

Effectiveness of Structured Teaching Programme on Knowledge and Practices of Stress Management Strategy in Resolving Problem of the Adolescents in High School at Chennai, Tamilnadu, India

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ABSTRACT

This article concentrates on the practical management of stress those have in adolescence period. It focuses on the role of the stress management practices among adolescence. Stress is a feeling of stain and pressure. The present study aims to determine the stress and the stress management to resolving the problems among adolescents **Objective:** Determine the Effectiveness of knowledge and practices of stress management among adolescence students. **Method: Research Design:** Pre experimental one group pretest-posttest design. **Setting:** Class room at Advent Christian High School **Participants:** 50 Students who satisfied the inclusion criteria. **Intervention:** Structure questionnaire on stress knowledge and practices of various technique were administered pretest on 1-3 weeks Posttest was conducted with the same on the forth week. **Results:** Majority of the students (60%) had inadequate knowledge and (36%) had moderately adequate knowledge in pre test. Whereas, in post test (30%) of students had moderately adequate knowledge and (70%) had adequate knowledge. Comparison of mean and Standard Deviation of stress management practices assessment score of among adolescence in the post- test ((M=30.6, SD=3.74) was higher than that of in the Pre-test (M=17.3, SD=3.64). The difference was found to be statistically significant at P<0.001level which indicates the Effectiveness of knowledge and practices of stress management among adolescence students. **Conclusion:** These findings support a need to promote stress awareness programs as a means of increasing knowledge and practices of stress management to resolving the problems among adolescents

Keywords: Effectiveness, knowledge, Practices. Adolescence, Stress management, Resolving problem

Technically Adolescence is the period from the beginning of sexual maturity (puberty) to the completion of physical growth. The teenage years are also called Adolescence. During this period there will be great amount of growth in height and weight. It is also time for puberty changes. Some adolescents may experience these signs of maturity sooner or later

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than others. 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 situations and end-up themselves in the distressed state of mind. In this distressed situation they indulge themselves in Anti-Social and Self-Destructive Activities. Stress is a way of life in the present world. Childhood experiences deeply influence an individual and profoundly affect emotional and physical health later in life. It is learnt that childhood adversities and the associated stress are very common and early trauma and stress lead to predictable patterns of brain development, traits and behaviours. Adolescence is the transition period between childhood and adulthood and it is a period of stress and strain (1). A number of biologic and environmental stressors such as demands of school, physiologic changes, and adversities like family conflicts and responsibilities, and an uncertain future place adolescents at risk for emotional problems.(2). The impact of unresolved stress may be manifested as depression, eating disorders, elimination disorders, suicidal behaviour and dissociative disorders anxiety, poor concentration, aggression, physical illness, substance abuse etc.(3). Identification of adolescents' stress and stressors is very important and helpful for planning and implementing health promotion as well as prevention programmes in the natural setting of the school. Interventions to manage stress include relaxation techniques which require little effort and may be used at any time. There are several forms of relaxation techniques that include a number of practices such as progressive relaxation, guided imagery, biofeedback, self-hypnosis, deep breathing exercises etc. Adolescents are often helped by interventions to deal constructively with stressors in their lives. It is very much necessary to understand the stressors faced by them and their management of stress. A self controlled stress management technique such as relaxation technique that adolescents can use themselves is thought to be very much beneficial for them. Progressive Muscle Relaxation Technique focuses on tightening and relaxing each muscle group of the body with the goal of consciously producing the body's natural relaxation response, characterized by slower breathing, lower blood pressure, and a feeling of wellbeing(4). The adolescence is the time of storm and stress. In spite of intense and frequent negative affect this period has been hypothesized to explain increased rates of affective disorders, suicide and accidental death. Yet some teens emerge from adolescence with minimal turmoil. It provides neurobiological model for adolescence which proposes that an imbalance in the development of sub cortical limbic (eg amygdala) relative to prefrontal cortical regions as a potential mechanism for heightened emotionality during this period(5). The relationship between emotional intelligence (EI) and several addiction related behaviors like gambling, internet use and video games playing in two community based sample of adolescent 13-15 years old (N 209) and 16-18 years old (N= 458) both were measured using(6). The study linking parents work stress to Adolescents Psychological Adjustment. It reveals that the effects of parental work stress on Adolescent,,s Adjustment appear to be indirect .Work stress is linked to parents feelings of overload and strain , which in turn are related to less positive adjustment of adolescents . In the face of high work stress withdrawing from family involvement may be adaptive in the short run but ultimately problematic. The strength of those associations depends on parent's personality, coping styles, work and family circumstances.(7).

