

A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Academic Stress and Its Management Among Secondary School Students B.V.V.S. High School Bagalkot

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ABSTRACT

Background of study: Stress is very common in students' life. secondary school students are very vulnerable to get stress, it's very important to give knowledge regarding academic stress and its management, stress occurs due to the personal inadequacy, fear of failure, interpersonal difficulties with teachers, teacher pupil relationship and inadequate study facilities.

Aim: To evaluate the effectiveness of structured teaching programme on academic stress and its management.

Methods: Present study is Quasi pre-experimental study among 50 secondary school students using proportional stratified random technique. Tool is structured close ended knowledge questionnaire. The data was analysed by using descriptive and inferential statistical in terms of mean, frequency distribution, percentage, paired t test and chi square test.

Results: Percentage wise distribution of assessment of knowledge of secondary school students regarding Academic stress and its management. In pre-test out of 50 secondary school students, highest percentage (36%) had very poor knowledge and lowest percentage 8%

had good knowledge. After STP In Post Test highest percentage 31% of secondary school students had very poor knowledge and Lowest 11% of had good knowledge.

As calculated "t" value 2.30 > Table 't' value 1.96 for Degree freedom 59 and at 5% level of significance.

Conclusion: This study clearly show that the structured teaching programme was significantly effective in improving the knowledge level secondary school students regarding academic stress and its management.

Key words: academic stress, coping strategies, Knowledge, secondary school students, Structured teaching programme

INTRODUCTION

Stress is an interesting word. 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.¹

Stress is a very uneasy feeling that we all go through in our life. During adolescence they imbibe both positive and negative things from their parents and environment. The choice they make in this phase is very much dependent upon the upbringing they get and expectations from Family, Society, Peers, and more importantly their own "Self". The problem arises when the adolescents are unable to cope with stressful situation²

Stress can be considered any physical, chemical or emotional factor that causes physical or mental discomfort and that can be a factor in the cause of disease. Physical and chemical factors that can cause

stress include trauma, infection, toxins, disease, and injury of any kind. The emotional causes of stress and tension are many and varied. If stress disrupts bodily balance and function, is all stress bad? Not necessarily. A moderate degree of stress and strain can sometimes be beneficial. For example, feeling mild stress while completing a project or task often makes us do a good job, focus better, and work energetically.

Objective:

To assess the effectiveness of structured teaching programme on knowledge regarding academic stress and its management among secondary school students

Hypotheses:

H1: There is a significant difference between pre-test and post-test knowledge score of secondary school students regarding academic stress and its management.

H2: There is a significant association between post -test knowledge scores of academic stress and its management among secondary school students with their selected socio demographical variables.

METHODS

A pre-experimental design with one group pre-test, post-test with no control group

design was used to assess the effectiveness of a structured tutorial on academic stress and coping in high school students studying in

B.V.V.S. High School Bagalkot. 50 students studying in 8th, 9th and 10th standard. A knowledge-based structured questionnaire was administered and the data obtained were organized and analysed using descriptive and inferential statistics.

Study design

The research design adopted for this study was a pre-experimental one-group pre-test-post-test with no control group design. Here, one experimental group of clients was selected by simple randomization and no control group is used. A pre-test was conducted among high school students using a structured questionnaire on academic stress and coping. The intervention was delivered in the form of a structured educational program on knowledge related to academic stress and its management in high school students.

Setting of the study

Setting' is the Physical location and conditions in which data collection will occur. The present study was conducted in B.V.V.S. High school Bagalkot. The study setting was selected according to the availability of secondary school students studying in B.V.V.S High school Bagalkot.

Participants

A sample consists of subject of units that comprise the population for the present study. In this study sample size is (n=50) secondary school students 14-16 yrs, age group studying in B.V.V.S high school Bagalkot.

Criteria for selection of sample.

Inclusion criteria: This study will include secondary school students who are:

1. Available at the time of data collection.
2. Willing to participate in the study.

Exclusion criteria: The study excludes secondary school students who are.

3. Not able to cooperate during the time of data collection
4. During the time of on leave and Sick

Description of data collection tool

In this study, knowledge data was collected separately using a self-administered structured questionnaire. A structured questionnaire was developed after a comprehensive review of the literature related to the topic and consideration of expert advice. The structured questionnaire consists of two parts.

