



“A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING STRESS AND ITS MANAGEMENT AMONG ADOLESCENCE IN SELECTED COLLEGES, AT BANGALORE”

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Abstract: Stressful life experiences and ways of dealing with them may predispose to mood disorders, and the depression itself may be the cause of severe stress and underdeveloped techniques to oppose it. Thus, the variables relevant to onset and course of depression remain in important relationships with coping strategies. The experience of negative emotional states associated with depressive disorder narrows the attention span, reduces the ability for flexible and creative thinking, and also reduces the adaptive capacity. This limits effective coping in stressful situations in the present and in the future. The shortage of coping resources contributes to the deterioration of the quality of life, which adversely affects the health status. The outbreak of coronavirus diseases (COVID-19) has been substantially influencing the life and living of people across the world, especially after the declaration of a global pandemic by the World Health Organization in the second week of March 2020. As of June 7, 2020, around 6.91 million people were infected with the COVID-19, with a confirmed fatality of another 0.4 million worldwide. Hence, many countries implemented a range of anti-epidemic measures, such as restricting travel for foreign nationals, closing down public spaces, and shutting down the entire transit system, to contain the transmission of the highly contagious infections from human-to- human. **Objectives:** 1) To assess the existing level of stress and its management among the adolescence. 2) To assess the effectiveness of structured teaching program on stress and its management among adolescence . 3) To determine the association of coping mechanism on stress with selected demographic variable. **Approach:** Evaluative approach was selected for the study. **Design:** Quasi-experimental (one group pretest and posttest) was selected for the study. **Subjects:** 60 adolescence . **Sampling Technique:** A purposive sampling technique was used to select the sample for study. **Data Collection Tool:** A structured questionnaire was used to collect data from the subjects. **Data Analysis:** The obtained data was analyzed using descriptive and inferential statistics and interpreted in terms of objectives and hypothesis of the study. The level of significance was set at 0.05 levels. **Results:** 88% of the adolescence obtained adequate level of information and 6% had a moderate level of knowledge. None of the adolescence possessed inadequate level of knowledge **Conclusion:** In the pretest the subjects had an inadequate knowledge where as in the post test all the subjects had gained adequate knowledge. The study findings indicate that STP was effective enhancing the knowledge of regarding stress and its management.

keywords- Adolescence; stress; structured teaching programme; knowledge; pre-test; post-test;

INTRODUCTION

Stress is most often thought of as something negative and harmful. In fact, stress causes adverse effects only when it is too strong or lasts too long and thus exceeds the adaptive capacity of the individual. Moderate stress facilitates adaptation to environmental demands, thereby stimulating intellectual growth. For many researchers, this kind of stress is a primary factor in mental development. However, prolonged stress increases risk of mental disorders, in particular anxiety (neurotic) disorders and depression. Too much stress can trigger PTSD (post-traumatic stress disorder) and personality disorders, and may contribute to the onset of psychosis. In today's highly competitive world, students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. Most of the people have no difficulty saying when they are under stress and attributing all problems to stress. But educationalists and psychologists have considerable difficulty in defining stress and have tended to avoid the concept, as it is too global. Stress combines the external stimulus. The life events and the host of individual responses to the stimulus, such as anxiety or depression. stress may be manifested as depression, eating disorders, elimination disorders, suicidal behaviour and dissociative disorders, anxiety, poor concentration, aggression, physical illness, substance abuse etc. Now scenario has been changing most of us aware about the stressor which affect the college students and maintain the environment which induces the positive thinking among students. The measures have also taken by the individuals and different organization to conduct the various programs to reduce the stress.

NEED FOR THE STUDY

Depression is one of the leading causes of illnesses and disability among adolescence. Suicidal is the second leading cause of death in 15 to 19 years old children. Consequences of mental ill condition of adolescence extending to adulthood, limiting the opportunity to fulfill the lives as adults, which impair physical and mental health. WHO gives suggestions to prevent and promote activities which are one to one, group delivered activities school based interventions etc. As per UNICEF (June 2018), it was estimated that 1.2 billion adolescents were present in the world. More than half of all adolescents globally live in Asia. As per WHO (Sep 2018), one in six people are aged 10 to 19 years. Mental health maturity start by 14 years and improper development may account for 16% of the global burden of diseases. Depression is one of the leading causes of illnesses and disability among adolescence. Suicidal is the second leading cause of death in 15 to 19 years old children. Consequences of mental ill condition of adolescence extending to adulthood, limiting the opportunity to fulfill the lives as adults, which impair physical and mental health. WHO gives suggestions to prevent and promote activities which are one to one, group delivered activities school based interventions etc.