The Present Study Was Conducted With The Following Objectives:

1. To assess the stress level of the adolescence

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2. To evaluate the effectiveness of stress management strategy in resolving problem of the adolescents
3. To associate the demographic variables with effectiveness of stress management strategies in resolving problem of the adolescents.

The Null Hypothesis Formulated For the Study Includes

- Ho₁. There will be no significant difference between the pre-test and post-test level of knowledge and practices on stress management strategy in resolving problem of the adolescents.
- Ho₂. There will be no significant association between pre test and post test knowledge and practices on stress management strategy in resolving problem of the adolescents.

The conceptual frame work was developed based on Betty Neuman's model (8). Some researchers report on daily hassles common in adolescence, such as conflicts with family and peers and academic pressure (and consequent lack of free, child-driven play); other research examines less common chronic and acute stressors, such as chronic illness, parental divorce, poverty, natural disaster, exposure to violence in communities, and sexual abuse(9).

MATERIALS AND METHODS

An evaluate approach with one group pre-test post test design was adopted for the current study .The target population was adolescent students in High school. Samples from adolescents who met the inclusion criteria were included in the study. By using purposive sampling method 50 samples are selected between the age group 14-17years studying 9th and 10th std. The Data Collection Process done for one month. The tool is prepared based on the objectives of the study. Permission is obtained from the Head Master of the Advent Christian High School at Enchambakkam in Chennai.

Measures

Part1: demographic data it consists of Age, Gender, Religions, Education of father/guardian, Education of mother/guardian, Occupation of father, Occupation of mother, Family income per month, Marital status of the parent, Type of family, No of sibling, Residential area, Food pattern and Supportive system.

Part 2: structure questionnaire to assess the knowledge of stress level of adolescence. It consists of meaning of stress, Health problems causes, cognitive signs and symptoms of stress, physical symptom of stress, External causes of stress, internal cause of stress and stress management.

Part 3: Structured Stress Assessment Rating Scale it consists of Psychological Aspects, Social Aspects, Intellectual or Cognitive Aspects, Psychosexual Aspects, Academic Aspects, Spiritual or Cultural Aspects and Moral Aspects .The stress rating scale consists of 40 items with alternative responses such as “almost always”, “usually”, “rarely” and “never”, and the total score is 40. Each option carried different score. The maximum score is three at the minimum score is one.

Part 4: Observation checklist of the adolescents and assisting them in performing techniques in resolving the problems related to stress (a) Benson's Relaxation Techniques (b) Breathing Exercise

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Procedure For Data Collection

The researcher got permission from the Head Master of Advent Christian High School at Enchambakkam in Chennai. Consent obtained from adolescence students those who are participated. From 9thstd 25 adolescence students and from 10th std 25 adolescence students selected the subjects. The researcher collected the demographic data from the samples. The data collected six consecutive days in a week. The study conducted for one month period with 50 study subjects. **First week: Pre-test done.** Having identity the samples the referred by identified the stress level of the student. **Second week: Stress management strategies administered.** Student’s performance during stress management strategy.(a) Benson’s Relaxation Techniques (b) Breathing Exercise Techniques. **Third week: Assessing the student practice for reducing the stress level.** **Fourth week: Post test done.**

Statistical Analysis

Descriptive statistics (frequency, percentage, mean, standard deviation) and inferential statistics (paired t test, Chi square test to find the association between stress and the selected demographic variables were used to analyze the data and to test the study hypothesis. In all the tests (P<0.05) were interpreted as statistically significant.

