



IMPACT OF SELECTED SKILLS IN STRESS MANAGEMENT: A STUDY



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ABSTRACT

The paper presents the Impact of Selected Relaxation and Counseling Intervention Skills in Stress Management. These physiological changes can be measured and often these measurements are used as indicators of the psychological stress that a person under tow. For the purpose of the study, a test of stress was administered on 60 students of M.P.Ed students, of P.G. department of physical education, RTM Nagpur University, Nagpur and 25 were selected who have higher score on test, selected for experiment. The age of the students ranged from 18- 25years old. The evaluation was completed with helps of self made questionnaire, which found positive response from the subject in regard to activities of guidance

and counseling, physical activities and interventions skills. An oral discussion was made with the some of the teachers of the institute and find out the opinion that these activities should be started in the institute for the benefit of the students.

KEYWORDS :Stress Management, Relaxation Skills, Counseling Intervention Skill.

INTRODUCTION

Stress management is the ability to maintain and control when situation arise through the various kinds of demand. Normally, stress is a pressure exerted on

person who tends to destabilize him/her in many ways physically, psychologically and emotionally. The pressure or strain could be caused by a number of factors like-personal, social, political, job related etc. The various changes take place in the physiological functions in response to evocative agents denote stress. These physiological changes can be measured and often these measurements are used as indicators of the psychological stress that a person under tow. In psychology, stress refers to a particular kind of state of a human resulting from some interaction between him/her and the environment. There are numerous stress management skills such as physical activities/ playing games, meditation, autogenic training, others psychological skills- imagery, biofeedback, progressive muscles relaxation, Yoga, tai-chi-a Chinese skill, laughter club etc. Symptoms/Effects of Stress can be emotional, behavioral, somatic/physical stress in individual such as sleep disturbances, muscles tension, headache, gastrointestinal disturbances, fatigue etc.

Behaviour Symptoms - such as Memory loss, Lack of concentration, Uninterested in study / activity, Changed eating habits (over/less eating) & sleep pattern, Withdrawn symptoms behaviour, Deterioration/poor in performance, nervousness, anxiety, loss of enthusiasm /energy, mood changes, accidental prone, loss appetite, drink and smoke more, insomnia! Restlessness, avoid to meet/talk to others, quietness etc.

Physical symptoms - headache, frequent infections, tense/twitching muscles, fatigue, skin irritation, breathlessness, sudden sweating etc.

Mind/intellect level - worrying, muddled thinking, impaired judgment, nightmares, indecisive negativity, hasty discussion etc.

Emotional level - loss of confidence, more fussy selective, irritability loose tempered depression apathy, apprehension, inclination.

BENEFITS OF STRESS MANAGEMENT -

- 1.Improved concentration
- 2.Increased performance
- 3.Enhanced memory
- 4.Become happy and healthy
- 5.Increased working efficiency and saving time

PHYSICAL EDUCATION

The physical activities were important of present work. "physical education is the ability to carry out daily task with alertness, without undue fatigue with ample energy to enjoy leisure time pursuits and to meet unforeseen emergencies" (Clarke, 1971). A person is considered fit for a particular degree of talks activity to accomplish with a reasonable degree of efficiency, without undue fatigue and with rapid recovery from the effects of exertion. The physical activities should be prescribed as per individual needs and requirements.

OBJECTIVES OF THE STUDY

The following objectives have been drawn ad set for the present project :

- 1.To assess the effect and enable the students to know the meaning and definition of the stress.
- 2.To enable them to know and understand physical education, physical fitness, benefits and stress management through physical education and selected interventional skills.
- 3.Taught interventional skills to cope up with the. stress/minimize or retain optimum level of stress

such as physical exercise, progressive muscles relaxation, selected yogic exercises, meditation, recreation, communication skills, relationship building and counseling skills and activities.

METHODOLOGY:

For the purpose of the study, a test of stress was administered on 60 students of M.P.Ed students, of P. G. department of physical education, RTM Nagpur University, Nagpur and 25 were selected who have higher score on test, selected for experiment. The age of the students ranged from 18- 25years old. A stress test/inventory known as a

Personal Stress Sources Inventory (PSSI) was administered to measure the level of stress and sources of stress taken from Text book "stress management for human services" by Farmer and Monahan and Hekeler (1984). The subjects were selected on optional basis after briefing about the study-its interventional skills, testing procedure and their consent were taken.

The interventional skills applied on the selected subjects including-

1.Progressive muscles relaxation training (PMR)-It prepares the students for cognitive restructuring for mental practice and motor behavior rehearsal. It is the contraction and relaxation of each group of muscles one by one in specific sequence. A classical work on the theory and practical application of relaxation technique (PMR) can be found in book written by Wolpe and Lazarus in 1966 and Edmond Jacobson in 1974. A more complete explanation of progressive relaxation technique is available in text written by Bernstein and Borkovec in 1972. Actual practice divided into fifteen parts/ group of muscles as dominate hand & forearm, dominate upper arm, biceps and triceps muscles, on-dominate leg/thigh muscles, abdominal muscles, hips muscles, chest and shoulders muscles, back muscles, facial and eyes, neck and jaws.