Part I:

Consists of items seeking information regarding sociodemographic characteristics of secondary school students such as age, sex, religion, year of studying, occupation of father, occupation of mother, educational status of father, educational status of mother, type of family, whether stress relaxation therapy taken or not.

Part II:

Consists of 30 items pertaining to knowledge regarding academic stress and its management among secondary school students.

Scoring of the Items

There were 30 items. Each item has five options. The score for each item is in the following manner if response is first option score is 1, if response is 2 then score is 2, if response 3 then score is 3, if response is 4 then score is 4 and if response 5 then score is 5 thus maximum score of this stress scale is 150 and minimum score is 30.

Data Collection:

The main study was conducted for a period of 9 days between from **27/06/2022 to 5/7/2022** at B.V.V.S Highschool Bagalkot.

Variables of the study

Dependent variable: In this study, it refers to the knowledge regarding academic stress

and its management among secondary school students

Independent variable: structured teaching programme on knowledge regarding academic stress and its management.

Ethical Consideration

Ethical clearance certificate was obtained from B.V.V.S Sajjalashree Institute of Nursing Sciences, institutional ethical committee. Written consent was obtained from each participant.

STATISTICAL ANALYSIS

Data were analysed using SPSS 18 statistical package. Organize and summarize numerical data obtained from samples using descriptive statistics such as percent means and standard deviations. Association between post- test knowledge score of secondary school students. Studying B.V.V.S high school Bagalkot and Chi square test were used to analyse association of academic stress and its management with socio demographic variables.

RESULTS

- Comparison of mean percentage of the knowledge scores of the pre-test and post – test reveals an increase of 5.82% in the mean knowledge score of the secondary school students after STP . In pre-test assessment of level of knowledge of secondary school students regarding Academic stress and its management. Test showed out of 50 secondary school students, highest percentage (36%) of secondary school students had very poor knowledge, (20%) of secondary school students had poor knowledge, 22% of secondary school students had average knowledge, 12% of secondary school students had very good knowledge followed by lowest percentage (8%) of secondary school students with good knowledge.
- After Structured Teaching Programme that is post-test assessment of level of

knowledge of secondary school students regarding Academic stress and its management. Test showed out of 50 secondary school students, (31%) of secondary school students had very poor knowledge, (20%) of secondary school students had poor knowledge, 21% of secondary school students had average knowledge, 15% of secondary school students had very good knowledge followed by (11%) of secondary school students with good knowledge.

- Paired ‘t’ test was used to find out the significance of the difference between the pre-test knowledge and post-test

knowledge scores of secondary school students regarding Academic stress and its management. As calculated “t” value (2.30) was much higher than table “t” value (1.96) for Degree freedom 59 and at 5% level of significance.

Showing an effectiveness, the overall findings reveal that the percentage of post-test knowledge score was more when compared to the pre- test knowledge score. Hence it indicates that the STP was effective in enhancing the knowledge of secondary school students regarding academic stress and its management.

Table .1 Distribution of cases and controls according to their socio demographic characteristics

Slno	Socio-demo graphic factors	Character	Frequency(f)	Percentage(%)
1	Age in year:	13	11	22%
		14	12	24%
		c)15	12	24%
		d) above 15	15	30%
2	Sex	a)Male b)Female	29	58%
			21	42%
3	Year of studying	8 th std	6	12%
		9 th std	23	46%
		10 th std	21	42%
4	Religion	a)Hindu b)Muslim c)Christiand)Other	28	56%
			11	22%
			8	16%
			3	6%
5	Occupation ofFather	a)Daily wagesb)Professionalc)Self- employ	10	20%
			23	46%
			17	34%
6	Occupation ofMother	House wife	16	36%
		Daily wagesc)Professional d)Self- employ	11	22%
			10	20%
			11	22%
7	Educational statusof Father	a)Primary education b)Secondary educationc)Degree and above	9	18%
		d)No formal education	20	40%
			20	40%
			1	2%
8	Educational statusof Mother	a)Primary education b)Secondary educationc)Degree and above	22	44%
		d)No formal education	16	32%
			11	22%
			1	2%
9	Type of family	Joint family	37	74%
		Nuclear family	13	26%
10	Have you taken stress relaxation therapy	a)Yesb)No	6	12%
			44	88%