RESULTS

Majority of the students had inadequate knowledge in the pre test (60%) whereas in the post test 70% of them have gained adequate knowledge, after the structured teaching programme and practices of stress level of adolescence. The students had a significant improvement (P<0.05) in their mean post-test knowledge scores in relation to all the aspects of structured stress assessment Rating Scale among students. The students had a significant improvement (P<0.05) in their mean post-test knowledge scores in relation to all the aspect of Checklist assessment of students regarding providing with various techniques in resolving the problems related to stress except(Do you feel to stress due to over scheduling by school)

Table-1. Reveals that the mean knowledge score of Stress level of knowledge among adolescence students in the post test (M=30.06, SD=3.45) was higher than that of in the pre test (M=19.50,SD=4.67). The difference was found to be statistically significant at P<0.001 level which indicates the effectiveness of structured teaching programme on Stress level of knowledge among adolescence students. This Ho1 is rejected.

Table 1. Comparison of mean and standard deviation of pre and post test Structured Questionnaire for assessing the Stress level of knowledge among adolescence students. (N=50)

Knowledge	M	SD	,t,
Pre test	19.50	4.67	12.91**
Post test	30.06	3.45	

**P<0.001

Table 2. Comparison of Mean and Standard Deviation of Pre and Post test on Structured Stress assessment Rating scale among adolescence students. (N=50)

Knowledge	M	SD	‘t’
Pre-test	18.3	4.64	12.81
Post-test	30.8	3.47	

**P<0.001

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Table-3 Mean and Standard Deviation of Pre and Post test of Rating scale for assessing the self report on stress assessment among adolescence.

S.No	Rating scale for assessing the self report on stress assessment among adolescence.	Pre -Test		Post-Test		‘t’
		M	SD	M	SD	
1.	Do you have recurrent headache?	2.26	1.01	3.54	0.79	6.68**
2.	Do you offer have indigestion(Nausea or Diarrhea	1.46	1.03	3.16	0.87	10.02**
3.	Do you have difficulty falling or staying as sleep	4.18	1.06	4.62	0.87	4.95**
4.	Do you have difficulty concentrating	1.98	1.41	3.5	1.05	6.22**
5.	Do you have palpitation, hypoventilation, cold and clammy extremities.	3.14	1.80	3.22	0.82	0.30
6.	Do you seem to experience more irritable and discomfort	1.68	1.10	3.2	0.70	7.43**

Psychological Aspects

S.no	Rating scale for assessing the self report on stress assessment among adolescence.	Pre-Test		Post-Test		‘t’
		M	SD	M	SD	
7.	Do you have mood swings or extreme behavior?	2.2	1.0	3.54	0.75	6.67**
8.	Do you have day dreaming?	1.64	1.03	3.15	0.85	10.1**
9.	Are you self-esteemed person	4.13	1.04	4.6	0.86	4.95**
10.	Do you have feeling of hopelessness?	1.96	1.41	3.4	1.04	6.23**
11.	Do you easily burst out in tears?	3.12	1.80	3.12	0.70	7.43**

Social Aspects

S.no	Rating scale for assessing the self report on stress assessment among adolescence.	Pre-Test		Post-Test		‘t’
		M	SD	M	SD	
12.	Do you maintain loyalty with your peer group?	1.45	1.02	3.14	0.87	10.02**
13.	Do you argue with your parents’ suggestion?	2.24	1.01	3.52	0.76	6.67**
14.	Are you felt isolation in any situation?	2.34	1.13	3.75	0.81	7.64**
15.	Do you like to spend time with your parents?	1.67	1.10	3.2	0.72	7.42**
16.	Can you love your classmates?	2.42	1.42	4.61	1.04	9.47**

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S.no	Rating scale for assessing the self report on stress assessment among adolescence.	Pre-Test		Post-Test		‘t’
		M	SD	M	SD	
17.	Do you have interest in social work	1.97	1.41	3.2	1.03	6.20**
18.	Do you have a social relationship with your teacher?	3.12	1.79	3.21	0.81	0.30

