Effectiveness Of Structured Teaching Programme on Knowledge Regarding Management of Academic Stress Among Secondary School Students In Government Higher Secondary School Vellalore, Coimbatore.

C. Chitraa [1*], Dr. Abirami. M [2]

[1] Ph.D. scholar, Bharath institution of higher education and research in Chennai.
[2] Vice principal Bharath college of nursing in Chennai

ABSTRACT

Academic stress adversely affects student's personal, emotional, and physical well-being as well as their learning and performance levels. Various studies highlighted the relationship between educational stress and internalizing and externalizing problems in school contexts. Adolescents who were undergoing high stress were found to be indulging in various maladaptive and risky behaviors such as increased consumption of alcohol and drugs, unprotected sexual activities, physical inactivity, poor eating, and sleeping patterns incidences of depression were also found among stressful adolescents. The study is Quantitative approach. The effectiveness of knowledge on management of academic stress was assessed in one group before and after giving a structured teaching programme. The sample is 95 school students who is studying 8th and 9th standard in government higher secondary school. Simple random sampling technique was used. The mean pre-test score is 31.6 and mean post-test score is 36.9. The improvement was statistically tested by paired 't' test. The result found to be significant at p<0.001 because of intervention. This shows that structured teaching Programme regarding management of stress significantly increases the knowledge regarding management of academic stress among secondary school students.

Key Words: Adolescents, Academic stress, Effectiveness, Structured Teaching Programme

INTRODUCTION

Adolescence is the period in human growth and development that occurs after childhood and before adulthood and considered to be the period between the ages of 10 and 19 years. It accounts for approximately 17% of the world's population. India is home to the largest adolescent population in the world. During this period, adolescents undergo many psychosocial and physiological changes making them more prone to various stresses. For them, academic related events are believed to be major stressors, especially in Asian countries, as their academic performance at this stage plays a decisive role in higher education and career. Various studies carried out after the year 2000 revealed that the prevalence of stress among Indian adolescents varied between 13% and 45%.Another study conducted in Thiruvananthapuram, India revealed that 93%–100% of school children had medium to moderate stress while 1.9% exhibited severe stress. A study by Deb et al., 2015, revealed that nearly two-thirds (63.5%) of the Indian students reported stress due to academic pressure. It is, therefore, worthwhile to undertake further research which would seek to protect the growing adolescent population. [1]

Due to the ever expanding population in India, the education system has become highly competitive. As a result, the children begin to face the pressure of competition from the preprimary level itself in the form of year-end examinations which determine their promotion to the next higher grade. The academic stress further increases at the pre university level as getting admission to good colleges depends on their grades or marks obtained in the qualifying examination. In the Indian system of education, obtaining good marks are more important than acquiring knowledge. This leads to overburdening the students with academic workload causing a lot of academic stress among Indian adolescents.[2]

A study in the Indian context identified a significant relationship between educational stress and mental health conditions among adolescents. Although both boys and girls have the same level of worry regarding academics and economics, girls are much more vulnerable to increased stress when it comes to issues related to future events, classmates, and personal health. Adolescent girls are found to perceive negative interpersonal events as more stressful than boys. Studies revealed that adolescent girls experience more stress than boys. However, not many studies have been focused on adolescent girls. The present study intends to investigate this unexplored area.[3]

India reported the highest suicide rate in 2021 with 12 suicides for every 100,000 population Furthermore, this trend, according to Indian National Crime Records Bureau (NCRB) has risen at the rate of 6.2% compared to the year 2020 Over the past few decades, the suicide rate in India has been increasing rapidly .The adolescents try to figure out their place and role in society and among their peers in terms of their work, education, family, etc., generating a lot of frequent changes and instability in their lives. Hence, lack of experience and inability to handle all these changes together brings several mental health issues that increasingly affect young people. The 2019 worldwide statistics show that an estimated 166 million adolescents (89 million boys and 77 million girls) had mental health conditions, which means one in seven adolescents experience mental health issues. Studies show that adolescents in India have shown high vulnerability to mental health issues and have consistently been highly affected by suicidal tendencies. It has been observed that suicide is the 4th leading cause of death among the late adolescent age groups (15–19 years) in India.[4]

According to the NCRB, 2021 report, a total number of 10,730 adolescents (below 18 years).There have been several studies in different parts of the country on various aspects of suicide in India. Such studies have reported methods, means, reasons, risk factors, and other aspects of suicide. The definition of academic stress is that comes from schooling and education. There is often a lot of pressure that comes along with perceiving the degree and one's education. There is studying, homework, tests, labs, reading and quizzes. There is the stress of doing all of the work, balancing the time and finding time for extra-curricular activities. [5]

Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it (Carveth et al, 1996). Students report experiencing academic stress at predictable times each exams with the greatest sources of academic stress resulting from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time (Abouserie, 1994). When stress is perceived negatively or becomes excessive, students experience physical and psychological impairment. Methods to reduce stress by students often include effective time management, social support, positive appraisal, and engagement in leisure pursuits (Murphy and Archer, 1996).Stress does not affect all people equally, but stress can lead to illness and experiences but

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coping with stress is therefore an important factor, it affects whether and how people search for medical care and social support. [6]

OBJECTIVES

> To assess the knowledge regarding management of academic stress among secondary school students in selected school at Coimbatore.
> To determine the effectiveness of structured teaching programme on knowledge regarding management of academic stress among secondary school students in selected school at Coimbatore.
> To find out the association between the posttest knowledge regarding management of academic stress among secondary school students with their selected demographic variables.

