

Executive Summary of the findings of the

UGC Major Research Project

On

**DEVELOPING AND FINDING OUT THE EFFECTIVENESS OF PROACTIVE
STRESS COPING STRATEGIES THROUGH CO-OPERATIVE LEARNING
METHOD AMONG HIGHER SECONDARY SCHOOL TEACHERS AND
STUDENTS OF KERALA STATE**

Submitted by

Principal Investigator

Fr. Dr.Sibichen K. K.

&

Dr.Anisha V. Gopalakrishnan

Co-investigator

Assistant Professors in Education, St. Joseph's Training College, Mannanam P. O.,

Kottayam, Kerala-686 561

APRIL 2015

Introduction

The concept of adolescence as it is commonly understood as a period of storm and stress was initiated by Hall (1904) of Clark University in the U.S.A. at the turn of last century. Subsequently, the Adolescent Psychology with an emphasis on psychological upheaval during this stage dominated the literature for several decades. Erickson (1975) a well-known psychologist, viewed adolescence as a natural period of up-rootedness in human life.

In this study experts from the field of education and teachers will develop instructional materials and guidance lessons that include ways to manage stress and will share that information with students in the classroom to help improve school climate, and add to a students' ability to focus on academic, personal, and social issues in a creative manner. This study is unique in considering the impact of proactive goal-oriented and proactive emotion focused coping strategies of our adolescent students.

Method and Research Design

Experimental Method was adopted for the present study. Pre-test post-test single group experimental research design was used.

Sample

The sample consisted of 15 teacher educators (experts), 60 higher secondary school teachers and 3000 higher secondary school students from various districts of Kerala. Stratified random sampling method was adopted for the study. An invitation was given to resource team members to participate in the project team and attend resource conferences and workshops for resource team. Accordingly 15 resource team members were selected from those who were willing to attend the resource conference. At the second level higher secondary school teachers were selected from the higher secondary schools. The total numbers of higher secondary teachers were finally considered was 60. The resource persons were also involved in the different levels of the study, especially in the preparation

of stress coping strategy identification inventory, development of instructional materials, development of research tool, development of worksheet and interview schedule.

Tools Used for the Study

1. Stress coping strategy identification inventory developed for higher secondary school teachers developed and validated by Sibichen (2014)
2. Stress coping strategy identification inventory developed for higher secondary school students developed and validated by Sibichen (2014)
3. Proactive stress coping strategy scale for higher secondary school teachers developed and validated by Sibichen (2014)
4. Proactive stress coping strategy scale for higher secondary school students developed and validated by Sibichen (2014)
5. Socio Economic Status Scale developed by Nair (1978) and modified and validated by Thankachan (2010) was adapted by the investigators.

Major phases of the study

Through this study the investigators identified the coping strategies commonly used by higher secondary schoolteachers and students. For that, Stress coping strategy identification inventory was distributed among higher secondary school teachers and students. Based on the analysis it was found out that some positive stress coping strategies were not very effectively used by teachers and students. The investigators conducted resource conferences and workshops for teachers to gain knowledge about how to teach their students positive coping strategies and stress management. The project was completed under following stages or phases.

It started with identification of common stress coping strategies among higher secondary school teachers and students through taking the expert opinion from the resource persons and discussions with higher secondary school teachers. Discussions with eminent persons were done, which provided great insight for the improvement of the research project. The investigators got relevant information and correct guidance from the experts for preparing the tool. It assesses the proactive stress coping strategies of higher secondary school teachers.

As per the suggestions from the resource team, different dimensions of proactive stress coping strategies were identified.

As part of the project, the project team prepared pro-active stress coping strategy scale for higher secondary school teachers.

In the second level the resource team of teacher educators developed instructional materials on proactive goal oriented and emotion focused stress coping strategies through Jigsaw method for giving training to higher secondary school teachers. Five experts from the concerned field made validation and correction on the instructional materials developed by the resource team.

In the third phase training was given to selected higher secondary school teachers. (In-service level). The trained higher secondary school teachers gave training to 3000 higher secondary school students of 5 districts of Kerala.

Major Findings of the Study

The analysis of the results revealed that there is significant increase in the proactive emotion focussed and goal oriented stress coping strategies of the higher secondary school teachers after the training programme through co-operative learning method is accepted. That is, the higher secondary school teachers have made remarkable change in their proactive stress coping strategies after receiving the training programme. The training programme based on jigsaw method has significant impact on all the dimensions of proactive stress coping strategies. Therefore this training programme is found to be effective in developing proactive stress coping strategies of higher secondary school teachers.

The analysis of the results revealed that there is significant increase in the proactive emotion focussed and goal oriented stress coping strategies of the higher secondary school students after the training programme through co-operative learning method is accepted. That is, the higher secondary school teachers have made remarkable change in their proactive stress coping strategies after receiving the training programme. The training programme based on jigsaw method has significant impact on all the dimensions of proactive stress coping strategies.