Intellectual or Cognitive Aspects

S,no	Rating scale for assessing the self report on stress assessment among adolescence.	Pre-Test		Post-Test		‘t’
		M	SD	M	SD	
19.	Can you solve your problem by your own decision?	1.41	1.02	3.14	0.85	10.01**
20.	Do you have the insight to identify the either right or wrong?	1.67	1.10	3.1	0.70	7.42**
21.	Are you have adjustable behavior?	2.41	1.43	4.61	1.03	9.47**
22.	Did you get any academic prizes?	3.14	1.80	3.21	0.82	0.30
23.	Are you having interest in extracurricular activities?	1.45	1.02	3.14	0.86	10.01**
24.	Are you having the talent of innovative idea of thinking?	1.67	1.10	3.1	0.71	7.44**
25.	Do you have forgetfulness?	2.34	1.12	3.75	0.81	7.64**
26.	Are you able to satisfy to your academic performance?	2.21	1.11	3.74	0.80	7.62**

Psychosexual Aspects

S.no	Rating scale for assessing the self report on stress assessment among adolescence.	Pre-Test		Post-Test		‘t’
		M	SD	M	SD	
27.	Do you have any anxiety over your physical changes?	3.12	1.48	3.22	0.82	0.30
28.	Do you feel shy in interacting with opposite sex?	2.41	1.43	4.62	1.04	9.48**

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Academic Aspects

S.NO.	Rating scale for assessing the self report on stress assessment among adolescence.	Pre-Test		Post-Test		't'
		M	SD	M	SD	
29.	Do you feel depressive during the examination?	2.27	1.02	3.57	0.81	6.68**
30.	Do you feel your parents are playing major role in academic success?	1.48	1.05	3.18	0.89	10.03**
31.	Do you feel your parents are criticizing your poor performance?	1.99	1.43	3.5	1.07	6.23**
32.	Do you feel to stress due to over scheduling by school	3.10	1.79	3.21	0.81	0.30
33.	Do you have fear about partiality of teacher?	1.98	1.41	3.5	1.05	6.22**

Spiritual or Cultural Aspects

S.no	Rating scale for assessing the self report on stress assessment among adolescence.	Pre-Test		Post-Test		't'
		M	SD	M	SD	
34.	Do you pray God when you are in trouble?	1.43	1.01	3.14	0.85	10.01**
35.	Do you have to follow any cultural belief or practice?	2.43	1.42	4.60	1.02	9.47**
36.	Do you hesitate to pray or follow cultural belief?	4.18	1.04	4.06	0.85	4.91**

Moral Aspects

S.no	Rating scale for assessing the self report on stress assessment among adolescence.	Pre-Test		Post-Test		't'
		M	SD	M	SD	
37.	Do you have the ability to make priorities of your needs?	2.24	1.01	3.54	0.79	6.67**
38.	Can you give respect to the older people?	1.43	1.02	3.16	0.87	10.02**
39.	Have you involved in any activities like boycotting the school?	3.12	1.80	3.24	0.82	0.30
40.	Do you quarrel with others?	4.16	1.04	4.06	0.86	4.92**

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Table 4. Mean and Standard Deviation of Pre and Post test of Various Techniques in resolving the problem related to Stress Practices assessment among Adolescence Students. (N=50)