METHODS AND MATERIALS

The research approach is Quantitative. Pre-experimental one group pre-test and post test design is adopted under the main classification of Quasi Experimental research design. The main study was conducted in Government higher secondary school, Coimbatore with the four weeks period of data collection. 95 school students who is studying 8th and 9th standard were selected for this study through simple random sampling technique. The data were collected after the tool was evaluated by five experts from mental health Nursing Department. The suggestions given by experts were incorporated and the tool was finalized. Informed consent from the subject was obtained and the confidentiality has been assured.

> The instrument used for data collection to assess the knowledge regarding management of academic stress among the secondary school students. This study consists of 2 tools. **Tool 1:** Demographic profile of secondary school students with academic stress. This demographic variable containing age, gender, year of studying, religion, socioeconomic status, parent's education, type of family, previous treatment for academic stress, are you doing any special coaching classes outside.
> **Tool 2:** To Assess the level of knowledge regarding management of academic stress .The knowledge was assessed by using Structured questionnaire scale totally 25 items, focused on knowledge. Level of score categories; adequate knowledge (25-18), sufficient knowledge (12-17), inadequate knowledge (0-11).
> Administered the Structured Teaching Programme regarding management of academic stress among secondary school students for 30 mints during data collection period. There is 4 session of STP for school student about management of academic stress. To assess the effectiveness of STP through pre test and post test .After completion of 4th session of STP same day the students were assessed for post level of knowledge with structured questionnaires scale.

Result and Discussion:

> The age of secondary school students between 9-12 years were 0%, 13-15 years were 100.the gender data tells as that male were 54.7%, female were 45.2%,transgender were 0%. the religion data tells that Hindu were 37.8%, Christian were 33.6%,muslim were 28.4%.In the group the educational status of parents were 21.0% of primary education, 18.9% of secondary education, 20% of higher secondary education, 21.0% of degree educatuin,18.9% of no education. In the present study, the type of family of secondary

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school students in nuclear family were 20.4%, in join family were 30.5%, in extended family were 28.4% and in single parent family were 12.6%.

➢ Assessment of pre- test and pos-test level of knowledge score of secondary school students regarding management of academic stress this section describe to assess the effectiveness of structured teaching program on management of academic stress among secondary school students. Frequency and percentage distribution of criteria measurement

Level of knowledge	Pretest		Post test	
	F	%	F	%
Adequate knowledge	11	12	55	58
Sufficient knowledge	31	34	28	29
Inadequate knowledge	53	54	12	13
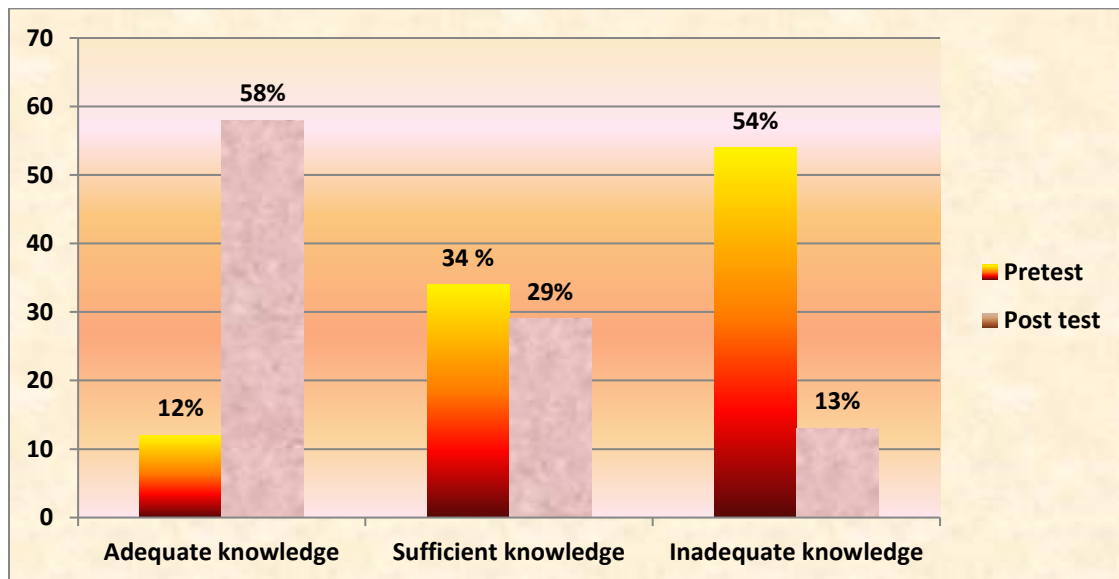
➢ There is significant association between the post test score level of knowledge regarding management of academic stress among secondary school students with their all demographic variables containing age, gender, year of studying, religion, socioeconomic status, parent's education, and type of family.

➢ Mean and standard deviation used for evaluate the effectiveness of STP regarding management of academic stress. The mean pre-test score is 31.6 and mean post-test score is 36.9. The paired" t test value was 13.6* when compared to the table value (2) is high.

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This shows that structured teaching Programme regarding management of academic stress significantly increases the knowledge level among secondary school students.

Conclusion:

Each student facing stress different aspects and cause a severe health problem. So through the delivered structured teaching programme on knowledge regarding management of academic stress among secondary school students, In the research study show results that the students increases the knowledge regarding the management of academic stress and its help to overcome the stress and makes academic achievements in their school life.

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