowded surroundings, bombings, terrorism, overwork, death of spouse, illness, poverty, unemployment, divorce, conflict and undignified old age are

some of the sources of stress in today's world. Such events are called stressors. When they are severe or last for a long time, they may produce many and varied symptoms. Those are listed below –identified by Selye (1976).

1.   Irritability, hyperexcitation or depression.

2.   Impulsive behaviour, emotional instability.

3.   Floating anxiety, fear without knowing what we are afraid of.

4.   Tension and alertness: the feeling of being 'keyed up'.

5.   Fatigue,loss of the joy of living

6.   The overpowering urge to run or cry.

7.   Pounding heart.

8.   Dryness of mouth and throat

9.   Frequent needs of urinate.

10.   Diarrhea, indigestion, upset stomach, vomitting

11.   Premenstrual tension, missed menstrual cycles.

12.   Sweating.

13.   Loss of or excessive appetite.

14.   Increased smoking.

15.   Increased use of legal drugs.

16.   Alcohol and drug addiction.

17.   Insomnia.

18.   Trembling, nervous tics.

19.   Easily startle, by small sounds.

20.   Bruxism, grinding the teeth.

21.   Hypermotility, restless moving about.

22.   High-pitched, nervous laughter.

23.   Inability to concentrate.

24.   Feeling of unreality.

25.   Stuttering and other speech difficulties.

26.   Migraine headaches.

27.   Hightmares.

28.   Psychoses.

29.   Accident proneness

Stress is a global term for the body's reactions to environmental conditions with which we cannot easily cope. Thus we can speak of stress as a bodily response and of stressors as those situations in the environment that present challenges, or that are disturbing and that lead to stress cannot be determined nor can its effects on mental health be determined very precisely.

There would be no problems of adjustment if one's needs were automatically gratified in society without resistance. But life is not so simple

modern society is plagued with a number of problems in all walks of life. Obstacles and barriers come in the way of fulfillment of needs caring frustrations and tension in the minds of people. Frustrations may be caused either by personal factors or by their interplay. Stresses may be caused by a number of factors that may affect the mental health of people and if stress continues for a long period it may lead to maladjustment.

1.2 Concept of Stress:

It is very difficult to define precisely the term stress because it has been differently used in psychological literature and no two psychologists agree on a single definition of the term. There are no doubt that much our stress comes from expectation and demands of others but a great deal of it also comes from the way we react to these demands.

(1) Dr.Peter defined stress in his book, "How to cope with Stress," (1983) as,

"The reaction of mind and body to change."

"The non-specific result of any demand upon the body."

Stress in an inevitable part of modern life where every step the individual has to face cut throat competition in the society.

1.3 Types of stress:

Stress may be of two types: Positive and negative. Positive stress is not harmful whereas negative stress is injurious to the mental health of the individual.

1.4 Effects of sterss: Loss of appetite, anxiety, sleep disturbances, predisposition to illness, etc. are the effects of sterss. We are constantly exposed to stress. Change implies stress, decisions are stressful all of life, no matter how simple, is stressful.

Holmes and Rahe (1967) attempted to identify the most stressful changes that might occur in a person's life. They listed forty- three events, termed life-change events, ranging from the death of a spouse to changes in eating habits, vacations etc.

1.5 Historical Background of Teacher Education:

The origin of modern teacher education lies in the establishment of the Normal School by Da la Salle in 1685 at Rheim, (Cole L. -1965). Danish Missionaries first established the teacher training institutions in India in the last quarter of 18th century, basically for the primary level. Training for the secondary level started much later, in the beginning of twentieth century.

Education makes a revolutionary change in human life and also effective for growth of nation. So the place of teacher is very important and becoming more and more respectable in society. Education is bipolar process. Teacher is one pole of this process. Hence training of teacher is required milestone in the present position of education.

Once a question was posed to John F. Kennedy, the past president of the U.S.A.-How are we going to get the best education in the world? The answer was, 'One of the ways is to have best trained and responsible teachers'.

Kothari Commission emphasized the important role of the teacher as an agent of the envisaged economic and social change as well as that of a technician. It made a clear –cut and forceful recommendation for the improvement in teacher education programme of the country. It stated: A sound programme of professional education of teacher is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions.