Benson's Relaxation Techniques in resolving the problem related to stress	Pre-test		Post-test		t'
	M	SD	M	SD	
Benson's Relaxation Techniques					
1. In a quiet environment sit in a comfortable position.	2.25	1.01	3.53	0.78	6.67**
2. Close your eyes	1.43	1.02	3.15	0.86	10.01**
3. Devote the first few minutes to emotional decompression.	4.18	1.06	5.06	0.87	4.95**
4. Deeply relax all your muscles, beginning at your feet and progressing up to your face.	3.14	1.80	3.22	0.82	0.30
5. Allow them to remain deeply relaxed.	1.65	1.09	3.2	0.70	7.41**
6. Breathe through your nose. Become aware of your breathing.	2.41	1.46	4.61	1.06	9.49**
7. As breathe out, think or say the mantra silently to yourself. Thus: breathe in...breathe out with "one." In...out, with "one.	2.36	1.14	3.76	0.82	7.65**
8. Continue this practice for 20 minutes. may open your eyes to check the time,	2.44	1.45	4.62	1.05	9.49**
9. 9. When finish, sit quietly for several minutes, at first with your eyes closed and later with eyes open.	1.47	1.01	3.18	0.85	10.02**
2. Breathing Exercise Belly Breathing	1.97	1.40	3.6	1.04	6.21**
1. Sit down comfortably, or lay down on a yoga mat, depending on your personal preference.					
2. Place one of your hands on your stomach, just below your ribcage.	3.10	1.79	3.21	0.81	0.30
3. Place the second hand over your chest.	1.68	1.10	3.2	0.70	7.43**
4. Breathe in deeply through your nostrils, letting your first hand be pushed out by your stomach. You should find that your chest stays stationary.	2.37	1.15	3.77	0.83	7.66**
5. Breathe out through your lips, pursing them as if you were about to whistle.	2.25	1.01	3.52	0.77	6.67**

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Benson's Relaxation Techniques in resolving the problem related to stress	Pre-test		Post-test		‘t’
	M	SD	M	SD	
6. Gently guide the hand on stomach inwards, helping to press out the breath.	1.44	1.01	3.14	0.85	10.01**
7. Slowly repeat between 3 and 10 times.	2.27	1.02	3.57	0.81	6.69**

5. Comparison of mean and standard deviation of pre test and post test of stress management practices among adolescence.

(N=50)

Knowledge	M	SD	‘t’
Pre-test	17.3	3.64	12.55
Post-test	30.6	3.74	

****P<0.001**

Table-6 Association between selected socio demographic variables with post-test knowledge scores on stress management among adolescence

(N=50)

S.NO	knowledge and Practices among Students	Level of knowledge				Chi-square
		Moderately Adequate (51-75%)		Adequate (>75%)		
		n	p	n	p	
1. Religions a. Hindu b. Christian c. Muslim d. Others	a. Hindu	5	33.3	6	17.2	4.388
	b. Christian	4	26.7	8	22.0	
	c. Muslim	5	33.3	7	20.8	
	d. Others	1	6.7	14	40.0	
2. Family income per month a. 1,000-5,000 b. 6,000-10,000 c. 11,000-15,000 d. 16,000-20,000	a. 1,000-5,000	4	25.0	8	21.8	4.387
	b. 6,000-10,000	5	35.1	7	20.0	
	c. 11,000-15,000	1	6.6	13	39.0	
	d. 16,000-20,000	5	33.3	7	19.2	
3. Type of family a. Nuclear b. Joint family	a. Nuclear	15	31.0	10	20.0	4.382
	b. Joint family	15	32.0	10	17.0	
4. Residential area a. Urban d. Rural	a. Urban	9	60	24	69	4.383
	d. Rural	6	40	11	31	
5. Marital status of the parent a. Living together b. Separated c. Divorced d. Widow	a. Living together	4	26.5	8	22.8	4.382
	b. Separated	1	6.6	14	40.0	
	c. Divorced	5	33.5	6	17.2	
	d. Widow	5	33.4	7	20.0	

Table 2. The Comparison of Mean and Standard Deviation of Pre and Post test on Structured Stress assessment Rating scale among adolescence students regarding in the post- test

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($M=30.8$, $SD=3.47$) was higher than that of in the Pre-test ($M=18.3$, $SD=4.64$). The difference was found to be statistically significant at $P<0.001$ level which indicates the effectiveness of Structured Stress assessment Rating scale among adolescence. This H_01 is rejected

Table-3 reveals that the students had a significant improvement ($P<0.05$) in their mean post-test knowledge scores in Mean and Standard Deviation of Pre and Post test of Rating scale for assessing the self report on stress assessment among adolescence students except (Do you feel to stress due to over scheduling by school, did you get any academic prizes and do you have palpitation, hypoventilation, cold and clammy extremities.)

