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Effectiveness of Structured Teaching Programme on Academic Stress and Its Management among Class 12th Students

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Abstract:

Background: Academic stress is a common issue among adolescents, particularly those in higher secondary education. Excessive academic pressure, fear of failure, and competition can negatively affect students' mental health and academic performance. Enhancing awareness and providing proper education on stress and its management can help students cope effectively.

Aims: To assess the effectiveness of a structured teaching programme (STP) on knowledge regarding academic stress and its management among Class 12 students of Chanakya Higher Secondary School, Malipada, Bhubaneswar.

Methods: A quasi-experimental one-group pre-test–post-test design was adopted for the study. Thirty students were selected using a simple random sampling technique. Data were collected using a self-structured questionnaire consisting of 40 items related to academic stress and its management. The structured teaching programme was administered, and knowledge scores were evaluated before and after the intervention. Data were analyzed using descriptive and inferential statistics, including the paired t-test.

Results: In the pre-test, 26.6% of students had poor knowledge, 73.3% had average knowledge, and none had good or excellent knowledge. After the teaching programme, 16.6% had good knowledge and 73.3% had excellent knowledge. The mean difference between pre-test and post-test scores was significant ($t(29) = 16.19$, $p < 0.05$), indicating improvement in knowledge after the intervention.

Conclusions: The structured teaching programme was highly effective in improving students' knowledge regarding academic stress and its management. Educational interventions can play a crucial role in promoting awareness and coping strategies among adolescents to reduce academic stress.

Keywords: *Academic Stress, Knowledge, Structured Teaching Programme, Stress Management, Adolescents.*

I. INTRODUCTION

Murthy and Archer (1996) stated that while attending college is a positive experience for many students, it can also be a source of ongoing stress due to academic demands such as tests, assignments, and presentations.

The 8th All India School Education Survey and UGC Annual Report (2010–11) reported major progress with the rise of the internet and smartphones, but also noted that expanded syllabi and new curriculum patterns have increased student stress to complete work on time and score well. India has one of the highest suicide rates among people aged 15–29 due to academic pressure, with 72% of students unaware of how to manage stress. A NIMHANS study found that 11% of college students experience severe stress, and 7–8% have attempted suicide because of exam pressure.[(1)]

Daneshwari Hiremath et al. (2023) conducted a quasi-experimental study among 50 secondary school students using proportional stratified random sampling and a structured closed-ended knowledge questionnaire. Data were analyzed using descriptive and inferential statistics, including mean, percentage, paired t-test, and chi-square test. Results showed that before the Structured Teaching Programme (STP), 36% of students had very poor knowledge and 8% had good knowledge. After the STP, 31% still had very poor knowledge and 11% had good knowledge. The calculated t-value (2.30) was greater than the table value (1.96) at a 5% significance level, indicating a significant improvement after the intervention.[(2)]

Mansi Mehta, Ivin Manoj, and Jeunath Justin Dossk (2023) conducted a one-group pre-test post-test study among 30 students from a selected science school in Rajkot using a non-probability sampling technique. A planned teaching program on educational stress and its management was administered, and data were collected using a structured questionnaire. Analysis using descriptive and inferential statistics, including a paired t-test, showed a highly significant improvement in knowledge ($t = 8.13$, $p < 0.05$). No significant association was found between knowledge levels and demographic variables. The study concluded that the teaching program effectively enhanced students' knowledge of educational stress and its management.[(3)]

Nikitha S., Tessy Treesa Jose, and Blessy Prabha Valsaraj (2020) conducted a study among 96 students using a

Demographic Performa and the Academic Stress Rating Scale. Academic performance was assessed from school records, and a stress management program was implemented for one hour daily over three days. Data analyzed using t-test and Wilcoxon signed rank test showed a significant improvement in stress levels and academic performance. The overall effect size was -1.51, with positive effects on stress symptoms (pooled effect size = -0.865) and coping skills (-3.493), indicating the effectiveness of the intervention.[4]

Ms. Deepali D. Chaware and Muniyansdi (2017) conducted a study among 50 higher secondary students in a selected junior college using a self-structured knowledge questionnaire. The study aimed to assess students' knowledge on study-related stress and coping ability, evaluate the effectiveness of planned teaching, and determine its association with demographic variables. Using a quantitative approach at a 0.05 significance level, results showed a calculated t-value of 17.85, much higher than the table value, indicating that the planned teaching was highly effective in improving knowledge about study-related stress and coping.[5]