If the above statement it is deciphered, the following assumptions stand out, which have a bearing on the planning and organization of research in

the area of teaching, teacher behaviour, teacher education, perhaps more appropriately in a broad perspective, on the state of the art of teacher effectiveness.

Assumption 1: Sound professional teacher education is essential for the qualitative improvement of education.

Assumption 2: Small financial investment in teacher education can yield very rich dividends in terms of improvement in the education of millions.

Taking into consideration the recommendation of this commission, to make teacher education sound enough, Stress Reduction Techniques are going to help a lot.

In the training programme of teachers, the colleges of education play a most important and crucial role. Now a days, they are centers of attraction between the large crowd of students and their parents. Society has also realized the vital role of teacher, his training and importance of education in human life. To be effective, teacher is supposed be perfectly healthy, physically sound and mentally stable. To make student teachers feel free in the course, the stress reduction model is going to help a lot. If the teacher is mentally sound and physically fit then job satisfaction is more. If the teacher is satisfied in the job his commitment towards the profession increases and the total result will be effective teaching. Then only the process of education is going to be more effective.

In the present situation, the conventional methods of teaching are proving less important. So, use of innovative teaching strategies is required. Fortunately, models of teaching are serving the purpose. Models of teaching are useful for developing knowledge, socialization of an individual, personal development, modification in learner behaviour.

Stress Reduction Model that is helpful in modifying teacher behaviour belongs to Behavioural Models Family. The models of teaching are introduced in brief here.

1.6 The Concept of Models of Teaching:

Extensive ranges of teaching and learning strategies have been available. Some are person centred, some group centered, some information and idea centred, and others focus or tasks and reinforcement schedules. (Joyce and Weil, 1972) Models of teaching are prescriptive teaching strategies. (Eggan et. al.1979). General approaches to teaching are applicable to all teaching situations but models of teaching are not cure to all or applicable to all teaching situations. Models of teaching are not substitutes for teaching skills. They are rather complementary. Recently, models of teaching have come up as innovative practices of teaching.

In order to have better understanding of the concept of models of teaching of definitions are given below:

' A model of teaching consists of guidelines for designing educational activities and environments. It specifies ways of teaching and learning that are intended to achieve certain kinds of goals. A model includes a rational, a theory that justifies it and describes what is good for and why, the rationale may be accompanied by empirical evidence that it works.'

Another definition given by Weil and Joyce is -

"A model of teaching is a plan or pattern that can be used to shape curriculum (long term courses of studies) to design instructional materials, and to guide instruction in the classroom and other settings."

1.7 Characteristics of Models of Teaching:

1. Models are designed to realize specific instructional goals.

2. A model of teaching consists of guidelines for designing educational activities and environments.

3. A model is a kind of plan used to design different courses of study.

4. Models describe What teacher and students do in the classroom, how do they interact, how do they use instructional material and how these activities affect what students learn.

5. Creation of an appropriate environment is the basic assumption on which all models of teaching are founded.

1.8 Assumptions of models of Teaching:

Carroll (1963, p. 724) states three assumptions of the model.

1. The work of the school can be broken into a series of discrete learning tasks.

2. The model applies to only one learning task at a time.

3. Learning tasks may play a role in support of attitude development.

These assumptions are to be considered while a model is put to use.

1.9 Classification of Models of Teaching:

In the present study classification done by Joyce and Weil is considered. They have identified 24 models, which are classified into four families as follows.

1.Information processing models -------7

2.Social interaction models-------------6

3.Personal models----------------------5

4.Behaviour modification models------6

All these four families of models are described in short in the next paragraph.

