

CHAPTER V

SUMMARY, CONCLUSIONS,

RECOMMENDATIONS

AND

TOPICS FOR FURTHER

RESEARCH

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5.1 Introduction:

The future of India is shaped in her classrooms by teachers. If teachers suffer from severe classroom anxiety, high level stress and academic inferiority syndrome; they resort to excessive use of coping behaviours; their personality make up is deficient and segmented; their work values are not appropriate; they do not exhibit favourable attitudes toward creative teaching and learning; they are less creative, effective, motivated and competent; they fail to generate a proper learning climate in schools.

Feelings of frustration, great pressure and a lack of control over ones emotions and environment manifest psychological stress. (Werner, 1980). Knab (1982) has aptly remarked that work related stress has become a major factor affecting the well being of members of teaching profession. This stress lead to emotional exhaustion (i.e. burnout) which causes a loss of concern for and detachment from the people with whom one works a cynical and dehumanized perception of students, accompanied by deterioration in the quality of teaching. Depression increased use of sick leave and efforts to leave the profession. Highly stressed teachers do not respond to students

needs effectively. (Barineau, 1982). Cole (1982) found inverse relationship between mental health and stress. Thus, effects of stress are harmful. One cannot allow teachers to fall prey to stress. Same is the case with student-teachers. The need to understand the sources of stress among student teachers, the effects of stress and to help them to reduce their stress was the aim of this study.

Competition the world over is slowly becoming a lethal agent in killing the regenerative process among human beings. This is happening through a vicious cycle of anxiety-tension-stress-depression-nervous breakdown. The problem percolates to the entire human structure touching health of the body, mind and spirit. Sound mind in sound body is the very definition of education. But in the present life-style dynamics everything seems to explode. More so for those aspiring to be competitive winners irrespective of the field, the killer instinct is soon becoming a self-killing process. Much has been spoken and written about the evil effects of stress and its psychosomatic repercussions. But very less has been suggested about the remedies. So, researcher selected this topic for study.

5.2 Need of the study:

After studying this model and working for four years in the different colleges, the researcher faced some questions. They are given here-

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.

5.3 Statement of the Problem:

“ Effect of Stress Reduction Model on Selected Competencies of Student teachers.”

5.4 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. Wolpe and his colleagues develop this model. 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.

5.5 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 willingness of student teachers to implement this SRM.

5.6 Hypothesis of the study:

H 0- There is no significant difference in the mean performance of the student-teachers from experimental and control groups on practice lesson one.

H 1- 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)

H 2-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)

H 3-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.

H 4- 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)

H 5- After the implementation of the stress reduction techniques in moving focus relaxation (SRM SET V) there is no significant difference in the mean achievement of student teachers from experimental and control group.

H 6- 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.

H 7- 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.

H 8- 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.

H 9- 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.

H 10- 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.

H 11- Student teachers are willing to implement SRM.

5.7 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.

5.8 Procedure:

POST TEST ONLY CONTROL GROUP DESIGN:

As depicted in figure given below, in this design there are two groups, one experimental and the other control. The experimental group experiences treatment while the control group does not. The use of control group takes care of history and maturation. Group assignment is made on the random basis, which controls selection and mortality. Pretest is not administered so the interactions between testing and treatment are controlled. Thus many threats to validity are controlled in this design.

The post-test only Equivalent Groups Design used for the study:

R X O1

R C O2

R: Random assignment of subject to groups.

X: Exposure of a group to an experimental variable.

C: Exposure of a group to the control condition.

O: Observation or test administered.

5.9 Preparation for the Experiment:

The researcher fixed an experimental method for study. After fixing the proper experimental design, necessary preparation required for the conduct of the experiment was made. It included the following points.

1. Consent of the authorities concerned.
2. Support material needed.
3. Testating material tools.
4. Try out.
5. Determination of the suitable period for the experiment.
6. Orientation of the observers, inter observer reliability and
7. The time schedule of the experiment.

5.10 Sample and sampling procedure:

Sampling procedure involves a number of considerations, which must be clearly understood if adequate results are to be obtained. Most of the educational phenomenon consists of large number of units. Some populations are very large so their study would be expensive in terms of time, effort, money and manpower. Majorities of the researches in teacher education were conducted with a limited number of students.

For the present study, the researcher selected the population from Azad College of Education, Satara for the reason of convenience and

feasibility, as he is one of the faculty members of the college. It is one of the aided colleges affiliated to Shivaji University, Kolhapur. It runs two divisions of 80 students each. The student teachers are admitted on merit basis by Shivaji University, Kolhapur. The medium of instruction is Marathi.