Harpreet Kaur (2019) conducted a study to evaluate the effectiveness of health education strategies in coping with stress. Stress management was described as techniques and therapies aimed at controlling physiological responses to external stressors to improve daily functioning. The study emphasized that coping involves managing stress, though not always successfully. It suggested that, beyond individual counseling, organizing workshops and seminars on stress and time management can better equip students with effective coping skills.[6]

Dr. B.E. George Dimitrov (2017) conducted a quantitative study to assess the current state of academic stress among 200 randomly selected students from various institutions in Dindigul district, Tamil Nadu. Data were collected through a questionnaire containing open-ended, multiple-choice, and dichotomous questions and analyzed using quantitative methods. Results showed that 67.5% of students experienced emotional symptoms like fear and anxiety, while 71.5% reported short temper due to pressure from parents and peers. The study highlighted that many students focus only on subjects of personal interest.[7]

P. Alborzkouh, M. Nabati, M. Zainali et al. (2018) conducted a quasi-experimental study with a pretest-posttest control group design among 40 Shahed University students selected through convenience sampling. Participants were divided into experimental and control groups; the experimental group received ten sessions of stress management skills training, while the control group received no intervention. Data analyzed using SPSS-21 showed that stress management training significantly improved students' academic vitality and psychological well-being ($p < 0.001$).[8]

Minani Gurung, Natkamol Chansatitporn et al. (2020) conducted a descriptive cross-sectional study in six schools of Rolpa from July to October 2019, involving 521 students selected through convenience sampling. Descriptive analysis showed that 26.5% of students experienced academic stress (95% CI: 22.72–30.28). The study concluded that academic stress was highly prevalent and emphasized the need for support and interventions to reduce students' stress burden.[9]

Prabhu (2015) found that male secondary students experienced higher stress levels than females, and urban students faced greater academic pressure than rural ones. Similarly, Nader Salari (2020) reported a 29.6% prevalence of stress, 31.9% of anxiety, and 33.7% of depression across multiple studies, indicating a significant mental health burden among students.[10]

Chu, Marwaha, Sanvictores, and Ayers (2022) explained that the stress response involves two components: a slow response through the HPA axis and a fast response through the SAM axis. The rapid response triggers the release of epinephrine and norepinephrine from the adrenal medulla, causing smooth and cardiac muscle contraction, vasoconstriction, increased heart rate, blood pressure, glucose levels, and oxygen consumption.[11]

II. METHODOLOGY

Study Design

This study adopted a quantitative research approach using a quasi-experimental one-group pre-test and post-test design.

Study Setting

Conducted among Class 12th Science students at Chanakya Higher Secondary School, Malipada, Bhubaneswar, Odisha.

Study duration

The study was carried out during one month, including tool validation, pilot study, and main data collection phases.

Sampling Method

In this study non-probability Simple Random Sampling technique is used.

Sample size

A total of 60 staff nurses were included in this study. The sample size was determined using Yamane's formula.

According to Yamene's formula

$n = N/ (1+ N e^2)$

Here n= Sample size, N = Population size, e = Percentage of error i.e. 0.05

Population

All class 12th students of Chanakya Higher Secondary School.

Inclusion Criteria

- Class 12th science students available during data collection.
- Residing and working in the selected study area during the data-collection period.
- Able to understand the language of the questionnaire (e.g., Odia/English) and give informed consent.
- Consent to participate (written or documented verbal consent).

Exclusion Criteria

- Students are leave at time of data collection.
- Students who are severely ill or cognitively impaired and unable to complete the questionnaire.
- Students who refuse or withdraw consent.
- Temporary/seasonal workers employed for less than 6 months (if focusing on stable employment).

Description of the tools

Data were collected using three tools:

Tool-1: Self-structured socio-demographic questionnaire- the variables of students studding in college. The socio-demographic tool consisted of seventeen items related to personal history (Age, Gender, Father's and mother's educational qualification, Father's and mother's occupation, Area of living (rural/urban/sub-urban), Type of family (nuclear/joint/extended), Use of leisure time, Duration of hostel stay).