1.9.1 Information Processing Models:

These models aim at intellectual growth rather than emotional and social development of an individual. The development of pupils' intellectual

skills and acquisition of knowledge by them are the goals of IPMs. Seven models are included in this family. They are shown in table 1.1

TABLE 1.1

INFORMATION PROCESSING MODELS

Sr. No.	Model	Major Theorist
1	Inductive Thinking Model	Hilda Taba
2	Inquiry Training Model	Richard Suchman
3	Scientific Inquiry	Joseph J. Schwab
4	Concept Attainment	Jerome Bruner
5	Cognitive Growth	Jean piaget
6	Advance Organizer	David Asubel
7	Memory	Harry Lorayne

1.9.2 Social Interaction Models:

The models in this family emphasize the relationships of the relationship of the individual to society or to other persons. The six models listed in this family are shown in table 1.2

TABLE 1.2

SOCIAL INTERACTION MODELS

Sr. No.	Model	Major Theorist
1	Group Investigation	Herbert Thelen and John Dewey
2	Social Inquiry	Byron Massialas and Benjamin Cox
3	Laboratory Method	Bethel Maine
4	Jurisprudential	Donald Oliver and James P. Shaver
5	Role-playing	Fannie Shaftel and George Shaftel
6	Social Simulation	Sarene Boocock and Harold Guetzkow

1.9.3 Personal Models:

The goals of models from this family are to develop capacity for personal development in terms of creativity, self-concepts, self-understanding etc. Thus, these models deal with the individual and the development of selfhood. Here much attention to emotional life is given. These ultimately help individuals develop a productive relationship with their environment. Five models are included in this family. They are shown in table 1.3

Table 1.3

Personal Models

Sr. No.	Model	Major Theorist
1	Non-directive teaching	Carl Rogers
2	Awareness training	Fritz Perls and William Schutz
3	Synectics	William Gorden
4	Conceptual Systems	David Hunt
5	Classroom Meeting	William Glasser

1.9.4 Behavioural Models:

These models emphasize on changing the visible behaviour of the learner rather than the underlying psychological structure and the unobservable behaviour.

Behavioural models have wide applicability addressing a variety of goals in education, training, interpersonal behaviour and therapy. Based on principals of stimulus control and reinforcement behavioural models have been successfully employed in interactive conditions and mediated conditions, on an individual basis and on a group basis. The models included in this family are shown in table 1.4

TABLE 1.4

BEHAVIOURAL MODELS

Sr. No.	Model	Major Theorist
1	Contingency Management	B. F. Skinner
2	Self-Control	B. F. Skinner
3	Relaxation	Rimm and Masters, Wolpe
4	Stress Reduction	Rimm and Masters, Wolpe
5	Assertive training	Wolpe, Lazarus, Salter
6	Desensitization Direct Training	Wolpe, Gagne and Smith

1.10 Concepts for describing a model:

Joyce and Weil designed basic procedure for the implementation of any instructional model. Four concepts used by them are—Syntax, Social system, principal of reactions and support system.

1.Syntax:

Syntax describes a flow of actions. It is described in terms of consequence, which are called phases. Each model has a distinct flow of phases.

2.The Social System:

This system describes student and teacher roles and relationship and the kind of norms that are encourager. The leadership roles of the teacher very greatly from model. In some models the teacher is a reflector or a facilitator of group activity in others a counselor of individuals, and in others a taskmaker. In some models the teacher is the center of activity, the source of information, and the organizer and pacer of the situation.

Some models distribute activity equally between teacher and student, whereas others place the student at the center, encouraging a grate deal of social and intellectual independence.

3. Principles of Reaction:

Principles of reactions tell the teacher how to regard the learner and how to respond to what the learner does. In some models the teacher overtly tries to shape behaviour by recording certain student activities and maintaining a neutral stance toward others.

In other models such as these designed to develop creativity the teacher tries to maintain a non-evaluative, equal stance to that the learner becomes self-directing.

4. Support System:

Support system refers to additional requirements beyond the usual human skills and capacities and technical facilities necessary to implement a model.

5. Instructional and nurturent Effects:

The description of effects of model is categorized as the direct or instructional effects and the indirect or nurturant effects.

The instructional effects come from the content and skills, on which the activities are based, while the nurturant effects come from experiencing the environment created by the model.

1.11 Stress Reduction Model:

Behaviour theory assumes that pattern of behaviour are learned and can be modified or unlearned by arranging stimuli and reinforcement to induce change in behaviour. Wolpe developed a set of procedures to help people substitute patterns of relaxation for patterns of tenseness associated with anxiety.

1.11.1 Theoretical Background:

The assumption is that one learns to be tense when particular situations generate anxiety. The response cycle is the occurrence of a situation that produces anxiety, Which leads to tension. Anxiety inhabits

effective functioning and is uncomfortable. Relaxation, on the other hand, facilitates productive and creative functioning and is certainly more comfortable.

