

# A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Academic Stress and it's Management among Students of Higher Secondary School of Visnagar city

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**Abstract:** ***Objective:** To assess the prevalence of education among higher secondary school students at Visnagar. 1) To assesses the knowledge regarding educational stress and its management before structured teaching programme among higher secondary school students at Visnagar. 2) To plan and implement structured teaching programme regarding stress and its management among students of higher secondary school at Visnagar. 3) To assess the pre-test knowledge on stress and its management among students of higher secondary education at selected areas in Visnagar. 4) To find out effectiveness of structured teaching programme on stress and its management among students of higher secondary school at Visnagar. **Method:** Quantitative approach was use with one group pre-test and post test design. The investigator used simple random sampling technique selecting the 40 sample. A structured knowledge questionnaire was prepared to assess the knowledge of the sample. The data obtain were analyzed and interpreted in the light of objective and hypnosis using both descriptive and inferential statistics. **Result:** The mean pre test knowledge score was 9.625 and post test knowledge was with 14.625 mean differences 5.0. It proves that the effectiveness of the structured teaching programme.*

**Keywords:** Knowledge regarding academic stress and it's management among students of higher secondary school.

## 1. Introduction

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 regulation in students is important for understanding the development and prevention of psychopathology. Research evidence suggests that cumulative life stress increase risk for emotional and behavioural problems, such as negative views of self, problematic interpersonal relationship and stressful life experience. This developmental cost of emotional distressed then put students at risk for further symptoms and lifetime difficulties.

Stress may be considered as any physical, chemical or emotional factor that cause bodily or mental unrest and that may be a factor in disease causation. Physical and chemical factors that can cause stress include trauma, infections, toxins, illness and injuries of any sort. Emotional causes of stress and tension are numerous and varied. If stress disrupts body balance and function, then is all stress bad? Not necessarily. A mild degree of stress and strain can sometimes be beneficial. For example, feeling mildly stressed when carrying out a project or assignment often

compels us to do a good job, focus better and work energetically.

### Sources of stress:-

- 1) Interpersonal issues causing stress
- 2) Personality related stress
- 3) Environmental stress
- 4) Change induced stress

A growing problem not only in India but all over the globe is that the globe is that students are more stressed than ever. In fact, India has one of the highest rate suicides among people aged between 15 to 29. Although the reason are myriad but failure in examination, unemployment are some the reason why people put life at risk.

A common cause of concern is the pressure from parents to do well in the class 12 board exam and even before that. There have been many incidence in the past were students have committed suicide during exam and on the result day. But what can be so extreme that students decide to enter their life?

The psychologists suggest that students suffer from anxiety and traumatic disorder related to fear of examination. The fear factor is the reason why students suffer from anxiety, depression and the following consequences. And the fear not only comes from the school but also from parents, who go to extreme level to push their children into getting better grades.

Youth suicide has been a serious problem in many countries over the past 4 decades. Statistic show that everyday 20,000

teenager worldwide commit suicide while about 4 million adolescents attempts. In India about 20 students kill themselves everyday due to the stress related to exam according to the National Crime Records Bureau.

This study and as well as the aim is about the factor that cause stress and the impacts it has on students performance and some possible management techniques. The main objective were to ascertain or identify the extent to which stress affect students academic success, health and general lifestyle, as well as to inquire and bring to light measure to counteract the effects of existing in students.

## 2. Objective

- 1) To assess the prevalence of education among higher secondary school students at Visnagar.
- 2) To assesses the knowledge regarding educational stress and its management before structured teaching programme among higher secondary school students at Visnagar.
- 3) To plan and implement structured teaching programme regarding stress and its management among students of higher secondary school at Visnagar.
- 4) To assess the pre-test knowledge on stress and its management among students of higher secondary education at selected areas in Visnagar.
- 5) To find out effectiveness of structured teaching programme on stress and its management among students of higher secondary school at Visnagar.

### Hypothesis:

H0:- The mean before pre-test knowledge score of higher secondary students in selected school structured teaching programme on academic stress and its management will be significantly less.

H1:-The mean before post-test knowledge score of higher secondary students in selected school structured teaching programme on academic stress and its management will be significantly higher than there mean pre-test as evidenced from the structure questionnaire.

H2:- There will be significant difference in pre-test and post-test score on educational stress and its management in terms of management among higher secondary students of selected school of visnagar.

## 3. Material and Methods

Pre-experimental one group pre-test, post-test research design and quantitative research approach are used to assess the knowledge regarding academic stress and its management. Convenient sampling techniques were used. A structured knowledge questionnaire was selected to assess the knowledge regarding academic stress and its management among higher secondary school in selected school of vinsnagar.

## 4. Major Finding

Regarding level of knowledge during pre-test none of student had adequate level of knowledge on academic stress & its management (2.5%) student had very poor knowledge,

(62.5%) student poor knowledge, (35%) student had average knowledge, (0%) student had good knowledge. (0%) student had excellent knowledge.

During posttest (0%) student had very poor knowledge, (10%) students had poor knowledge (55%) student had average knowledge, (27.5%) student had good knowledge, and (7.5%) student had excellent knowledge.

From all the above finding it can be marked that after administration of the definite increase in knowledge samples. The mean pretest score was 9.625 and post test score was 14.625 with the mean difference 5.0 hence it is established to conclude the structured teaching programme was effective and that was significant increase in knowledge to academic stress and its management.

## 5. Conclusion

On the bases of tending of the study the following conclusion was drawn. Knowledge deficit existed in the sample if selected school of Visnagar. The study of structured teaching programme was found to be effective in enhancing the sample regarding the prevention of academic stress, sample gain significant knowledge after expose of the structured teaching programme.

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