Tool-2: Knowledge questionnaire — A self-structured questionnaire containing 40 items designed to assess the level of knowledge regarding academic stress and its management. Each correct answer was awarded 1 mark. The total score ranged from 1–40 marks.

The level of knowledge was categorized as follows:

Level of Knowledge	Score Range	Interpretation
Poor	1–10	Very low knowledge
Average	11–20	Moderate knowledge
Good	21–30	Adequate knowledge
Excellent	31–40	Highly adequate knowledge

Tool validation

Content validity: Reviewed by 5 experts (1 medical professionalism, 3 nursing professionalism, 1 psychology). The tools demonstrated strong reliability, with Cronbach's α. values of ≥ 0.7 for internal consistency. Pre-testing (tryout) done in hospital for clarity, ambiguity, and timing.

Study variables

Demographic variables: Age, gender, education, occupation of parents, area of living, type of family, leisure activities, duration of hostel living, etc

Independent Variable: Structured Teaching Programme.

Dependent Variable: Knowledge score regarding academic stress and its management.

Data collection procedure

Prior to data collection, formal permission was obtained from the concerned authorities —

the Principal of AMRI College of Nursing, Bhubaneswar, and the Principal of Chanakya Higher Secondary School, Malipada, Bhubaneswar.

1. Introduction and Consent:

- The investigator introduced herself to the participants (class 12th science students).
- The purpose of the study was clearly explained to the students.
- Informed consent was obtained from all participants before data collection.

2. Pre-test:

- A self-structured questionnaire (Section A and B) was administered to assess the pre-test knowledge regarding academic stress and its management.
- Participants completed the questionnaire individually under the investigator's supervision.
- Privacy and confidentiality were maintained throughout the process.

3. Intervention (Structured Teaching Programme):

- After the pre-test, the investigator conducted the Structured Teaching Programme (STP) on academic stress and its management.
- The STP included information on the concept, causes, effects, coping strategies, and preventive measures of academic stress.
- Teaching aids such as charts and audiovisual materials were used to make the session interactive.

4. Post-test:

- After a specified interval following the teaching programme, the same questionnaire was re-administered to the same group of students to assess the post-test knowledge.
- The responses were collected for comparison with pre-test scores.

5. Confidentiality and Cooperation:

- Throughout data collection, the investigator maintained participants' privacy and confidentiality.
- Full cooperation was obtained from the principal, teachers, and students during the data collection period.

Ethical considerations

Institutional and school permission obtained. Informed consent from students. Participation was voluntary with assurance of confidentiality.

Statistical Analysis

SPSS version 21 was used for data analysis. Demographic information and baseline characteristics were summarized using descriptive statistics, including mean values, standard deviations, and frequency counts. The data will be collected and analyzed with descriptive and inferential statistical techniques. The demographic variables will be analyzed by using frequency and percentage. The frequency tables will be formulated for all significant information.

Theoretical Framework

The study is based on Hans Selye's (1956) General Adaptation Syndrome (GAS) Model and Walter B. Cannon's (1932) Fight or Flight Model. These models explain the body's physiological and psychological responses to stress and form the theoretical base for understanding academic stress and its management.

Hans Selye's General Adaptation Syndrome (GAS) Model

Selye described stress as the "nonspecific response of the body to any demand made upon it." His model identifies three stages in the stress response:

1. Alarm Reaction Stage:

- The body recognizes the stressor and prepares for "fight or flight."
- Physiological changes occur, such as increased heart rate, blood pressure, and alertness.

2. Resistance Stage:

- The body attempts to adapt and cope with the stressor.
- If successful, normal function is restored; if not, stress continues to build.

3. Exhaustion Stage:

If stress persists, the body's adaptive mechanisms become depleted, leading to fatigue, anxiety, and health issues. The GAS model emphasizes that chronic academic stress, if unmanaged, can lead to emotional and physical exhaustion among students. The Structured Teaching Programme (STP) acts as an intervention to enhance knowledge and coping mechanisms, thereby reducing stress effects.

Walter B. Cannon's (1932) Fight or Flight Model

Cannon explained stress as an immediate autonomic nervous system response to perceived threats.