Prior to Wolpe, Dr. Edmund Jacobson had used deep muscle relaxation extensively in medicine helping people control tension resulting from pain, insomnia, natural childbirth, and high blood pressure. It appears that mastery on stress reduction skills such as relaxation is becoming a necessary life skill for many people in the society.

1.11.2 Brief Stress Reduction Techniques:

The primary feature of the Stress Reduction Model entails progressively and systematically relaxing different sets of muscles from head to toe, either by first tensing and then relaxing or simply by letting go. (Moving focus relaxation)

1.11.3 Syntax of the Model selected:

The Stress reduction Model consists of five phases.

Phase 1: Setting the stage

- Get students in place.

- Find a comfortable position.

- Close eyes.

Phase 2: Warm-up and Transition

- Give general orientation and instruction.

- Establish relaxed atmosphere through voice tone and tempo.

Phase 3: Moving focus relaxation

-Instruct students to focus on and relax individual parts of body from feet to face.

- Maintain slow, rhythmic pace.

Phase 4: Wind –up

- Practice rest and / or tension and release.

- Arouse from relaxation.

Phase 5:Debriefing and transfer

-Obtain feedback from participants as to their reactions, sensations.

- Respond to their questions.

- Discuss possible uses of method and times to relax.

1.12 Need of the study:

There are many reasons due to which student put them in mental imbalance. The reasons like economical conditions of the family, inter-relationships in the family, disputes of parents, failure in studies, unemployment, inadequate uncomfortable place to live, injustice seen in the

society, adversely affect the students behaviour totally. (Inwardly and outwardly.)

Students are under tremendous tension when they reach the stage of awareness of the environment and universe around them. Student teachers get under tension many times during training programme. Pressure is observed in doing different types of work. As far as students are concerned, they feel tensed in each learning activity such as to be present on time, giving practice lessons, following college discipline, appearing for the tutorial, preparing reports, submitting reports before time etc.

It is the question in front of students, how to get rid off tension? Which are the techniques used to reduce tension? Can one really be free from tensed situations?

To answer all these questions this research problem was undertaken. After studying this model and working for four years in the different colleges, the researcher faced some questions. They are given below-

1.Do the student teachers face extra tension?

2. Can this model be effective in teacher education?

3.What are the causes of stress?

4.Does this model reduce stress on the minds of student teachers?

5.To what extent student teachers' behaviour be modified?

6.What are the practical solutions to stress reduction?

7.What then is the pragmatic view to be accepted amongst the possible alternatives?

8.Is there any relationship between stress and teacher competencies?

Such different questions are lurking in the mind of the investigator. When the researcher has gone through the survey of related literature, he notified that in this area, very few studies have been done in the past. Hence, the researcher decided to conduct an experiment in order to find out whether SRM affect competencies of student teachers.

1.13 Statement of the Problem:

" Effect of Stress Reduction Model on Selected Competencies of Student teachers."

1.14 Definitions of the terms used:

1. Stress: - is a particular state in which an individual gets bored as a result of doing the same activity continuously and works immediate change. Webster's New World Dictionary and Thesaurus defines 'stress' as-"mental or physical tension or strain."

2.Stress Reduction Model: - A model of teaching from the Behavioural models group that reduces tension. This model is developed by Wolpe and his colleagues. To use it in teacher education college, it is modified.

3.Competency: - Means sufficiency of particular ability to handle the subject with ease and facility.

4.Student teachers :-In Azad College of Education, Satara during the Year 2002- 2003.

1.15 Objectives of the study:

1) To find out different activities creating tensions amongst student-teachers.

2) To identify tensions related to teaching competence.

3) To develop different exercises (techniques) to reduce tension.

4) To study the effect of Stress Reduction Model on teaching competencies of student teachers.

5) To compare the effect of SRM on male and female student teachers.

6) To know the attitude of student teachers towards SRM.

1.16 Assumptions:

1.In training colleges students conduct practice lessons.

2.While completing different educational activities in the training programme stress is experienced by student teachers.

3.Stress and mental peace are correlated.

4.Mental tension and competencies are correlated.