2.Autogenic training- Johannes Schulz of Germany first develop autogenic training in 1930 in book- I Autogenic training I considered as psychotherapeutic modality. It develops inner harmony and experiences the functional adjustment to reduce anxiety and tension level. Its practical aspect related to feelings and regulating the physiological parameters. There are several types' of Autogenic training, but for the purpose of the present study the below mention autogenic training was selected. It is a physiological oriented procedure to concentrate on six general parts and mental rehearsal on: (i) warmth in extremities. ii) lightness; iii) calm, smooth and regular function of heart; (iv) self regulated respiration; (v) smoothing and warmth in solar plexus; and (vi) agreeable cooling of forehead.

Procedure- student asked to focus on their right arm and imagine/silently saying that fresh, warm pure and oxygenated blood is flowing in right arm and shoulder to tip of fingers feel more and more oxygenated warm blood is reaching in muscles of right arm .. feel it become warmer and more warmer leads to lightness. Instruction- keep the eyes closed, breath normal unless instructed, if thoughts wandering, bring back to procedure of training.

3.Yoga- Thousands of year back, yogis in India discovered that the search for happiness in the external material world remains a mirage as there is an endless cycle of happiness and unhappiness. The yogic state that at some stage in our spiritual evolution over many lives, we will become dissatisfied with brief, temporary pleasures and start our quest for deeper meaning of life, and freedom from the pain and sorrows of life. Inner evolution was the goal and yoga provided the technology of self-culture to march ahead on this road. Yogis developed methods to achieve it. According to the Yoga philosophy,

inner evolution is nature's law. This process of self- culture has eightfold dimension called Ashtang-yoga. Asana and Pranayama both refer to health of the body and mind.

Toga Meditation -It is one point concentration is an essential part of self-culture as illustrated in Yoga. Implied defined, it refers to the quietening of mind.

However, all the meditation 'techniques may be manage of a personal god or a beautiful natural scene. Hunting of sacred words of one's religion also is universally recognized as a calming force. All these techniques help in gathering our scattered' and distracted mind, it slowly more and more focused and contemplative. It requires constant and sincere practice of concentrative meditation to reach to a certain level of inner calmness and peace. A peaceful mind is a non-reactive mind that does not get easily affected by everyday life.

Savasana - It means corpse or dead body, in this posture the body remain as of dead body without any movement/action. Lie on back, eyes closed, neck turn either side, feet normally apart with toes tends to sideward; arms alongside the body in relax position. To start, concentrate on breath inhale and exhale, feel the movement of stomach, shift concentration on right leg and think that right leg is relax, calm and cool Done it with all body parts-left leg, arms, head, neck, chest, shoulders, abdominal etc. Bring the concentration in-between on breath- inhale-exhale and thought that whole body is relax-physically and mentally.

Breathing Exercises - Mention in all the ancient philosophies like ancient China, Japan(known as "chi"), Greek, ancient India in Yoga science it is known as Pranayama- the forth step or part of "Astang- Yog" explained by Mh. Patanjali in his text 'Yoga Sutra'.

Procedure of intervention- The following breathing exercises were included:

In the comfortable sitting position, first performed deep and slow breathing for five minutes concentrating on throat. Five rounds of 'Kapalbhati, Pranayama' concentrating on 'Naval'/Manipurak' Plexus for about five min. Savasna for 5 minutes. Five deep inhales then exhale of breath for longest. Possible distance.

4. Physical Exercises - All the students were regularly participated in physical education/ exercises programmes of Guru Ghasidas University Bilaspur sports ground about 60-90 minutes as under:

- Gymnastic activities/exercises on Monday-one day/week.
- Track & Field, activities/exercises on Tuesday- one day/week.
- Respective game of specialization such as athletics, cricket, gymnastic, handball, football, judo. kabaddi. kho-kho and volleyball on Wednesday and Thursday.
- They were practicing as per the time table for respective games and sports.

Guidance and Counseling Activities Applied Orientation talk, Two lasstalks on stress and physical activities, Two group discussions on stress an intervention skills, a Work shop, Peer counseling an Individual Counseling to five subjects those have highest score at stress test.

The Counseling Skills Applied were - Rappen building, Paraphrasing, Probing for the real problems. assessment of the problems, Goal Setting, Some extra

intervention skills used like cognitive training: restructuring of thoughts, self talking and some important tips were given to cop up with the stress or to reduce the stress to the five subjects in individual counseling, Reassessment and re-evaluation of the problems to find out the effects of intervention skills and Re-goal setting and follow through if and wherever it was needed.

