



## Effectiveness of Emotive Behaviour Therapy Upon Stress Management and Irrational Belief Among Teacher Trainees

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### ABSTRACT

The present study is an attempt to find out the effectiveness of Emotive Behaviour Therapy (REBT) upon Stress management and irrational belief among TTC students. The modern world which is said to be a world of achievement is also a world of stress. In the present situation we see that TTC students are facing a lot of stress due to the over loaded curriculum and the socio familial conditions prevailing in the present society. The REBT is a cognitive therapy. Thoughts and beliefs are its main focus. REBT do not assume that thoughts are more important than emotions or behaviors or any other aspects of the human experience. But when we want to change, using thoughts as the point of interaction give us considerable power. While we do not have hundred percentage controls over our thoughts and belief, by carefully examining them in the REBT frame work we can alter them in specific careful ways. The sample consisted of 80 Teacher trainees. Experimental method was adopted for the study. Analysis of the data revealed that REBT is more effective to reduce the presence of irrational belief and stress among teacher trainees. The result also reveals that REBT can reduce the causative factors that lead to mental stress and emotional disturbances.

### KEYWORDS

#### Introduction

It is a fact of modern life no one lives without stress. While a world without stress scarcely imaginable, what we can envision, and achieve in this world? Where we maximise the stress we encounter? And where we deal with stress in effective way? So here the investigator tries to find out the effectiveness of Rational and Emotive Behavioural Therapy (REBT) upon stress management and irrational belief among TTC students.

REBT was conceptualised by the psychologist Albert Ellis in the late 1950's and has been refined, taught and widely practices by Dr. Allis and his students and colleagues since that time. Therefore REBT investigates all over the world.

REBT and other cognitive therapies do not assume that thoughts are more important than emotions or behaviours or any other aspects of the human experience. But when we want to change, using thought as the point of intervention gives us considerable power. While we do not have 100% control over our thoughts and belief, by carefully examining them in the specific helpful ways (Rakesh Mishra, 2012).

REBT is effective and is philosophically pleasing it makes sense. It is pragmatic, directed at finding realistic solutions. It can work well in a self help application. It provides a structure for analysing what is happening when you are upset and fixing big parts of your dilemmas (Michael, 2011).

The REBT is a cognitive therapy. Thoughts and beliefs are its main focus. Emotional problems are feelings which you dislike and want to change. They are problems of discomfort, ranging from disgruntlement to serve emotional pain, or from feelings of loneliness to extreme isolation and alienation. Behavioural problems are behaviours which cause difficulties or habits which you would like to change. REBT is a psychotherapy approach and set of strategies which cure or significantly ameliorate emotional and behavioural problems.

Now a day at the time of teaching practice, many of the schools complaining that performance and teacher effectiveness of teacher trainees are below the expected standard. The

teacher trainee has to perform multiple activities like teaching, evaluating, communicating, guiding and counselling. A teacher trainee become effective only when he/she masters performing abilities like empathy, tolerance, ability to give and receive love, ability to face reality and deal with it, the capacity to learn from experience, ability to accept frustration, conflict, ability to handle hostility constructively, ability to live relative freedom from tension, its symptoms ect. All these are special characteristics features of emotionally matured person.

REBT is about change and improvement ultimately it is about peace of mind and better functioning. Even when practiced by trained licensed psychotherapist in a clinical setting, REBT teaches people strategies which they apply to their thinking and behaviour rather than being the kind of therapy in which a therapist does something to a client. Thus it readily adapt to self help use. It is straight forward in principles and applications.

REBT counselling Technique: is a comprehensive, active, directive philosophically and empirically based psychotherapy which focuses on resolving emotional and behavioural problems and disturbances and enabling people to lead happier and more fulfilling lives.

Stress management: It encompasses technique intended to equip a person with effective coping mechanisms for dealing with psychological Irrational Belief: an unreasonable conviction that leads to emotional and behavioural problem.

#### Objectives of the study

1. To find out the stress related problems among Teacher trainees.
2. To find out the irrational beliefs among Teacher trainees.
3. To find out the effectiveness of REBT counselling techniques for reducing the irrational belief among Teacher trainees.
4. To find out the effectiveness of REBT counselling technique for reducing stress among Teacher trainees.

**Hypothesis**

1. There will be significant difference in the effectiveness of REBT counselling technique on stress management among Teacher trainees.
2. There will be significant difference in the effectiveness of REBT counselling technique on irrational belief among Teacher trainees.

**Methodology**

The study was intended to find out the effect of REBT counselling technique upon stress management and reducing the irrational belief among Teacher trainees. The study was carried out on a sample of 80 Teacher trainees of Palakkad district. Students of two groups were selected one as experimental group and other as control group. Control group consists of 40 students and experimental group consists of 40 students.

