

Dynamic Analysis towards Stress Free Education

Maithilee Raman Prasad Singh

Associate Professor, Department of B.Ed., B.R.D.P.G.College, Deoria, U.P., India.

Abstract: *This paper deals an ever new analytical approach and strategies adopted according to contemporary and various aspects related and around to school learning free from stress. In India from Vedic to modern more or less as a process of gaining knowledge, education has never denied because of its omnipotent acceptance and daily life importance. Like all the aspects of human concern, education is facing intensive problem of stress worldwide. In the whole process of education; a number of problems persist everywhere. Complexities are growing gradually at local, societal, psychological and global strata's. An amalgamation of need and greed creates tension among students and their parents. Students enter in the school with tensions. Tension of family, tension and pressure of adolescence, tension of curriculum completion, tension of performance, tension of examination etc. are very common and discussed by the educationists and policy makers. A theoretical process of neutralizing the stress with appropriate strategies (with the help of stress neutralizing behavior pattern) is developed in the paper, which may be useful to understand the complexity as well as behavior of an individual during stress.*

1. Introduction

As a life- long and continuous process of development, education plays diversified role in which all the concerns of human being is included. Unlike today's education, the system of providing education in ancient India was developed in Gurukulas and Ashrams with less numbered aims of physical world. Spiritual world was important and liberation accepted its an ultimate goal of education and human life. Yoga and meditation were the integral part of curriculum and helped the students to develop physically fit and mentally strong personalities. It is said in *Taittiriopnishad* (1.11) that knowledge and behavior adopted by the enlightened Guru is acceptable and pupils are advised to follow them. In a nutshell simplicity of life, self discipline, devotion to work without reward, cooperation, peace. non violence, religious activities, strong character, truthfulness, regularity, forgiveness, purity in life, ready to serve others, piety, soft spoken, rationality, sensorial control and more alike were the qualities of education in Vedic period. According to Atharaveda (11.3.15), Guru

was responsible for any sin of their student. All were the rules of life and education as a part of life simplified and removed many common problems of students during educational process.

Till when the problems were removed by rules and regulations, then there was no existence of any stress either upon teacher or pupil. A slight stress upon those due to their duties and performances were positively enhanced within a frame of time. Stress, if any in educational system were removed by the pupil and teacher with the help of cooperation. By the time and after a long journey of growing complexities in every aspect of life and education, the old age system ruined not only in India but in all over the world.

1.1. Meaning and aspects of Stress: Stress means forcibly exerted influence, pressure, force per unit area, a state of physiological or psychological strain caused by adverse stimuli. physical, mental or emotional , internal or external, that tends to disturb the functioning of an organism naturally desires to avoid. The stimuli that elicit such a state or stress reactions. An applied force or system of forces that tends to strain or deform a body, the resisting force set up in a body as a result of an externally applied force, a physical or physiological stimulus that can produce mental tension or psychological reactions that may lead to illness, any emotional, physical, social, economic or other factor that requires a response or change. Deviation of body, mind and spirit from normal equilibrium or position generates stress. Higher achievements associated with higher level of stress. The capacity of bearing stress varies from person to person. A person with high achievement may have high level of stress in his personal life.

A restless position or position which is opposite to educational equilibrium may be recognized as an educational stress. More or less problems of education sector create different kind of stress.

Stress is closely associated with aims, aspirations, ambitions and needs of everyone including educator, learner, administrator and every a member of civilized modern society. When we set the target for any activity, stress induces silently .The targets may be of short term or long term. Even short term target may sustain and create

difficulties and complexities, while psychologists are in favor to them. They asserts that short term stress leads to successful performance. It is my opinion in this regard that quality stress provides strength for building up a successful personality. This quality stress may be compared with person of positive mindset, in which a healthy competition begins and proves him as quality achiever. Then, without slight stress, tension or anxiety, one could not be grow as a successful performer and challenge acceptor.

