

A Study to Assess the Effectiveness of Behaviour Modification Package on Stress among Adolescents at Selected Setting, Chennai

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Abstract: This study evaluated the effectiveness of a behaviour-modification package to reduce stress among adolescents ($N = 60$) in a selected Chennai school. Using a pre-experimental one-group pre-test/post-test design and non-probability convenience sampling, participants (aged 13–15 years) completed a structured interview and questionnaire measuring stress-related practices before and after a behaviour-modification intervention. Descriptive and inferential statistics (means, standard deviations, paired t -test, chi-square) were used. Pre-intervention mean practice score was 19.20 ($SD = 4.42$) and post-intervention mean was 26.16 ($SD = 5.87$), indicating a statistically significant improvement in stress-management practices. Practice classifications shifted: inadequate practice decreased from 46.6% to 11.7%, moderate practice increased from 53.3% to 65.0%, and adequate practice appeared (23.3%) after intervention. Several demographic variables showed significant associations with post-test categories. Findings suggest the behaviour-modification package improved adolescents' stress-coping practices; recommendations include replication with control groups, larger samples, and school-based integration.

Keywords: Behaviour-Modification Package, Stress, adolescents etc

1. Introduction

Behaviour is often more determinative than knowledge in real-life coping: knowledge alone may not change how adolescents manage stress; behaviour-focused interventions can. Adolescence (13–15 years) is a developmental period marked by rapid biological and psychosocial changes and vulnerability to emotional volatility and stress. Behaviour modification—rooted in classical and operant conditioning—uses reinforcement, punishment, extinction, desensitization, and other techniques to increase adaptive behaviours and decrease maladaptive ones. Applied to adolescent stress, behaviour-modification strategies (including positive reinforcement, relaxation training, cognitive-behavioural elements, and systematic desensitization) aim to strengthen coping behaviours and reduce stress-related responses.

Background evidence indicates behaviour-modification programs are central to many clinical and school-based interventions and can reduce problem behaviours and improve social outcomes. Parent-management training and cognitive-behavioural strategies have demonstrated cost-effective benefits for youth conduct and emotional problems. Given the prevalence of adolescent stress and its link to anxiety and depression, evaluating structured behaviour-modification packages in school settings is warranted.

Statement of the Problem

“A study to assess the effectiveness of behaviour modification Package on stress among adolescents at selected setting, Chennai”.

Objectives

- 1) To assess the pre-test and post-test of behaviour modification package on stress among adolescents.
- 2) To evaluate the effectiveness of behaviour modification package on stress among adolescents.
- 3) To associate the behaviour modification package on stress with the selected demographic variables among adolescents.

Research Hypothesis:

H1: There is no significant difference between pre-test and post-test of behaviour modification package on stress among adolescents.

H 2: There is no significant association between post-test of behaviour modification package on stress with selected demographic variables among adolescents.

2. Methodology

The study was conducted in Brotherhood Matric Higher Secondary School, Neelankarai Research design of this study is Pre Experimental one Group Pre-test and Post-test design. and non-probability convenient sampling technique was used and sample consisted of 60 adolescents (13-15yrs). The tool consisted of demographic variables, interview and structured questionnaire method. Data analysis and interpretation was done using inferential statistics. Informed consent was obtained from the study samples.

3. Results and Discussion

First objective of the study was to assess the pre-test and post-test of behaviour modification package on stress among adolescents.

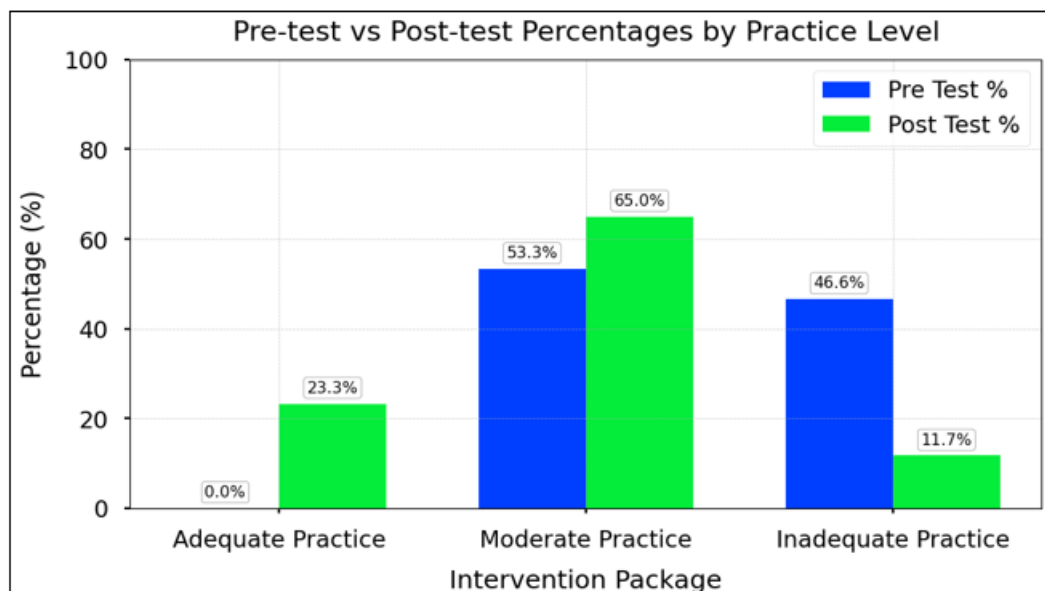


Figure 1: Shows that in pre test, (46.6%) of the samples had inadequate practice, (53.3%) of the samples had moderate practice and (0%) of the samples had adequate practice. In post test, (11.7%) of the samples had inadequate practice, (65%) of the samples had moderate practice and (23.3 %) of the samples had adequate practice

The second objective of the study was to evaluate the effectiveness of behavior modification package on stress among adolescents.