**Tools**

Experimental method was used to conduct the study. Stress Scale (Dr. Rosa M.C & Preethi C), Questionnaire based on REBT and direct REBT counselling session were used as tools for the study.

**Statistical techniques used**

The study was aimed to determine the effectiveness of REBT counselling technique upon stress management and reducing the irrational belief among Teacher trainees. Test of significance of difference between means and ANCOVA were calculated for statistical analysis.

**ANALYSIS AND INTERPRETATION**

**Analysis of the Stress Level of Teacher Trainees for the total Sample**

**Table 1**

**Data and Result of the Stress Level of Teacher Trainees for the total Sample**

Highly Stressed		Moderately Stressed		Mildly Stressed	
No.	%	No.	%	No.	%
58	73	16	20	6	7

The table shows some exciting figures with respect to the extent of Stress that the students are exposed to. The data has emphatically proved that there are 20% Moderately Stressed Students and 7% Mildly Stressed Students- 73 % of the students belong to Highly Stressed category.

The data yields some convincing results as to which our classrooms are progressing. 73% of the students are afflicted by stress that too, based on School related background. Schools are conceived as the second home of the child, and it is in the school that the children are suffering mental stress, which may be seriously viewed.



**Before Experiment**

A stress scale and questionnaire based on REBT was prepared and administered to experimental and control groups as a pre test. The test scores obtained for both the groups were classified and the Mean, Standard Deviation, Critical ratio and ANCOVA were calculated to get the reliable results.

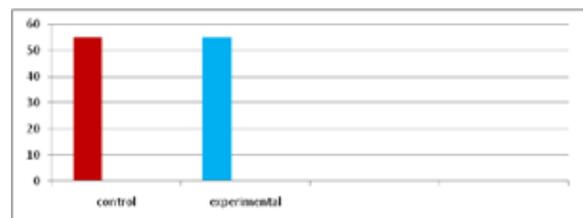
**Table 2**

**Comparison of pre-test score of pupils in the Experimental and Control groups**

Group	No. Of Pupils	Mean	SD	t-value
Experimental group	40	54.5	12.50	1.21
Control group	40	66	8.7	

From the table it is clear that the calculated t-value (1.21) is less the table value (2.56). So it is not significant at 0.05 levels. This shows that there is no significant difference between the means of the pre-test scores of pupils in the experimental and control groups. Therefore the two groups do not differ in their initial performance. The two groups were more or less of the same ability before the experiment.

**Graphical representation of the pre-test score of pupils in the experimental and control groups**



**After experiment**

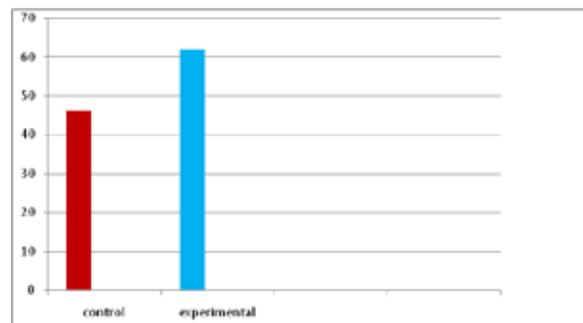
**Table 3**

**Comparison of post-test score of pupils in the experimental and control group**

Group	No. Of Pupils	Mean	SD	t-value
Experimental group	40	61.8	12.6	10.28
Control group	40	46.1	9.8	

From the table it is clear that the t-value obtained (10.28) is greater than the table value (2.56). It is significant at 0.05 levels. This shows that there is a significant difference between the means of the post-test score of pupils in the experimental and control groups. Therefore the two groups differ in their performance. So it can be concluded that the teacher trainees in the experimental group obtained very high scores when REBT applied in them. This indicates that the REBT is more effective in reducing stress level and also irrational behaviour among Teacher trainees.

**Graphical representation of post-test score of pupils in the experimental and control groups**



**Comparison of Gain score of pupils in the experimental and control groups.**

Gain scores were obtained by calculating difference in the post test and pre-test scores of each student in the two groups. The gain scores were tabulated and then the mean

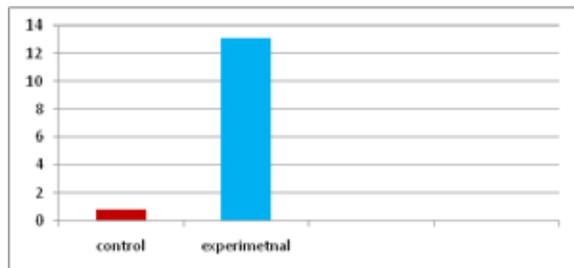
and standard deviation were calculated. The difference between two mean scores was found out and tested for significance. The result obtained is given in table 4.

**Table 4**  
Data and results of Test of significance of the Gain scores of Pupils in the Experimental and Control groups.