OBJECTIVES OF THE STUDY

- To assess the existing level of stress and its management among the adolescence.
- To assess the effectiveness of structured teaching program on stress and its management among adolescence.
- To determine the association of coping mechanism on stress with selected demographic variable.

HYPOTHESES

H1 – There will be significant difference between pretest and posttest regarding stress and its management among adolescence.

H2- There will be significant association between the selected demographical variables and coping strategies over stress.

METHODOLOGY

The Methodology of research indicates the general pattern of organizing the procedure for gathering valid and reliable data for the purpose of investigation. This chapter deals with the description of the methods and different steps used for collecting and organizing data. It includes research design, research approach, setting, sample and sampling technique, development and description of tool, development of teaching strategy, pilot study, data collection procedures and plan for data analysis. A research approach tells the researcher what data to collect, how to collect and how to analyze it. It also suggests possible conclusions to be drawn from the data.

An evaluative approach was adapted for this study since the investigation was aimed to evaluate the effectiveness of a structured teaching programme on knowledge regarding stress and its management among adolescence in selected colleges. Research design is a researcher's plan for obtaining answers to research questions (or) for testing research hypothesis. The research design spells out the basic strategies that the researcher adopts to develop information which is accurate and interpretable. Quasi-experimental (one group pretest- posttest) design was selected for this study.

SECTION A: DESCRIPTION OF DEMOGRAPHIC PROFILE OF THE SAMPLE

SEC –A: DESCRIPTION OF SOCIO DEMOGRAPHIC VARIABLES OF ADOLESCENT STUDENTS.

Table -1: Frequency and percentage distribution of adolescent students according to demographic variables.

n=60

Sl no.	Demographic variables	No.	%
1	AGE		
	a)16	30	50
	b)17	30	50
	c)18	0	0
2	GENDER	31	51.7
	a) Male		
	b) Female	29	48.3
3	Type of Family		
	a) Nuclear	44	73.3
	b) Joint	16	26.7
4	Fathe Education		
	a) Graduate and above	48	80
	b) Higher secondary	7	11.7
	c) High school	4	6.7
	d) Middle	0	0
	e) Illiterate	1	1.7
5)	Mother education		
	a) Graduate and above	40	66.7
	b) Higher secondary	10	16.7
	c) High school	5	8.3
	d) Middle	3	5.0
	e)Illiterate	2	3.3
6)	OCCUPATION OF FATHER		
	a) Unemployed	1	1.7
	b) Professional work	45	75.0
	c) Non -professional wok	14	23.3
7)	OCCUPATIONOF MOTHER		
	a) Unemployed	36	60.0
	b) Professional work	21	35.0
	c)Non-professional wok	3	5.0
8)	RESIDENCE		
	a) Urban	47	78.3
	b) rural	13	21.7

FIG 1: PERCENTAGE DISTRIBUTION OF ADOLESCENT STUDENTS ACCORDING TO AGE(PER MONTH)

The finding of the present study showed that equal numbers of subjects (50%) were of the age 16 years & 17 years and none of them were of 18 years of age.

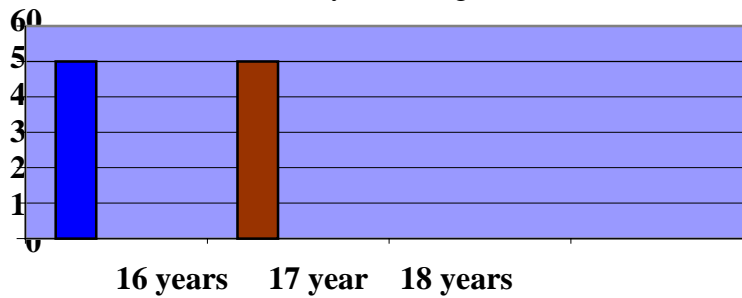


FIG 2: PERCENTAGE DISTRIBUTION OF ADOLESCENCE STUDENTS ACCORDING TO GENDER.

