



SELF AWARENESS AND STRESS MANAGEMENT SKILLS DEVELOPMENT PROGRAM FOR WOULD BE WOMEN'S TEACHER AND ITS EFFECTIVENESS

Dr. Usha Prakash More

Associate Professor, SNDT College of Education Pune

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Introduction:

Empowerment is a process enabling individuals to understand the relationship between their actions and outcomes, allowing people the power to achieve the results they desire. Empowerment is an intrinsic motivation made up of four cognitions: meaning, competence, self-determination, and impact. Women empowerment is fundamental to the progress of the nation and society. No nation can progress socially or economically if its women are left behind. If the women are not educated if they are not safe if the gender discrimination exists then the nation cannot progress and prosper. If Nation will be progress women so should be educated One objective of Education is a women empowerment

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. Emotional management at work training is essential every person for healthy practice. Emotions and Stress skills are important of pleasure human life coping with Emotions and Stress skills are important life skills for mental health.

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Every individual in this society must face conflict, competition, and stress in every walk. 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 those teachers must have knowledge of giving this skill to their students.

Hence self-awareness and Stress management to prepare before starting working Coping with Emotions and Stress skills. Education for mental health' should be a part of school education and teacher education.

Objectives of the study

- 1) To develop a Self-awareness and stress management Skills- Education" Program for would be women teachers.
- 2) To study the effectiveness of the Self-awareness and stress management skills Education" Program.

Operational definitions of the terms

1. **Women - All women's enrolled B.Ed. course B.Ed. Students**
2. **Would be women's teachers:** - All the students enrolled for B.Ed. Course Present study was involved 50 students enrolled to B.Ed. course of S.N.D.T. college of Education Pune.
3. **Self-Awareness** – Self-awareness means to identify own emotions, capacities, limitations, and skills to evaluate one self. Self-awareness will be measured in terms of score obtained on test of self-awareness developed by the researcher.
4. **Stress Management Skills** - Coping with Emotions and Coping stress skills.

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 is arising due to stress. Coping with stress was measured in terms of score obtained on test of Coping with stress developed by the researcher.

3 **Self-Awareness and stress Management skills Education Program.**

A Special program developed by the researcher to impart skills “Self-Awareness and stress management Skills Education” Program amongst would be teachers. Total duration of the program was of 60 clock hours in which 30 hours was Theoretical orientation of self-awareness stress Management Skills given through worksheets and printed self-learning material. 30 hours was assigned to practical work.

4 **Effectiveness:** - The positive difference in the responses of would be teachers on pretest and post test about self-awareness and stress Management Skills measurement test developed by the researcher.

Importance of present study

A Special program developed by the researcher to impart self-awareness and stress management skills an amongst would be teachers. Total duration of program of 60 clock hours in which 30 hours was assigned to Theoretical work. Theoretical orientation of Self-awareness stress management Skills Education” Program was given through worksheets and printed self-learning material. 30 hours 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 including role play, simulation and games, group discussions, group interaction, brain storming, PMI, sharing experiences, self-demonstrations, SWOT analysis, presentation Hence the study will be useful for teacher, prospective 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.

Sample

Incidental sampling was used. All the students enrolled in academic year 2022-2023 second year for B. Ed. course in S.N.D.T. College of Education Pune, were included. Included all 50 girl’s student teachers.

Tools used for data collection: Self-awareness and stress management Skills measurement tool was developed by the researcher. This was non-standardized tools. Self-awareness and Stress management 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 program, self-awareness and stress skills Education program test and feedback questionnaire were analyzed qualitatively

Program development

- Self-awareness and stress management skills Education of 60 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 application activities and learning experiences were also organized.
- Techniques such as Brainstorming, Pair and Share, Presentation, Role play, PMI 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

One of the objectives of the present research was to study the effectiveness of the self-awareness and stress management skills Education for would be teachers. So first pre-test of self-awareness and stress management skills Education measurement was administered. After Implementation of self-awareness and stress management Skills Education program the post test was administered. Scores of stress Skills Education Measurement pretest and post test of would-be teacher are presented in the following

From the observation of the responses on self-awareness and stress management 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 self-awareness and stress management 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 would-be women teachers after implementation of self-awareness and stress management 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 would-be teachers after implementation of Coping with emotions and coping with stress skills Education program.

Interpretation:

The obtained pre test 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. Self awareness and stress management skills Education program included seven open ended questions. Responses of the would be teachers to these questions were analyzed on the basis of factors of self awareness , Coping with emotions and coping with stress management skills.

Observation of the Researcher

- Students responded enthusiastically on emotional skills and self-presentations. During activities on self-awareness, 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 self-awareness and stress management 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 self-awareness and stress management skills Measurement of would-be women's 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 self-awareness and stress management skills of would-be teachers.
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 self-awareness and stress management skills of would-be teachers.

Its proved skill development program for women empowerment was success

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