



**DEVELOPMENT OF COPING WITH EMOTIONS AND COPING STRESS SKILLS.
'EDUCATION 'PROGRAM FOR B. ED STUDENT TEACHER AND ITS
EFFECTIVENESS**

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Abstract

NCF 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. 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 B.Ed. Student Teacher. 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 program 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.

Key word: *Coping with Emotions, coping with Stress*



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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.

• **Objectives of the study**

- 1) To develop a “Coping with emotions and coping with stress Skills Education” Program for B.Ed. student Teacher.
- 2) To study the effectiveness of the ‘Coping with emotions and coping with stress Skills Education’ Program.

Operational definitions of the terms

• **B.Ed. student 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 Pune.

- **Coping with Emotions** – To understand one’s 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” Program

A Special program developed by the researcher to impart skills “Coping with emotions and coping with stress Skills Education” Program amongst the B.Ed. student Teacher. Total duration of the program was of 10 clock hours

4. **Effectiveness:** - The positive difference in the responses of B.Ed. student Teacher on pretest and posttest 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 B.Ed. student Teacher after implementation of “Coping with emotions and coping with stress Skills Education” Program ’

Method of Research:

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

Sample:-

Incidental sampling was used. All the 80 students enrolled in academic year 2014--2015 for B. Ed. course in S.N.D.T. College of Education Pune,

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.

Tools used data for analysis:

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

Program 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 implicational activities and learning experiences were also organized.
- Techniques such as Brainstorming, Pair and Share, Presentation, Role play, Group discussion etc were used.

Analysis and 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 program 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 B.Ed student Teacher after implementation of Coping with emotions and coping with stress Skills Education' program.

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 B.Ed. student Teacher

after implementation of Coping with emotions and coping with stress Skills Education program.

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 B.Ed. student Teacher' 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 B.Ed. student Teacher.

Qualitative analysis:

Qualitative analysis of responses on the open end questions in the program. Coping with emotions and coping with stress Skills Education program included seven open ended questions.

Observation of the Researcher

- 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.
- 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 program prepared and implemented by the researcher was

effective in developing coping with emotions and stress Skills of B.Ed. student Teacher.

2. Open responses of post test were qualitatively better as compared to responses on pre test. Hence the Education Program implemented by the researcher has proved to be effective for developing coping with emotions and stress Skills of B.Ed. student Teacher.

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