Group	No. Of Pupils	Mean	SD	t-value
Experimental group	40	13.1	8.4	13.37
Control group	40	0.8	6.9	

The critical ratio obtained is 13.37 which are greater than the table value (2.56). So it is significant at 0.05 levels. This shows that there is a significant difference between the mean gain score of the two groups. Since the mean gain scores are higher for the Experimental groups, it can be concluded that REBT is more effective in reducing stress level in Teacher trainees than the control group.

**Graphical representation of gain scores of pupils in the experimental and control groups.**



**Interpretation using Analysis of Covariance (ANCOVA)**

Analysis of Co-variance is a statistical technique used to control or adjust for the effect of one or more uncontrolled variables and permit there by a valued evaluation of the outcomes of the experiment. Analysis of covariance was the statistical technique adopted by the investigator for arriving at valid and reliable conclusion. The analysis was done to compare the effectiveness of REBT counselling technique upon stress management and reducing the irrational belief among Teacher trainees.

**Comparison of effectiveness of REBT counselling technique upon stress management and reducing the irrational belief among Teacher trainees.**

The scores of 80 pupils of the experimental and control group were subjected to Analysis of Co-variance to determine the effectiveness of multimedia instructional package over the present method of teaching. The total sum of squares, mean square variance and F ratio for the pre-test and post test scores of the experimental and control group were computed. The data are presented in table 5.

**Table 5**  
Analysis of variance of the Pre-test and Post test scores of the Experimental and Control groups.

Sources of Variation	df	SSx	SSy	MSx	MSy
Among Means	1	164.80	13478.16	164.80	13478.16
Within Groups	78	24294.60	27634.01	111.96	127.35
Total	79	24459.41	41112.16		

Fx = 1.47                      Fy = 105.83

The calculated Fx value (1.147) is less than the table value

(3.95) at 0.05 level. Hence there is no significant difference in the pre-test scores among the two groups. The calculated Fy value (105.83) is greater than the table value (3.95) at 0.05 level. Hence there exists a significant difference in the post test scores of the two groups.

**The Analysis of Co Variance of the scores of the pre-test and post test of the experimental and control groups were computed. The data are presented in table 6.**

**Table 6**  
Analysis of Co Variance of the scores of the pre-test and post test of the experimental and control groups.

Source of Variation	df	SSx	SSy	SSxy	SSyx	MSx	Fyx
Among Means	1	164.80	13478.16	11116.81	15646.02	15646.02	28.19
Within Groups	78	24294.60	27634.01	11987.99	11987.99	55.50	
Total	79	24459.41	41112.16	27634.09	27634.01		

Fyx = 281.9

The calculated Fyx value (281.9) is greater than the table value (3.95) at 0.05 levels. Hence there exists a significant difference between the scores of two groups.

**Comparison of adjusted 'Y' mean score**

The adjusted mean for the post test score of students in the experimental and control groups were calculated. The data are given in the table 6.

**Table 7**  
Data for Adjusted 'y' Means of Post Test Scores in Experimental and Control Groups

Groups	N	Mx	My	Myx (Adjusted)
Experimental	40	48.74	61.81	61.14
Control	40	47	46.14	46.84
Genera Means	80	47.87	53.90	

SED among two adjusted means = 7.44

$$\text{Calculated t value} = \frac{\text{Difference between Y Means}}{\text{SED}}$$

$$t = \frac{14.3}{1.005} = 14.22$$

The adjusted mean of experimental group (61.14) greater than the mean of control group (46.84). That is experimental group is superior to the control group in their performance in their post test. The adjusted means for the post-test scores were tested for significance. The t-value obtained was 14.22 and the table value at 0.05 level is 2.56. Hence the obtained t-value is significant. Therefore the Teacher trainees who got REBT counselling and psychotherapy succeed to reduce stress and irrational belief in an effective way than that of the control group.

**Analysis and interpretation of the response of the teacher trainees in experimental group and control group with regard to irrational belief using REBT questionnaire.**

The response of the teachers before applying the REBT and after applying the REBT were analysed for using percentage analysis. Response of the teacher trainees both in the experimental and control group through REBT questionnaire, before and after application reveals that it is an effective method to dispute irrational belief among teacher trainees.

**CONCLUSION**

The study could make some reflections on the effectiveness of REBT upon irrational belief and stress management in teacher trainees who are enmeshed with school related stress during their teaching practice period which is afflicting their teaching performance and also academic achievement in real sense. This study reveals that REBT can reduce the causative factors that lead to mental stress and emotional disturbances. So it helps to make a healthy, emotionally well balanced person.

### Suggestions

- ❖ A survey study can be conducted to find out the attitude of teachers/students/ teacher trainees towards the effectiveness of REBT.
- ❖ A study can be conducted to find out the influence of irrational belief in creating stress among people.
- ❖ A study can be conducted to find out the relationship between stress and irrational belief in teacher trainees/ teachers/ students/ working people.
- ❖ This study can be conducted among B.Ed students.

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