Tentative Problems of the selected five subjects -

- Low academic and sports achievement.
- Mismanagement of the time.
- Personal problem like finance, personal failures, career worry, too much work load of family etc.
- Lack of concentration, confidence and motivation.
- Impatient, work in haphazard manner.

RESULTS

The result and finding of the project were interpreted in a meaningful manner. The project was based on stress, stress management with the help of certain selected activities of guidance and counseling and intervention skills! techniques in relation to physical education and physical exercises, activities. The pre test of PSSI - a stress test was administered on 60 students of M.P.Ed students than 25 students were" selected those who were high on stress score and given their consent for activities of internship project. These 25 students under gone all the activities of guidance and counseling such as two class talk, two group discussion, one workshop, group counseling and some students also selected for peer counseling. They were also practiced and trained for certain intervention skill- progressive muscles relaxation, autogenic training, yoga concentration and breathing exercises three days per week. They were also doing their regular physical education activities like track& field (once a week taken by me). Gymnastic, yoga and some other two games' one day per week each and one period of 50 minutes taken by respective teacher's in charge. After about one month of training, a post test was taken. The raw data of pre-test and post- test were computed on SPSS soft ware- a statistical process for social sciences and its results, finding and interpretation has been given as under-

**Table I:
Descriptive and't' test Value of Pre-
Test of Stress- PSSI**

Tests	Mean	S.D.	Sum	Minimum	Maximum	Mean diIT.	't'value
Pre-Test	49.92	5.1 I	1248	43	60	12.56	
Post-Test	37.36	4.46	934	28	46	20.93%	12.39**

N = 25 and df = 24; * Level of Significance at 0.01 = 2.79, ** Level of significance at 0.05 = 2.06

It has shown in table-I that in pre-test calculated values are mean score 49.92 S.D 5.11 total sum of score 1248, min.43 and max. score value 60 and for post-test mean 37.36 S.D.4.46 sum 934 min.28 and maximum score 46. It indicated that there is mean difference of 12.56 score from pre-test to post-test or calculated as 20.93 percentage less score. It showed that the score on stress test is reduced. It

proved that there is a positive effect of activities of guidance and counseling and selected intervention skill applied on the selected students.

When data calculated for 't' test as shown in table-I the computed 't' value is 12.39, while tabulated required value at confidence level of 0.05 is 2.06 and 0.01 is 2.79 (12.39 > 2.39 & 2.06), which are lower than the calculated value. It shows that the stress level of students significantly reduced with help of selected activities of guidance & counseling, intervention skills and physical activities.

The score 80 or above is a high level of stress and should give serious thought to do something about it. Score 48-79 indicate a moderate level of stress; these person should be concern about their level of stress and be cautious. Score 0-30 represent lowest possible numerical score & level of stress, it shows some form of denial or ignoring that concern over stressor in our personal lives.

On the basis of results and findings of the project, it was interpreted as under:

- Some of the students were very high on stress level, therefore they needs timely counseling.
- Majority of students interested in such type of activities.
- The selected intervention skill, activities of guidance and counseling and physical education were effective enough for stress management and reduced the stress level of students.
- The activities of guidance and counseling and physical education are essential for the students to cop up with stress.
- The activities of guidance and counseling must be introduced and implemented in school and colleges in modern fast and tense way of life.
- It helps students for holistic development, enhanced working abilities and performs better.

FINDING GUIDANCE AND COUNSELING:

Due to time only 5 students were selected for individual counseling those who were high on specific type of problems like personal, family and academic loads of stress as per result of PSSI. The selected students were given Guidance and counseling and tested on PSSI stress test twice as pre-test and post- test to find out difference between mean, SO and 't' value. The result shown in table 2.

**Table 2:
Significant difference of pre and post test of counseling intervention:**

Sr.No	Pre-test	Post test	off.	't'
1	45	33	12	
2	51	36	15	
3	56	42	14	
4	60	40	20	
5	59	38	21	
Mean & SD	54.20/6.2	37.80/3.49		
't' value				9.38*

*significant at 0.5 (df-4) =2.78

**significant at 0.5 (df-4) at 0.01 =4.60

As shown in table 2, that there are high difference in pre-test and post-test individually as well as in Aggregate. The individual differences were from 12 to 21 scores and in aggregate it was 83, pre-test mean 54.20, SD 6.2 and post-test mean 37.80 SD 3.49 and calculated 't' value found 9.38 while required tabulated value 2.78 at 0.05 and 4.60 at 0.01 level of significance, it means significant changes taken place after the interventional skills indicated that stress level decreased significantly.

Therefore, it is proved that the applied individual counseling and interventional skill with physical activities were effective enough to reduce the stress level and bring it to the optimum level for optimum working efficiency.

The evaluation was completed with helps of self made questionnaire, which found positive response from the subject in regard to activities of guidance and counseling, physical activities and interventions skills. An oral discussion was made with the some of the teachers of the institute and find out the opinion that these activities should be started in the institute for the benefit of the students.

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