Clinical aspect of stress proves that it creates many kind of abnormalities and affects the hormonal secretion process of the body. Tension, anxiety, fear, low confidence, memory loss, frustration, day dreaming, extent imitation, workmenia, hallucination etc. are the forms and results of stress. Not only this, Stress may cause gastrointestinal disorders, loss of self-control, over/under eating, anger, crying, headache, backache, insomnia, skin complaints, feeling of disorganization and loss of concentration too .

Now it may be clearly stated that even all above harmful effects of stress, it is associated as an essential, inseparable part of the society and education from the very beginning in which they affects as well as affected by it. Now the question arises before us that which kind of stress is sustaining in our society? Is it not an imbalance between need and greed? Is it not created by unhealthy living ? Is it not by the neutral behavior of society? Is it not due to lack of appropriate facilities in school? Is it not a failure of administrative machinery? These questions are example to understand the chronic situation of spread stress in all over the society and educational system. In defining educational quality, which covers a major part of stress, Bernard (1999) explains that, in all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interactions. This is the quality criteria of Bernard in which he focuses about the surroundings. By any reason(very often) if stress arises in the process of learning or at workplace, the behavior of an individual shows an effort to minimize the effects of stress.

1.2 Origin and Behavior Patterns During Stress

Stress may be of natural, acquired, required and thrust form. It has several origins related to individual side, family side, societal side, economic side and school side.

Physical or daily life concerns like hunger, thirst, fear, piety and alike more are treated as natural or biological stress which emerges by time to time. Acquired stress is the result of ambitions and aspirations related to socio-economic up-gradation and demonstration. It is associated to performances, in showing confidences, establishing himself as distinguished performer and achiever, for receiving praise and honor, in fulfillment of any suppressed need/desire of the past, current maintenance, or fulfill future dreams. Thrust stress is the stress of those who works under someone or under higher authority. A given task or activity within given time creates stress like this.

The individual side aspect includes physical health and hygiene of the children, mental or psychological health of the children, freeness from any incapability, confidence and self-esteem etc. Good health and proper nutrition prevents from infections, disease and injury prior to school enrollment. Positive early experiences and interventions are helpful against negative thoughts among children. For well psychological development of the children it is essential to induce right interventions. Effective and appropriate stimulation in early years influences the brain development necessary for emotional arousal, regulation and behavioral management. Mc Cain and Mustard (1999) expresses that a child who misses positive stimulation or is subject to chronic stress in the preschool years may have difficulty with psychological development later in life.

Family setup may be a source of stress. The family aspect of stress may be discussed under regular observation of children, appropriate attitude and proper interaction with children, education level of family members, attention to school activities and positive early childhood experiences. Parents may not always have the tools and background to support their children's cognitive and psychological development throughout their school years. Parent's level of education has a multifaceted impact on children's ability to learn in schools. A study (Williams 2000) proves that children whose parents had primary education or less were more than three times as likely to have low test scores or grade repetition than children whose parents had at least some secondary schooling. Level of parent's education influences parent child interactions

related to learning and this happens due to stress free environment of the family.

Sociologists accept that children's friend circle, activities of children in play ground, disparities in society at caste, religion and sex level affects and increase stress.

In the era of globalization, economic aspect becoming more important day by day and then it plays pivotal role in education sector. Economic insufficiency creates economic strain on the family which hardens the personality of family members, increases feeling of insecurity and decreases self confidence. The economic incapability of family (or nation) leads to improper and imbalanced settlement of essentialities, are stress creating.

1.3 Stress and Schools

As an image or short form of the society according to John Dewey, school includes and deals all the problems of society. Schools faces problem related to their disciplinary rules, large size of the class, teacher's availability at school, principal or headmasters attitude, less or nil coordination between school administration and other staff, imbalanced curriculum and time table, examination pattern, negative approach to children, insufficiency of infrastructure and lack of normal facilities of play ground, drinking water, separate toilets, library, labs, instruments and chemicals, trained and satisfied teachers with competencies, supervision and support services and school language. All are stress creating.