The size of the sample decided was about 40% of the population which came out to be 64. The invitation therefore was given to 60 student teachers from 2002-2003 batch randomly selected from the population of 160 students. All the 60 student participants accepted the invitation and consented to involve in the programme. The participants accepted the invitation as the researcher earlier appealed to them to share an opportunity to learn new teaching strategy likely to be involved in the system of education soon. Further the trainees were made aware that it would be a part of their training programme and not any kind of additional work. Thus the selected sixty students constituted the Accepting Sample.

There was no loss in the number of participant student teachers during the experiment. So, the whole accepting sample i.e. sixty student teachers became the data producing sample for the study.

5.11 Support Material needed:

There are brief stress reduction techniques that do not involve an appreciable amount of time. Here the model used consists of moving focus

relaxation. In contrast to the techniques that call for tensing muscles before relaxing them, moving focus does not require tensing, simply a letting go and relaxing.

The model ends with tensing and relaxing for any muscles in which there is still residual tension. To develop this material help of Yoga Teacher was sought.

5.12 Description of the Tool: 1. Teaching Analysis Guide

The researcher developed an extensive and illustrative TAG, by taking help of already existing TAG for lesson observation. Existing TAG for practice teaching lesson observation consists of 20 statements on a five-point scale.

The researcher decided to use only four competencies for lesson observation. Viz. Content Transactional, Evaluation, and Management. The statements in TAG were discussed with the senior staff members and were finalized.

The scoring for each statement is as follows:

Excellent-05

Very good-04

Good-03

Poor-02

Very poor -01

There are five statements in each selected competency.

2. Attitude scale for student teachers:

It was used to measure the reactions of student teachers about SRM.

Discussing with senior members of the staff and colleagues this scale was developed.

5.13 The conduct of the Experiment:

1. All the student teachers were asked to write down the activities, which create tensions in the conduction of the course. They were taken into confidence and were told that this information was going to be used for research purpose only. The students (155) who were present on that day, full-heartily participated in this activity and given different reasons.
2. From all the above activities, the causes of tensions were found out.
3. From this, tensions related to teaching competence were listed separately.
4. The different exercises to reduce tension were developed with the help of yoga teachers. These exercises constitute Stress Reduction Model (SRM). At the same time a cassette from Yog Yidya Dham was utilized as a part of this model.
5. Before the conduction of an experiment in the month of October and November the model was utilized for a month on group of fifteen students who where not the part of an experiment. After using this model, on this

group, interviews of the student teachers were conducted. Their experiences were collected and accordingly the model was modified.

The actual experiment commenced on 1st January 2003 and lasted for 17 days till 21st January 2003. This particular period was purposefully chosen for the following reasons.

1. This was the period for internship. All the student teachers were supposed to go to different schools in the rural area in Satara district, so they have not to do any additional work for this experiment.
2. Climatic conditions are the best during this season and hence, prevented any disruption in this programme.
3. As the model was supposed to be carried out early morning every day, this was easier during this period because most of this student teachers were present at the school selected
4. During this period, student teachers were assigned maximum number of project to be completed. Viz. Action research, Sociometric technique, psycho analysis, population survey of a village, preparation and implementation of unit test for each method, value-education, and co-curricular activities, so many factors which create tension were present in this period; where students are under stress.

5. It was also suitable for the observers to observe lessons, as they were fully devoted to the purpose of observation only. During this period, every group going out for internship gets one lecturer as a group incharge. In these days no lectures were conducted in the college.

5.14 The major findings of the study:

1. One-year teacher training programme is tightly scheduled.
2. Activities such as travelling inconvenience, forgetting important things, absence in the class for the completion of official work, economic condition of the family, sharing other family responsibility ,mess problem ,hostel atmosphere etc. create tension.
3. Activities such as excessive writing, sequential tutorials, practice teaching lessons create tension amongst more than 90% of student teachers.
4. Activities such as uninteresting and repetitive work, heavy practical work, feeling uneasy while conducting a lesson create tension in more than 80% of student teachers.
5. More than 70% of student teachers experienced tension due to more workload, fear of classroom stage, presence of lesson observer in the class and strict discipline in the college.
6. Inadequate facilities provided by schools and college, strain due to co-education and a desire to be in the merit list of the college. These activities

affect less in comparison with other activities and the percentage is below fifty.

7. The major activities related to college and teaching learning process stated by the student teachers creating tension are listed below.