As shown in the bar chart the highest percentage (51.7%) of the adolescent students were male and 48.3% of the adolescent students were females.

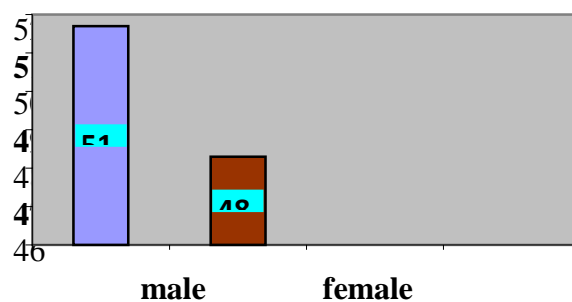


FIG 3: PERCENTAGE DISTRIBUTION OF ADOLESCENT STUDENTS ACCORDING TO TYPE OF FAMILY.

Type of family study of the subjects showed that 73.3% of the study subjects were nuclear family, 26.67 of them were joint family.

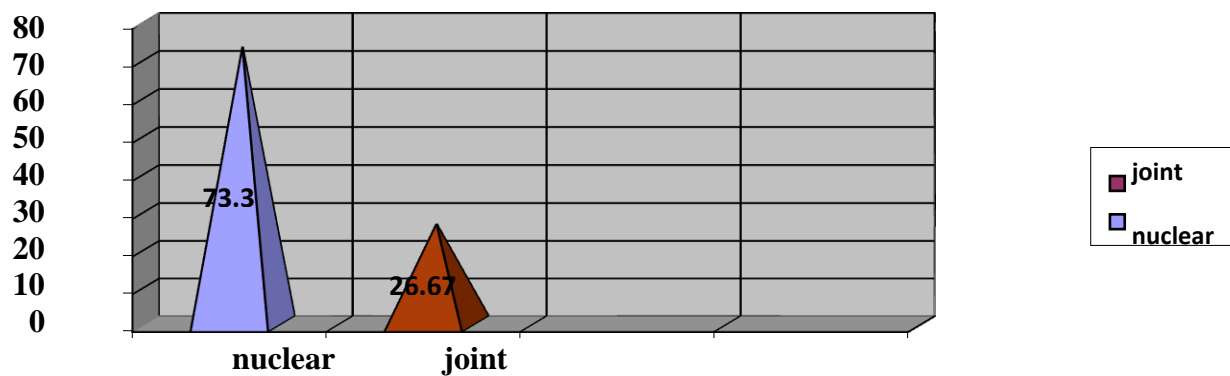


FIG 4: PERCENTAGE DISTRIBUTION OF ADOLESCENT STUDENTS ACCORDING TO MOTHER EDUCATION

Maximum of study subjects (66.7%) had educational status of mother as graduate and above, whereas 16.7% were educated up to higher secondary, 8.3% were educated up to high school, 5% were educated up to middle and the least number (3.3%) were illiterate.

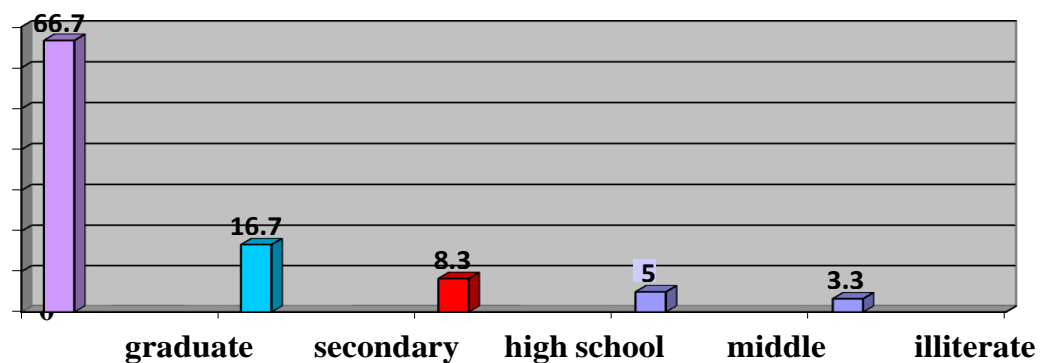
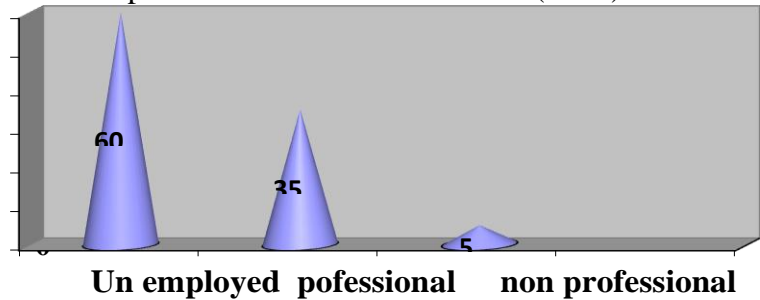