2. Emergence of Stress Zone and Trap

We cannot imagine the world without activities and surprisingly any activity is not beyond the stress. Then activities are simply the result of coping stress. A trap or grid of stress exists every where every time around the individual. Always there is a hidden or open fight occurs between stress and neutralizing activities. A large number of so many activities and behavior patterns are adopted to abolish the tension, may be defined by the line of actions and these may lead to form a stress trap. With the help of this trap, a suitable or desired behavior line of action may be explained. It may also explain the mindset of the concerned person either is lazy or fearful fellow or smart achiever with ample stress. A neutral or balanced personality too may be identified, who works or uses the available techniques appropriate and or equal to stress. The activities during stress may be categorized like, taking time to think & relax, reading of a good book and stories, working on

hobby, play an instrument, exercising, taking a walk, long breathing, meditation, listening of light music etc.

The whole process and functioning of stress trap may be explained as follows-

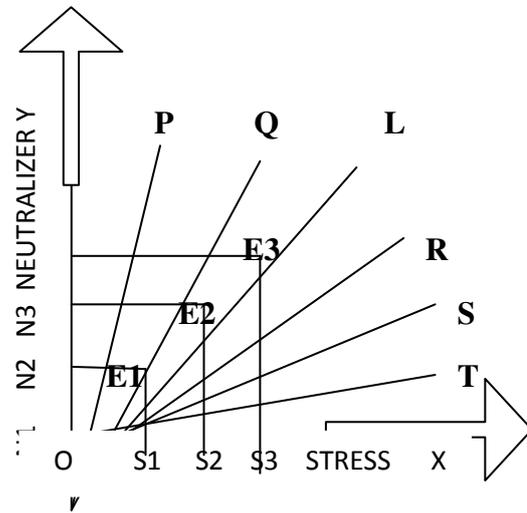


Figure- 1

In figure -1, axis 'X' shows the quantity or intensity of stress and 'Y' shows the availability of neutralizer (which may be in form of an activity or therapy, medicines etc.). Origin point denoted by 'O' and at this point there is no stress and no activity, therefore need not to apply any neutralizer. Here stress is independent and neutralizing activities are dependent (explained by choosing X and Y axis's respectively).

Let, according to **Figure.1**, any one feels stress due to some reason or by any activity or desire of himself, then slips from the point, **O** to **S 1**. Now the person with tension or stress, tends to settle or to neutralize the effect and reaches to point **N 1**. The cut point of **S 1** and **N 1** is indicated by **E 1**. Here, the point **E 1** explains that stress has been settled by appropriate behavior. At a point of time and situation, this behavior pattern is optimum for coping stress. If again stress exists and increase, the position shift at **S2** and the optimum neutralizer using point shifts from **N 1** to **N 2**. Again the cut point of **S2** and **N2** is **E2**; denotes best possible and available behavior to neutralize the stress. A position of stress at point **S3** and neutralizer **N3** cuts each other at point **E3**. The points **E1**, **E2** and **E3** draws a straight line perpendicular to origin point **O**, which indicates the neutralizing behavior pattern and may be named as 'line of stress neutralizing behavior' or 'line of action during stress'. This desired line of action denoted by **OL**, expresses the different combinations of stress and

neutralizers or optimum settlement patterns. **Figure.1** depicts that the behavior of the stressed is best but he can adopt to cope stress other than the combinations available above or under the line of action **OL** which may be denoted as by the lines **OT, OS, OR, OQ** and **OP**. The area covered by **O, S3, E3, N3, O** may be called the active zone or trap zone. This area is responsible for all the actions and reactions between stress and neutralizing activities. Movement beyond point **S3** towards X axis, may dangerous and it shows the less unavailability of appropriate neutralizers. Above mentioned zone **O, S3, E3, N3, O** creates a trap or grid of stress and neutralization in which the different behaviors are exercised. The desired line of action denoted by **OL** expresses the different combinations of stress and neutralizers or optimum settlement pattern, Figure 1 depicts that the behavior of the stressed is best or optimum by choosing the line **OL** but he may select other combinations to settle down the stress like **OT, OS, OR, OQ** and **OP**, A measure trait of personality that is bold or fearful may be explained by this stress trap theory*.