↓

When faced with a stressor (like academic pressure), the sympathetic nervous system is activated, leading to the release of epinephrine and norepinephrine

↓

preparing the body to either "fight" the challenge or "flee" from it. This physiological reaction highlights the importance of awareness and management strategie

↓

which the STP aims to promote

↓

to prevent prolonged stress responses.

Conceptual Framework

The study's conceptual framework is adapted from Rajnandini Kshirsagar (2016) — Conceptual Framework of Academic Stress. It is based on the cause-and-effect relationship between stressors, academic stress, and outcomes.

Diagrammatically Represented as:

Stressors of all kinds (interpersonal, domestic, social, health-related, psychological, environmental, academic)

↓

→ Academic Stress develops

↓

→ Negatively affects academic output and performance

Various internal and external stressors such as academic overload, competition, parental expectations, or personal problems act as triggers.

When these stressors exceed a student's adaptive capacity, academic stress arises.

If left unmanaged, academic stress negatively impacts learning, performance, concentration, and mental health.

However, through interventions such as the Structured Teaching Programme, students can learn effective coping strategies, leading to improved knowledge and better stress management.

Model Used in the Study

The study uses the Stress Adaptation Model (based on Hans Selye's General Adaptation Syndrome) as its nursing conceptual model.

Model Components

Stage	Description	Application in Study
Stressor	Academic	Students face
Identification	workload, exams, parental pressure, etc.	multiple academic-related stressors.
Alarm Reaction	Body's immediate physiological response (fight or flight).	Coping ability enhanced through Structured Teaching Programme.
Resistance Stage	Students attempt to cope with stress through strategies.	Coping ability enhanced through Structured Teaching Programme.
Exhaustion Stage	If unmanaged, results in burnout or poor performance.	Prevention through awareness, knowledge, and management techniques.

The Structured Teaching Programme (STP) is designed to strengthen students' resistance phase and prevent exhaustion by increasing their knowledge and awareness regarding academic stress and its management.

III. RESULTS

Table-1: Distribution of subjects based on socio demographic variables. (N =60)

Demographic Vaiables		Frequency (F)	Percentage (%)
Age	15-16years	20	66.6
	17-18years	10	33.4
	19-20years	7	15.6
	>35	3	6.7
Gender	Male	-	-
	Female	30	100
	Transgender	-	-
Father's qualification	Up-to primary education	6	20
	Secondary education	5	17
	Graduation and above	19	63
Mother's qualification	Up-to primary education	5	16.6
	Secondary education	11	36.7
	Graduation and above	14	46.7
Father's occupation	Government job	6	20
	Private job	10	33.3
	Business	14	46.7
Mother's occupation	Homemaker	24	80
	Government job	6	20
	Private job	-	-
	Business	-	-
Area/ place	Rural	21	70

of living	Urban	-	-
	Sub-urban	9	30
Type of family	Nuclear	9	30
	Extended nuclear	2	6.7
	Joint	19	63.3
Use of leisure time	Playing	8	26.7
	Reading books	11	36.6
	Watching mobile	5	16.7
	Any other	6	20
Duration of hostel living	<1year	17	56.6
	1-3year	6	20
	3yearsandabove	5	16.7
	Local resident	2	6.7

The above table-1 revealed that Frequency (F) and percentage (%) distribution of nurses according to age, gender, father and mother qualification, father and mother occupation, area or place of living, types of family, use of leisure time, duration of hostel living.

Table- 2: Percentage-wise comparison of knowledge levels on academic stress and its management among 12th-grade students. (N=60)

Level of knowledge	PRE-TEST		POST-TEST	
	f	%	f	%
Poor	8	26.6	-	-
Average	22	73.3	-	-
Good	-	-	5	16.6
Excellent	-	-	25	83.3

The data presented in table-2 revealed that the In the pre-test, 26.6% of students had a poor level of knowledge, and 73.3% had an average level. None of the students demonstrated good or excellent knowledge before the intervention. In contrast, during the post-test, 16.6% of students achieved a good level of knowledge, while 83.3% attained an excellent level. This clearly indicates that the Structured Teaching Programme was effective in improving the students' knowledge.

