

A Study To Determine The Efficacy of Stress-Reduction Intervention Among Adolescent Students At Various Schools In Lucknow

Dr. Sherin P.K

Principal

Shri K. L. Shastri Smarak Nursing College, Mubarakpur, Mutkkipur, Uttar Pradesh

I. INTRODUCTION

My academic career has been filled with many stressful situations. I was uncomfortable at the time because I didn't realise I was stressed, and I also had no idea how to handle the circumstances. During those times, I was irritable and unable to focus on daily tasks. My life was negatively affected by this. For this reason, I think every adolescent needs some supportive measures to help them manage stress effectively, and I think one of those supportive measures will be mindfulness-based stress reduction therapy.

As we delve into the meat of the matter, nurses need a lot of consideration based on the circumstances that help people develop effective coping mechanisms that might help adolescent students avoid the negative effects of excessive stress. Regarding safety concerns, the nurses in this instance uphold confidentiality as a crucial element of the therapeutic relationship. The way that students are approached must change to suit their needs. We offer students a supportive, accepting, and uncritical environment that is emotionally safe. By engaging in mindfulness practises, we can explore and enhance relationships as well as recognise changes in behaviour and thoughts. We must schedule short-term gatherings or sessions.

To improve one's sense of wellbeing, one must focus on current behavioural patterns. It is advisable to practise mindfulness exercises like mindful breathing, mindful observations, mindful awareness, mindful listening, mindful immersion, and mindful appreciation. Teenage students' levels of stress were measured before and after intervention using the perceived stress scale. As a school health nurse, the investigator will look for one of the team-based, evidence-based mindfulness practises to lower stress. She takes charge in these circumstances. To support the students' wellbeing, screening and educational programmes were held. The investigator also acts as a point of contact for the parents, the school, and the students. The researcher gave mindfulness stress reduction therapy to school-age adolescent students

using the aforementioned framework to help them cope with stress.

II. METHODOLOGY

The general system theory of law developed by Ludwig von Bertalanffy served as the conceptual foundation for the study. Pre-test-post-test design with one group was used for the study. The chosen schools in Lucknow City served as the setting, the independent variable was mindfulness therapy, the dependent variable was adolescent stress levels.

A purposive sampling method was used to select students from the school who were between the ages of 14 and 15 for the study, which lasted one month. Data was gathered using structured demographic questions and the perceived stress scale. The reliability of the tool was evaluated using the Cronbach alpha method. The stress score reliability correlation coefficient has a value of 0.77.

Using descriptive and inferential statistics, the data were examined and understood.

III. RESULTS

The findings showed that none of the adolescent students had a high perceived stress score, and that 56. percent had a low stress level score. None of the students experienced low stress before the mindfulness therapy. 20% had high stress, while 80% had moderate stress.

Following the mindfulness therapy, 61% of the adolescent students scored low on stress, 39% scored moderate stress, and none scored high on perceived stress.

The difference in stress reduction score between the pre- and post-tests was calculated using the chi-square test. Stress levels among teenage students decreased after receiving

mindfulness therapy. The key difference was 8.11. There was a statistically significant variation.

To determine statistical significance, the Paired "t" test was employed.

After receiving mindfulness therapy, adolescent students had an average lower stress score of 23.09 points.

The generalisation of stress reduction score between pre test and post test scores was calculated using the mean difference with 95 percent CI and the proportion with 95 percent CI. Post-test stress levels' associations with demographic factors:

Teenagers from nuclear families who were 15 years old experienced less stress than other groups.

Teenagers with prior experience with relaxation techniques and those whose academic performance was above 60% reduced their stress score more than other teenagers.

The student independent t-test and the one-way analysis of variance F-test were used to determine the statistical significance.

IV. CONCLUSION

The study found a connection between post-test stress levels and demographic factors. The stress reduction score was lower in 16-year-old adolescents, adolescents from nuclear families, adolescents who had previously used any relaxation techniques, and adolescents with academic performance scores of >60%. To determine statistical significance, the one-way analysis of variance F-test and the student independent t-test were used. Because of this, mindfulness therapy significantly reduced stress among adolescent students.

The study's conclusions were in line with the body of literature and supported by research done globally, including in India.

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