Variables	Mean		Standard Deviation		Paired T Test
	Pre-Intervention	Post-Intervention	Pre-Intervention	Post-Intervention	
Behaviour modification packages on stress	19.2	26.16	4.42	5.87	T=1.52, p>0.05 table value=0.32

Table-1 reveals that behaviour modification packages on stress among adolescents in pre-test the mean value is 19.2 and the S.D is 4.42. In post test the mean value is 26.16 and S.D is 5.87. It shows that there was a significant difference in pre and post test of behaviour modification packages on stress and the study findings was supported by I. Stella Mary et al., 2018 conducted a study on Effectiveness of positive behaviour therapy upon stress among adolescents and the study findings reveals that the Mean stress scores in pre-test were 44.5 ± 9.5 and post-test was 35.0 ± 10.8 . The difference was significant ($P < 0.001$) respectively.

The third objective of the study was to associate the behavior modification package on stress with the selected demographic variables among adolescents.

There is a significant association of age, gender, standard of education, Religion, type of family, mother education, parents monthly income, father occupation, mother occupation, no of siblings, stress reduction strategies and source of information between behaviour modification by package on stress among adolescents at 0.05 level of significance and the study findings was by Dr. N. Ganapathy et al., 2018 conducted a study to assess level of stress among adolescent school children and the study findings reveals that 33% of adolescent school children are having no stress, 50% are having mild stress, 11 % of them are having moderate stress and 6% are suffering from severe stress. There was no significant association between the stress with their demographic variables like Age, gender, class, religion, place of residence, no of siblings, mothers education, fathers education, mothers occupation, fathers occupation and monthly income.

4. Nursing Implications

- 1) **Education and Counselling:** Nurses educate adolescents on stress management techniques and provide counselling for those at high risk.
- 2) **Collaboration with Parents and Teachers:** Nurses can work with stakeholders to create a supportive environment.
- 3) **Monitoring and Follow-up:** Regular assessments to track progress and provide continuous support.
- 4) **Policy Development:** Advocate for incorporating stress management programs in school curriculums.

Nursing Education:

- 1) **Curriculum Development:** Incorporate modules on adolescent psychology, stress management, and behaviour modification techniques. Include clinical practicum focusing on mental health interventions for adolescents.
- 2) **Skill Development:** Train nursing students in counselling, active listening, and motivational interviewing. Use simulation-based learning for practice in real-world scenarios.
- 3) **Collaboration:** Engage nursing students with schools and communities to implement stress management programs.
- 4) **Continuing Education:** Encourage practicing nurses to pursue certifications in adolescent mental health and behaviour modification strategies.

Nursing Administration:

- 1) The nursing administrator may take part in developing protocols, preparing posters and flash cards on positive

behaviour therapy on stress in designing the health education programmes and strategies for teachers and students at schools.

- 2) The nursing administrator may arrange awareness programme by nursing professionals who have obtained in-service education especially in positive behaviour therapy on stress and counselling centres at school level.
- 3) The nurse administrators should explore and encourage innovative ideas in the preparation of an appropriate teaching material.
- 4) The nurse administrator should organize sufficient manpower and material for disseminating information regarding positive behaviour therapy on stress during community visits.
- 5) The nurse administrator should take initiation in organizing and conducting classes for teachers on positive behaviour therapy on stress.

Nursing Research:

- 1) This study helps nurse researchers to conduct researches on other aspects of stress reduction strategies
- 2) Nurses should come forward to take up unsolved questions in the field of positive behaviour therapy on stress and prevention of mental illness to carry out studies and publish them for the benefit of public and nursing fraternity. The public and private agencies should also encourage research in this field through materials and funds.

5. Recommendations

On the basis of the findings of the study following recommendations have been made:

- A similar study may be replicated on a large sample to generalize the findings.
- An experimental study may be undertaken with a control group for effective comparison of the result.
- A study may be conducted by including additional demographic variables.
- A comparative study may be conducted between rural and urban school settings or between rich and poor socioeconomic status adolescents.
- Manuals, information booklets and self-instruction module may be developed in areas of positive behaviour therapy on stress.
- A study may be carried out to evaluate the efficiency of various teaching strategies like SIM, pamphlets, leaflets and computer-assisted instruction on positive behaviour therapy on stress.

Ethical Considerations

- Ethical committee approval was obtained
- Informed consent was obtained from study participants in language known to them after explaining the purpose of the study.
- Confidentiality was maintained

Conflict of interest

The authors have no conflict of interest to declare

Financial support and sponsorship

Nil

Acknowledgement

We are grateful to the all participants.

6. Conclusion

The study demonstrated that the behaviour-modification package improved stress-management practices among adolescents, with most participants showing moderate to adequate levels after the intervention. These findings highlight the effectiveness of structured strategies such as cognitive-behavioural techniques and relaxation methods in reducing stress. The results indicate that behaviour-modification strategies, including cognitive-behavioural techniques, relaxation exercises, and coping skill training, are effective in helping adolescents manage stress. The study also highlights the importance of implementing structured, school-based interventions to promote mental well-being during adolescence.

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