Table-4 reveals that the students had a significant improvement ($P<0.05$) in their mean post-test knowledge scores in relation to all the aspect of various techniques in resolving the problem related to stress practices assessment among adolescence students except 2. Breathing Exercise-Belly Breathing (step 2- place one of your hands on your stomach, just below the ribcage).

The data in table 5 reveals that the Comparison of mean and Standard Deviation of stress management practices assessment score of among adolescence in the post- test ($M=30.6$, $SD=3.74$) was higher than that of in the Pre-test ($M=17.3$, $SD=3.64$). The difference was found to be statistically significant at $P<0.001$ level which indicates the effectiveness of stress management practices among adolescences. This H_01 is rejected.

Table -6 shows that there was no significant association between the level of post-test knowledge in relation the Religions, Family income per month, Type of family, Residential area and marital status of the parent. Hence the null hypothesis H_02 is accepted.

DISCUSSION

The psychological resources influenced the association between parent education (PE), a maker of socioeconomic status (SES) and perceived stress cross-sectional analyses were conducted in a sample of 1167 non Hispanic black and white junior and senior high school students from a mid western public school district in 2002-2003. Results reveal that adolescents from families with lower parent education are less optimistic than teens from more educated families. This pessimism may be a mechanism through which lower SES increases stress in adolescence (10). The effectiveness of a cognitive intervention to help adolescents cope with stress and other forms of negative emotional arousal. The trained adolescents showed significant reductions in levels of anxiety and anger, and also improvement in self-esteem (11). In the present study says that the Comparison of Mean and Standard Deviation on Structured Stress assessment Rating scale among adolescence students in the post- test ($M=30.8$, $SD=3.47$) was higher than that of in the Pre-test ($M=18.3$, $SD=4.64$). Comparison of mean and Standard Deviation of stress management practices assessment score of among adolescence in the post- test ($M=30.6$, $SD=3.74$) was higher than that of in the Pre-test ($M=17.3$, $SD=3.64$). The difference was found to be statistically significant at $P<0.001$ level which indicates the effectiveness of stress management practices among adolescences. This H_01 is rejected. There was no significant association between the level of post-test knowledge in relation to Religious, Family income per month, Marital status of the parent, Type of family and Residential area. Hence the null hypothesis H_02 is accepted.

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CONCLUSIONS

To Conclude Stress is part and parcel of every one's life. Stress among adolescents can create havoc in their life. But sometimes Stress can yield better results. It can make the Adolescents perform better at task and helps to become better and competitive person. Because of the biological, cognitive and social causes the adolescents go through a harsh period in their life. So the students have to be alert in managing the stress during adolescence period. Problem solving, cognitive interventions and relaxation techniques are widely used to combat stress among adolescents. The high level of stress during adolescence may cause dysfunctional personality like anti-social. The present day adolescents are extremely vulnerable to various kinds of bad influences through various sources of communication. Adolescents can take wrong decisions under the influence of stress. Under stress the performance gets hindered. In order to overcome deviant behaviors the students play a constructive role in channelizing energies of the adolescents. Proper care should to be taken in helping to take the right decisions which may affect their future. The findings indicate a generally favorable level of awareness and knowledge of stress assessment among adolescence students. Nevertheless, there is still a need to improve certain aspects of knowledge and understanding of stress among adolescence students. These findings support a need to promote stress awareness programs as a means of increasing student knowledge of stress. The investigator identified that there was the existing knowledge and practices was inadequate with regard stress management among adolescence students. So after the structured teaching programme and performing various techniques in resolving the problem related to stress, among adolescence was the investigator found that there was an increase in level of knowledge and practices of stress management strategy which was by post test scores.

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Conflict of Interest

The authors carefully declare this paper to bear not conflict of interests.

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