Table 2. Percentage wise distribution of secondary school students studying in B.V.V.S High school Bagalkot according to level of knowledge in pre-test

Level of knowledge	Range of scores	Number ofrespondents	Percentage (%)
Very good	121-150	6	12.13%
Good	91-120	4	8.40%
Average	61-90	11	22.53%
Poor	31-60	11	20.61%
Very poor	0-30	18	36.33%
Total	150	50	100%

Table 2 the percentage distribution of study subject in pre-test reveals that out of 50 subjects 12.13% had very good knowledge, 8.40% had good knowledge, 22.53%

average knowledge followed by 20.61% had poor knowledge, 36.33% had very poor knowledge regarding academic stress in higher secondary school students.

Table .3 percentage wise distribution of secondary school students according to the levels of knowledge in post-test.

Level of knowledge	Range of scores	Number of respondents	Percentage (%)
Very good	121-150	8	15.4%
Good	91-120	6	11.46%
Average	61-90	10	21.21%
Poor	31-60	10	20.13%
Very poor	0-30	16	31.8%
Total	150	50	100%

Table 3. After STP 15.4% had very good knowledge, 11.46% had good knowledge, 21.21% had average knowledge followed by 20.13% had poor knowledge, 31.8% had very poor knowledge.

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SECTION A: Assessment of knowledge level of secondary school students in pre-test and post-test:

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Table 4. Significant difference between the pre-test knowledge and post-test knowledge scores of secondary school students studying in B V V S High school students at Bagalkot. N=50

Test	Mean	Std. error	Meandiff	SD diff	Paired tvalue
Pre- test	71.82	1.87	5.82	13.274	2.30
Post- test	77.56	1.67			

H₁ - there is a significant difference between the pre – test knowledge and post – test knowledge scores of secondary school students regarding Academic stress and its management.

Table 5. Association between post-test knowledge scores and selected sociodemographic factors N=50

Sno	Sociodemographic	Calculated chi square value	DF	Chi-square table value	P value	Significance
1	Age	3.31	6	12.59	0.7691	NS
2	Sex	3.91	2	5.99	0.1416	NS
3	Religion	12.74	6	12.592	0.0416	Significant
4	Year Of Studying	0.28	4	9.48	0.991	NS
5	Occupation Of Father	1.64	4	9.48	0.8014	NS
6	Occupation Of Mother	7.3	6	12.59	0.294	NS
7	Educational Status Of Father	5.62	6	12.59	0.4671	NS
8	Educational Status Of Mother	1.1	6	12.59	0.9815	NS
9	Type Of Family	0.72	2	5.99	0.6977	NS
10	Stress Relaxation Therapy	0.31	2	5.99	0.8564	NS

Table 5. illustrates testing of hypothesis H₁; There is a significant association between post-test knowledge scores and socio demographic factors, of secondary school students 0.05 level of significance

academic stress and its management among secondary school students studying in B.V.V.S. high school Bagalkot

- In pre-test assessment of level of knowledge of secondary school students regarding Academic stress and its management. Test showed out of 50 secondary school students, highest percentage (36%) of secondary school students had very poor knowledge,

DISCUSSION

The aim of the study was to assess the effectiveness of structured teaching programme on knowledge regarding

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Showing an effectiveness, the overall findings reveal that the percentage of post-test knowledge score was more when compared to the pre-test knowledge score. Hence it indicates that the STP was effective in enhancing the knowledge of secondary school students regarding academic stress and its management.

CONCLUSION

This study clearly show that the structured teaching programme was significantly effective in improving the knowledge level secondary school students regarding academic stress and its management.

RECOMMENDATION

Some suggestions on bases of findings

1. Similar study may be replicated by using a large sample, so that findings can be generalized.
2. A study can be conducted to find out the prevalence and awareness of Academic stress and its management. selected structured closed ended questionnaires.

A study can be carried out determine the cost effectiveness of STP related to academic stress and its management. Programme planned, in term of its preparation, implementation and evaluation.

SUGGESTIONS

The secondary school students programme should be conducted regularly in the teaching institution like colleges and school by medical professional. The knowledge regarding Academic stress and its management should be added in the universal programme.

Declaration by Authors

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