1.17 Hypothesis of the study:

H0- There is no significant difference in the mean performance of the student teachers from experimental and control groups on practice lesson one.

H1- There is no significant difference in the mean achievement of students from experimental and control groups after the implementation of primary stress reduction techniques. (PSRM-SET I)

H2-There is no significant difference in the mean achievement of student teachers from experimental and control groups after the implementation of the stress reduction techniques in prone position. (SRM-SET II)

H3- After the implementation of the stress reduction techniques in supine position (SET III) there is no significant in the mean achievement of student teachers from E and C groups.

H4- There is no significant difference in the mean achievement of student-teachers from experimental and control groups after the implementation of stress reduction techniques in sitting position (SRM-SET IV)

H5- After the implementation of the stress reduction techniques in moving focus relaxation (SRM SETV) there is no significant difference in the mean achievement of student teachers from experimental and control group.

H6- There is no significant difference in the mean achievement of male and female student teachers in the experimental group after use of SRM- (SET I)

H7- After the implementation of SRM-SET II, there is no significant difference in the mean achievement of male and female student teachers in the experimental group.

H8- After the implementation of SRM-SET III, there is no significant difference in the mean achievement of male and female student teachers in the experimental group.

H9- There is no significant difference in the mean achievement of male and female student teachers in the experimental group after the use of SRM-SET IV

H10- There is no significant difference in the mean achievement of male and female student teachers in the experimental group after the implementation of SRM-SET V

H11-Stydent teachers are willing to implement SRM.

1.18 Scope and Limitations of the study:

1.The present study is conducted in Azad College of education, Satara.

2.This study considers 60 student teachers from the academic year 2002-2003.

3.Competencies related to teaching are only considered.

4.This study is related to performance of student teachers in their

practice lessons.

1.19 Significance of the Problem:

This study will help student teachers to reduce the tension and to control it using Stress Reduction Model and through training received. Those who know how to reduce mental stress, look at every incident with a constructive attitude.

Homes and Rahe have enlisted certain incidents, which create mental tension on an individual. Out of these incidents, if more than one incidents take place at a time then mental tension increases definitely.This affects every individual differently. Some get depressed, some get headache or suffer from asthma. Some people suffer from blood pressure. Those who are not able to control tension, suffer from various insufficiencies.

According to Wolpe, anxiety causes blood pressure, increase in pulse rate and it creates muscular strain. Sometimes heartbeats also increase. In short, a person has to suffer from different diseases due to worries. This study will be helpful to student teachers to reduce their tension by using this model. This study will also review different incidents, which create tensions among student teachers. By this study, student teachers will be able to use different techniques in future to reduce tension and worries about success in

tests or examination. At the same time, this study shall help student teachers to control themselves in classroom situation from negative emotions like anger, worry, and anxiety.

This model insists on stress reduction, hence, it will help student teachers to reduce stress in future and an individual can enjoy tension free life. Also the steps to reduce tension can be developed, which is need of time so findings can help in strengthening the importance of Stress Reduction Model in different educational activities which is previously used by Wolpe.

1.20 Scheme of chapterization:

The researcher has conducted experiments on two groups. By using statistical analysis, the conclusions are drawn. The report is written as-

First chapter introduces the topic, its need and a brief historical retrospect of teacher education. Next part of this chapter contains concept of models of teaching, characteristics of models of teaching, assumptions of models of teaching, classification of models of teaching, stress reduction model consisting of stress reduction techniques. Finally it puts together statement of the problem, definitions of the terms used, scope and limitations of the problem, assumptions, significance, objectives of the study and the hypothesis to be tested.

Chapter second is composed of earlier studies done in the following areas:

1) Studies related to causes of stress

2) Studies related to stress removing exercises

3) Studies related to relationship between stress and work

4) Studies related to influence of stress on working capacity

5) Studies related to stress and mental health

6) Studies related to stress and yoga

7) Studies related to stress and adjustment

Chapter three is composed of the research procedure in details, support materials needed, sample and sampling procedure, the conduct of an experiment etc.

Chapter four is concerned with analysis of the syllabus, different factors creating tension among student teachers, testing hypothesis, graphic presentation and major findings of the study.

Chapter five comprises a brief summary that is followed by major findings and recommendations. It points out certain topics for further study.