- a) Fear of presentation in practice teaching.
- b) Adjustment to the college atmosphere.
- c) Preparatory tutorials create tension.
- d) Tension of completing lesson in time.
- e) To write diary and value education notebook.
- f) Language problem for few student teachers.
- g) Roommates from other faculties disturb a lot in the hostel, therefore can not give time for self-study.
- h) For each and every thing there is a queue, which takes maximum time in the morning and cannot, complete work in time.
- i) For a few married student teachers have to maintain family and studies together.
- j) Library provides less number of books.
- k) Some individual differences create tensions e.g. indistinct talks, no command over language.
- l) Tension about accuracy of lesson plan.

- m) Time management in practice lessons.
- n) Journey from home to college and vice versa, takes a major time.
- o) Since Saturday is the weekend, students feel exhausted and tired in afternoon session.
- p) Money spent on completion of the programme and uncertainty of seeking job.

8. The performance of control and experimental groups in PSRM was almost equal.

9. Set II i.e. implementation of the SRM in prone position created significant difference in the mean performance of experimental group as compared to control group. It is significant at 0.05 level. Students followed the instructions and responded positively because in this technique some variations in the form of Saralhasta Bhujangasabna, Vakrahasta Bhujangasabna, Shalabhasana, Dhanurasana, Noukasana were used.

10. Set III i.e. implementation of the SRM in supine position created significant difference in the mean performance of experimental group student-teachers as compared to control group. It is significant at 0.01 level. Uttanpadasan, Viparit karani, Sarvangasana, Halasana and Pavanmuktasana give complete relaxation to a body.

11. Set IV i.e. implementation of the SRM in sitting position created significant difference in the mean performance of experimental group as compared to control group. It is significant at 0.01 level. Students followed the instructions and responded positively because in this technique some variations in the form of Swastikasana, Padmasana(baddha,utthit), Parvatasana, Sharangata Mudra were used.
12. Moving focus relaxation i.e. Set V of SRM create significant difference in the mean performance of experimental group as compared to control group. It is significant at 0.01 level. In this technique all the body movements are avoided and all the limbs are totally relaxed.
13. The calculated t-values for five sets in comparison of male and female student teachers in an experimental group are 0.10,0.03,0.38,0.13,0.15 respectively. None of the value is significant at any level. Hence, sex makes no difference in tension reduction.
14. Male and female student teachers equally responded to the stress reduction techniques.
15. Female student teachers demonstrate similar patterns of behaviour in the teacher education programme.

5.15 IMPLICATIONS AND RECOMMENDATIONS:

a) Implications:

1. Stress Reduction Model is useful to student teachers in colleges of education.
2. It will help the experts in framing the syllabus, making it concise and condensed.
3. This model would benefit teacher educators. They can increase confidence of student teachers. They can establish rapport with student teachers by reducing stress.
4. Findings of this experiment will help the administrative body of the institution in providing facilities to student teachers. They can arrange timely meetings to discuss problems of student teachers and search for the solution.
5. In the field of education, this SRM model can help school administrators, teachers and students.
6. In order to reduce the tension of common people certain clubs can work in coordination with yoga teachers and experts.

b) Recommendations:

1. Colleges of education should provide all physical facilities to the student teachers so that the environment should be fresh and energetic.

2. Colleges should have hostels with spacious rooms, adequate furniture, sufficient water and sanitary facilities. Possibly the hostels should be separated from the academic wings to have freedom and comfort.
3. Teacher educators should guide the student teachers in adjusting the time according to the stages of the lessons.
4. Student teachers along with their studies should do the tension reduction exercises to avoid stress.
5. The experts in the field of designing syllabus should see that the different activities in the syllabus should not act as a burden on student teachers.
6. This being the professional course, all the activities should be done regularly and within the stipulated time. The work left incomplete is the main cause of stress. Hence, the student teachers should form the habit of regular work.
7. Every-practice lesson should be given with adequate preparation, full confidence and by consulting reference books.
8. The colleges should make the provisions of issuing books immediately on the student teacher's demand. Especially the books useful for practice teaching.

9.To acquaint the student teachers in different types of lessons, teacher educators of teaching methodology of school subjects should organize series of demonstration lessons.

5.16 The Topics for further study:

While conducting the present study, the researcher came across some problems, which he feels, need further elaborate exploration through research. They are stated below.

- 1.To use Stress Reduction Model on secondary school students.
- 2.To use Stress Reduction Model on higher secondary school pupils and study the effects on their results.
3. The similar study may be conducted for the student teachers in D. Ed. Colleges.
- 4.Replication of the study by selecting rural students separately.
- 5.Another study can be conducted for the sample of boys and girls separately.
- 6.Similar study can be conducted on metropolitan student teachers.
7. The effect of this model can be studied in learning different subjects at different levels.