FIG 5: PERCENTAGE DISTRIBUTION OF STUDENTS ACCORDING OCCUPATION OF FATHER

Majority (75%) of study subjects occupation of father were involved in a professional work, whereas 23.3% were involved in non-professional work and the least (1.7%) were un-employed (labour)



SEC-B: ASSESSMENT OF KNOWLEDGE OF THE ADOLESCENT STUDENTS REGARDING STRESS AND ITS MANAGEMENT BEFORE IMPLEMENTING STRUCTURED TEACHING PROGRAMME

Table 2: To assess the existing knowledge of adolescent students regarding stress and its management before implementing Structured teaching programme.

Level of knowledge	Score	No. of respondent	
		No.	%
Adequate	76- 100%	3	5
Moderate	51-75%	36	60
Inadequate	50 and below	21	35

Table 3: Mean, SD and Mean% of the existing knowledge of the adolescent students regarding stress and its management.

Domain	Max statement	Max score	Range	Mean	SD	Mean %
Information about stress and its management	25	25	8-17	12.9	1.4	51.92

Table 4: To assess the post-test knowledge students regarding stress and its management in selected colleges.

Level of knowledge	Score	No. of respondents	
		No.	%
Adequate	75-100%	49	81.66
Moderate	50-74%	11	18.34
Inadequate	50 and above	0	0

Table 5: Mean, SD and Mean% of post-test knowledge of adolescent students regarding stress and its management .

Domain	Max statement	Max score	Range	Mean	SD	Mean %
Information about stress and its management	25	25	16-24	20.9	2.09	83.76

Table 6: To compare pre test and post test level of knowledge adolescent students regarding stress and its management.

Level of knowledge	Scores	Pre test		Post test	
		No.	%	No.	%
Adequate	75-100%	3	5		0
Moderate	51-74%	21	35	11	18.33
Inadequate	50 and below	36	60	49	81.67

RESULTS

Statistical analysis is a method of rendering quantitative information meaningfully and intelligently. Statistical procedures enable the researcher to reduce, summarize, organize, evaluate, interpret and communicate numeric information. This chapter deals with analysis and interpretation of data collected from 60 Adolescence regarding stress and its management. Keeping in a view the objectives of the study use one group pre test, post test design through evaluative approach which was adopted to evaluate the effectiveness of the structured teaching program on knowledge of adolescence regarding stress and its management in a selected colleges at Bangalore. The data was collected from the respondents before and after the computer-assisted teaching program. The collected information was organized, tabulated, analyzed and interpreted using descriptive and inferential statistics. Analysis was done based on the objectives and hypothesis of the study. The level of significance was set at 0.05 levels.

CONCLUSION

The present study assessed the knowledge adolescent girls regarding stress-management, and found that the adolescent girls had inadequate knowledge related to stress-reduction techniques. After the structured-teaching programme on stress management there was a significant improvement on knowledge of the adolescent girls regarding stress-reduction techniques. The study concluded that the structured-teaching programme was effective in improving knowledge of the adolescent girls regarding stress-management.

RECOMMENDATION

- A similar study can be conducted in a large number of samples at different hostel to validate and generalize the findings .
- similar study can be conducted among male population who is staying in hostel.
- similar study may be done as an experimental study between control and experimental group
- A study can be conducted to assess the attitude of adolescent students.
- A study can be conducted to assess the practice of stress reduction techniques
- A study can be conducted to assess the factors which influence a subject's likelihood of attending teaching programme on yoga and meditation.

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