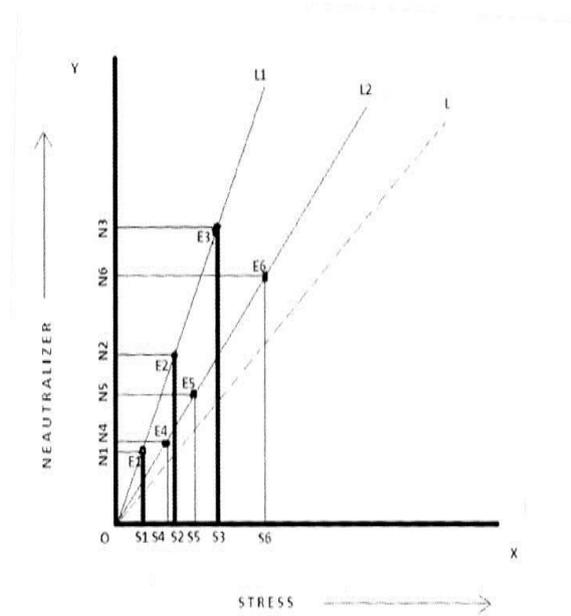


Figure- 2

If in **Figure.2**, stressed, choose the combinations available at **L1** or **L2**; indicates that stress is less than the neutralizer used ($S < N$). Here **OL1** and **OL2** indicate the different combination of behavior like **E1, E2, E3** and **E4, E5, E6** respectively. It means that stressed is, stress sensitive and uses more tools and techniques (than required) to neutralize the effects of stress. Behavior of the fellow is neither resource friendly

nor as a challenge acceptor. This kind of behavior pattern for teachers, students, principals or administrators and parents is not acceptable. This stress fearing position may hares and harms the learning capacity of children as well as affect the teaching competency of teacher; can damage the efficiency of principal or administrator. It explains an over precautions parent too. This is not apt for overall psychological health and school environment

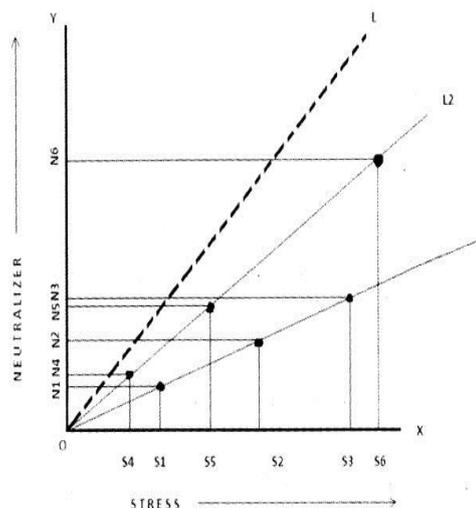


Figure- 3

Figure.3 assumes about the combinations of behavior denoted by the lines of action **L1** and **L2**. These lines are below to optimum stress neutralizing behavior line. Here stress is more than the neutralizers applied ($S > N$). Point **OL1** and **OL2** forms the lines of different combination points **E1, E2, E3** and **E4, E5, E6**. Now the adopted behavior lines are **OL1** and **OL2**. These lines are below to optimum line of action **OL**. It is the condition of indifference towards stress or less attentive mindset to settle the tensions. It may be the position of high confidence level in which less caring to stress emerges. According to school point of view, application of resources in small quantity may be best approach but indifference towards stress or less attention to stress should not be a healthy practice for any learner. If the lines of action **OL1** and **OL2** are tends to shift near X axis, then the stress will be intensified and it indicate also the less adaptability or minimum availability of neutralizers and it may be happen by extensive tension or by other factors. Again this kind of behavior or line of action to eradicate the effect of stress is not

acceptable for teachers, students, principals or administrators and parents. If the stress causing stimuli is not treated with appropriate neutralizers; may cause psychological disturbances and physical complication. Excess stress is harmful for learner and he may escape or take an action to abolish own life. The possibility of these actions are closely related to the downward movement of OL1 line towards OX axis.

