



Education for Mental Health: Innovation in Teacher Education

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National Curriculum Framework 2005 while discussing on objectives of Education mentioned that every person should have ability of thinking and making Ethical decision independently or in a group. It is essential to sensitize students regarding emotions then only they can survive in the world with satisfaction. To understand others, cooperation, social responsibility and good interpersonal relations are essential for both teacher and students. This can be achieved by teaching life skills in school and for that teachers must be competent accordingly. Coping with Emotions and Stress skills are important life skills for mental health.

Every individual in this society has to face conflict, competition, stress in every walk of life. Nuclear Families have over expectation from their kids. There is undue comparison with other students due to lack of art of parenting. All this affects the child's mind. It is resulting into number of problems such as fear of failure, suicides, aggressiveness, inferiority or superiority complexes, loneliness, criminal attitude anxieties etc. Many times students become victims of ragging in colleges. To avoid consequences of factors it is important to impart Coping with Emotions and Stress skills in school education for that teachers must have knowledge of giving this skills to their students.

Hence 'Coping with Emotions and Stress skills. Education for mental health' should be a part of school education and teacher education.

Title : “Development of Coping with Emotions and coping Stress skills. ‘Education’ programme for would teacher

• **Objectives of the study**

- 1) To develop a “Coping with emotions and coping with stress Skills Education” Programme for would be teachers.
- 2) To study the effectiveness of the ‘Coping with emotions and coping with stress Skills Education’ Programme.

Operational definitions of the terms

Would be teacher :- All the students enrolled for B.Ed. course. Present study was involved 80 students enrolled to B.Ed. course of S.N.D.T. college of Education for women Pune.

Coping with Emotions – To understand ones own emotions as well as those of others, to know about the effect of emotions on one’s behavior and to monitor or manage emotions as required. Coping with Emotions was measured in terms of score obtained on test of Coping with Emotions developed by the researcher.

Coping with stress :- Ability to prohibit positively the health problems arising due to stress. Coping with stress was measured in terms of score obtained on test of Coping with stress developed by the researcher.

“Coping with emotions and coping with stress Skills Education” Programme

A Special programme developed by the researcher to impart skills “Coping with emotions and coping with stress Skills Education” Programme amongst the would be teachers.

Total duration of the programme was of 10 clock hours in which 3 hours was Theoretical orientation of Coping with emotions and coping with stress Skills given through worksheets and printed self learning material. 7 hours was assigned to practical work.

Effectiveness :- The positive difference in the responses of would be teachers on pretest and post test about “Coping with emotions and coping with stress Skills measurement test developed by the researcher.

Research Hypotheses :

There would be positive and significant difference in pre-test and post-test scores of would be teachers after implementation of “Coping with emotions and coping with stress Skills Education” Programme ’

Importance of present study:

A Special programme developed by the researcher to impart Coping with emotions and coping with stress skills amongst the would be teachers. Total duration of programme of 10 clock hours in which 3 hours was assigned to Theoretical work. Theoretical orientation of Coping with emotions and coping with stress Skills Education” Programme was given through worksheets and printed self learning material. 7hours are assigned to practical work. The practical provide practice to would be teachers for applying skills during teaching and interactions with students in school environments in simulated condition. Practical work was include role play, simulation and games, group discussions, group interaction, brain storming, sharing experiences, self demonstrations, SWOT analysis . Hence the study will be useful for teacher, propective researcher and other professionals.

Method of Research:

Experimental Design :-

The experimental method was used as it was suitable to objectives of the study. Single group pretest post design was used.

Variable .

- 1. Independent Variable:** - A “Coping with emotions and coping with stress Skills Education” Programme for the would be teachers of secondary level developed by the researcher.
- 2. Dependent Variable:-** An aggregate score of would be teachers on the tests of Coping with emotions and coping with stress Skills.
- 3. Controlled Variable:-**The pretest and post tests on Coping with emotions and coping with stress Skills developed by the researcher were parallel, and were administered with uniform procedure by the researcher.

Sample :-

Incidental sampling was used. All the students enrolled in academic year 2011--2012 for B. Ed. course in S.N.D.T. College of Education for Women Pune, were included. The strength of college was 80. included 80 girl's student teachers.