Table- 3: Paired 't' test comparing pre-test and post-test knowledge scores on academic stress and its management among 12th-grade students. (N=60)

Knowledge score	Difference in paired tests	Square of difference	Paired 't' test value
Pre-test	-618	14,139	16.19
Post- test			

Table-3 presents that the calculated paired t-test value was 16.19, which is much higher than the table value at the 0.05 level of significance. This indicates a highly significant difference between the pre-test and post-test knowledge scores. Therefore, it can be interpreted that the Structured Teaching Programme was highly effective in improving the knowledge level of students regarding the selected topic.

Table- 4: Chi square analysis showing the association between knowledge on academic stress with selected socio demographic variables. (N=60)

Socio demographic characteristics	df	Chi square	p value
Age(in yrs)	9	7.316	0.604
Gender	3	1.250	0.741
Father qualification	6	3.564	0.735
Mother qualification	8	15.890	0.043*
Fathers Occupation	12	9.972	0.618
Mothers occupation	9	5.705	0.769
Area or place of living	6	5.043	0.538
Types of family	9	6.829	0.654
Use of leisure time	12	8.917	0.710
Duration of hostel living	2	6.058	0.048*

The chi-square analysis revealed that among all the selected socio-demographic variables, mother's qualification ($p = 0.043$) and duration of hostel living ($p = 0.048$) showed a statistically significant association with the level of knowledge regarding the selected topic at the 0.05 level of significance. This implies that students' knowledge levels were influenced by their mother's educational status and the duration of their hostel stay. Other variables such as age, gender, parents' occupation, type of family, area of residence, and use of leisure time did not show any significant association with the level of knowledge.

DISCUSSION

Daneshwari Hiremath, Dr. Deelip. S. Natekar (2023) Stress is common among secondary school students and often arises from fear of failure, personal inadequacy, poor teacher relationships, and lack of study facilities. Providing knowledge on academic stress and its management is essential. A quasi-experimental study was conducted among 50 secondary school students using proportional stratified random sampling and a structured knowledge questionnaire. Data were analyzed using descriptive and inferential statistics, including mean, percentage, paired t-test, and chi-square test. In the pre-test, 36% of students had very poor knowledge and 8% had good knowledge. After the intervention, 31% had very poor knowledge and 11% had good knowledge. The calculated t-value (2.30) exceeded the table value (1.96) at a 5% significance level. The structured teaching programme significantly improved students' knowledge about academic stress and its management.[12]

YR Devi, RK Randhawa, P Chaudhary (2022) The study involved 50 adolescents aged 12–18 years from Dronacharya Senior Secondary School, Gurugram, selected through purposive sampling. Using a one-group pre-test post-test design and a structured questionnaire, a 30-minute audiovisual teaching programme on stress management was conducted, followed by a post-test after seven days. Data analysis showed significant improvement in both knowledge ($p < 0.001$) and stress management practices, confirming the programme's effectiveness. The study emphasizes the need for stress awareness programmes to help students better manage stress.[13]

R Naganandini (2016) A quasi-experimental one-group pre-test post-test design was used to evaluate the effectiveness of a Structured Teaching Programme on knowledge regarding selected adolescent behavioural problems and their prevention

among 60 science students at Dhanalakshmi Srinivasan Education College, Bangalore. Participants were chosen through simple random sampling, and data were collected using a reliable structured questionnaire (r = 0.96). The mean pre-test knowledge score was 14.4 (36%), with 76.67% showing inadequate knowledge. After the intervention, the mean post-test score increased to 32.7 (81.75%), with 73.33% demonstrating adequate knowledge. The findings indicate that the Structured Teaching Programme was highly effective in improving students' knowledge. [14]

LIMITATION

Limited to a small sample size (60 students). Conducted in one school only. No control group used for comparison.

CONCLUSION

The structured teaching programme significantly improved students' knowledge regarding academic stress and its management. The post-test mean score was markedly higher than the pre-test, showing that such interventions are effective in enhancing awareness and coping ability among adolescents.

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Conflicts of interest

There are no conflicts of interest for the writers.

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Ethics Approval

Institutional and school permission obtained. Informed consent from students. Participation was voluntary with assurance of confidentiality.

DATA AVAILIBILITY

The data is available and can be accessed with a reasonable request.

ABBREVIATION

STP: Structured Teaching Programme, ANS: Autonomic Nervous System, HPA: Hypothalamic-Pituitary-Adrenal Axis, SAM: Sympathetic-Adreno-Medullary Axis, NIMHANS: National Institute of Mental Health and Neurosciences

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