A position may be explain according to **figure-4** in which the line of action or behavior pattern during stress is drawn as OL1 and OL2. Points O1,O2 and O3 are on OL, indicates the optimum line of action and best way to neutralize the stress as shown in figure. 1. Point S1 and S3 on curve OL2 is below to optimum line of action (OL) and is similar to figure. 3, while N1 and N3 are the points on curve OL1 and above to OL again identical to points E1,E2,E3 or E4,E5,E6 of figure. 2. The curve or waves like OL1 and OL2 indicates a practical behavior pattern during daily life situations. If we draw a line to join N1,N2,N3 and S1,S2,S3 will form a parallel beam of desired behavior where N1,N2,N3 will be the upper limits and S1,S2,S3, lower limits of behavior strategies, indicate best zone to neutralize the stress . Within this zone any combination of stress and neutralizer may be adopted by school administration, any competent authority or by individual learner, but all the settlement of stress (with neutralizer) nearer to OL always desired. A marginal behavior pattern in school for teachers, learners, principals or administrators and office workers may be determine and explain with the help of stress neutralizing behavior pattern .

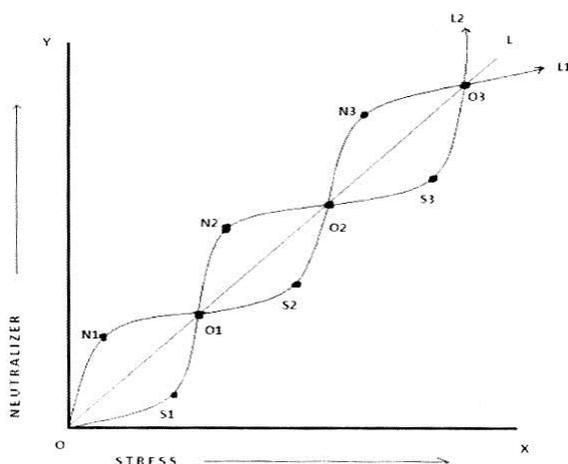


Figure-4

After all, the hard disciplinary rules of the school, lengthy syllabus, ample home work, insufficiency of teachers with tasks other than teaching, lack of teachers training are stress

generating. Less scope of the following methods and techniques like- action research, participative learning, collaborative learning, co operative learning; role play method, interesting interventions, project method, play way method, storytelling method, dramatizing method, working experience method, excursion method, field trip method, infusion method etc. are stress creating. Proper availability of electricity is not ensured many parts of the country, causes the tension to operate and handle the modern means of imparting education viz. web based learning, computer learning, teleconferencing, film and videos, O.H.P., L.C.D., slides and tape recorders. At graduate level of learning in remote areas, only passing the examination is primary concern and time bound examination is fearful therefore stress causing.

A cumulative and combined insight, intellect and courageous effort is ever helpful to neutralize the ill and evil effects of stress among learners, teachers and principals. In the process, identification of stimulus causing stress is essential to opt best solution for neutralizing the stress effect.

Bibliography

* All the Figures and Theory of Stress Trap is developed by author.

Blanchard E.B. ,Schwarz S.P. Suls J.M.et al.(1992) Two controlled evaluations of multi component psychological treatment of irritable bowel syndrome. *Behavior Research and Therapy*, 30,175-89

Phyllis Silvey Hansel, A Learning Theory Approach to Stress and Stress Management: *Dissertation*, November,1984,Darke University

Holistic Stress Management, Chapter – 1,Jones and Barnet Publishers, LLC

Learning Skills- Weekly Review (Stress Management Lessons – 22)

Stress Management Techniques: Evidence based Procedures that reduce Stress and promote Health- V. Liza and D. Christina; Health Science Journal, Vol. 5, issue-2 (2011)

Stress Management and Education; Goyal Aruna and S.L.Goyal, Deep and Deep Publications, New Delhi, 2005