Tools used for data collection :

- Coping with emotions and coping with stress Skills measurement tool was developed by the researcher . this was non-standardized tools.

Coping with emotions and coping with stress a feedback questionnaire to find out the feedback of students included in the sample.

Tools used data for analysis :

Qualitative analysis : open responses on training programme, Coping with emotions and coping with stress Skills Education programme test and feedback questionnaire were analyzed qualitatively

Programme development

- Coping with emotions and coping with stress Skills Education of 10 clock hours was prepared by the researcher. It included various activities related to the roles of teacher in educational transaction. Along with this some conceptual and applicational activities and learning experiences were also organized.
- Techniques such as Brainstorming, Pair and Share, Presentation, Role play, Group discussion etc were used.
- Activity sheets, self Learning material, home work.were prepared and implemented. Applying following principles:

Activity based, Thought provoking, use of co-operative learning and Self Learning.

Analysis and Interpretation of data

Presentation of data :

One of the objectives of the present research was to study the effectiveness of the Coping with emotions and coping with stress Skills Education for would be teachers. So first pre-test of Coping with emotions and coping with stress Skills Education measurement was administered. After Implementation of Coping with emotions and coping with stress Skills Education programme the post test was administered. scores of Coping with emotions and coping with stress Skills Education Measurement pretest and post test of would be teacher are presented in the following

Interpretation of Data :

From the observation of the responses on Coping with emotions and coping with stress Skills measurement test in Post test is higher than that of pre-test is increased by in post test. It can be said that the increase is due to Coping with emotions and coping with stress Skills Education programmet implemented by researcher.

Statistical significance of the difference between Scores was tested by percentage

Testing of Hypothesis :

Research hypothesis :

There will be positive and significant difference in Measurement pre-test and post-test scores of would be teachers after implementation of Coping with emotions and coping with stress Skills Education' programme.

This positive research hypothesis was converted into Null hypothesis for statistical testing.

Null Hypothesis :

There would be no positive and significant difference in Coping with emotions and coping with stress Skills Measurement pre-test and post-test scores of would be teachers after implementation of Coping with emotions and coping with stress Skills Education programme.

Interpretation:

The obtained pretest score and percentage is very high as compared to post test. This proves that the difference between the pre-test and post-tests scores and its percentage of would be teachers' is significant. Hence, the null hypothesis was rejected and research hypothesis was accepted.

Then score on Coping with emotions and coping with stress Skills Measurement post-test is significantly higher than score on pre-test of the would be teachers.

Qualitative analysis:

Qualitative analysis of responses on the open end questions in the program. Coping with emotions and coping with stress Skills Education programme included seven open ended questions. Responses of would be teachers to these questions were analyzed on the basis of factors of Coping with emotions and coping with stress Skills.

Observation of the Researcher

- Students responded enthusiastically on emotional skills and self-presentations. During activities on coping with emotions and stress and role play, students didn't bother and hesitate about other's reactions and criticizing.
- Student used to take lead in activities related to coping with emotions and stress skills in individual and group. In the beginning students were not listening to other student's opinion, but at the end they used to listen carefully also and gave their own opinion assertively. They tried to understand queries and problems of others.
- In the beginning their co-operation and interactions were very less but later it was noticed that their co-operation and interactions with other students were increased.
- Student teacher tried to understand each other during pair and share technique, solving problems in activity sheets, in slide show and in other activities of discussing, imagining and predicting. Their body language changed and researcher could easily observe the changes in their facial expressions..
- Students used to discuss during solving problem in self learning activity with their pair mate and helped the absent students to understand the activity.
- Students used to take lead in group activity, in discussions, role play and presentation. Their confidence level increased.
- The students used to do the exercise given under self learning material sincerely. They use to read carefully. Showed curiosity and tried learn coping with stress skills in depth and showed their interest.

Conclusion of the Research (Limited to the sample in experiment)

1. The post-test responses of coping with emotions and stress Skills Measurement of would be teacher was found significantly higher than that of pre test responses .It can be included education programme prepared and implemented by the researcher was effective in developing coping with emotions and stress Skills of would be teachers.
2. Open responses of posttest were qualitatively better as compared to responses on pretest. Hence the Education Programme implemented by the researcher has proved to be effective for developing coping with emotions and stress Skills of would be teachers.

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