



EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING STRESS MANAGEMENT AMONG UNDERGRADUATE STUDENTS IN SELECTED COLLEGES OF AIZAWL, MIZORAM

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ABSTRACT

Stress management involves a range of strategies and techniques to effectively cope with and reduce stress. These strategies can include lifestyle changes, relaxation techniques, and seeking professional help when needed. Stress can be managed through various methods, including adopting healthy habits, engaging in regular physical activity, and practicing relaxation techniques like meditation or yoga. The objectives is to evaluate the effectiveness of structured teaching programme (STP) regarding stress management among undergraduate students in selected colleges of Aizawl, Mizoram.

Material and Method: Quantitative research approach, pre-experimental one-group pre-test post-test design was used. Data was collected from 100 undergraduate students in selected colleges of Aizawl, Mizoram. The collected data was analysed using SPSS version 20.

Result: Findings of the study reveals that out of 100 participants 26 (26%) had inadequate knowledge and 26 (26%) had moderate knowledge in the pre-test knowledge regarding stress management. Whereas in the post-test, out of 100 participants majority i.e. 99 (99%) had adequate knowledge and 1 (1%) had moderate knowledge regarding stress management. There was significant association between the pre-test knowledge score of the undergraduate students with selected demographic variables such as gender ($p=5.99$) and type of family ($p=5.99$) among undergraduate students at 0.05 level of significance ($p=0.05$). Thus, the research hypotheses were accepted.

Conclusion: The result shows that the structured teaching programme was found effective on knowledge regarding stress management among undergraduate students in selected colleges of Aizawl, Mizoram.

KEY WORDS: Effectiveness, Structured Teaching Programme, Stress Management.

INTRODUCTION

Stress is any situation in which a non-specific demand requires an individual to respond or take action. It involves physiological and psychological responses. Stress can lead to negative or counter-productive feelings or threatened emotional well-being. George Engel (1960) defines stress as referring to all processes, whether originating in the external environment or within the person, which impose a demand or requirement upon the organism. The resolution or handling of which necessitates work or activity of the mental apparatus, before any other system is involved or activated.

STATEMENT OF THE PROBLEM

A study to assess the effectiveness of structured teaching programme on knowledge regarding stress management among undergraduate students in selected colleges of Aizawl, Mizoram.

HYPOTHESIS

H₁ : There is significant difference between the pre-test and post-test knowledge scores among undergraduate students.

H₂ : There is significant association between pre-test knowledge scores with selected demographic variables of undergraduate students.

METHODOLOGY

The objectives of the study were to assess the pre-test knowledge level among undergraduate students regarding stress management, to assess the post-test knowledge level among undergraduate students regarding stress management, to evaluate the effectiveness of Structured Programme regarding stress management and to find out the association between pre test knowledge scores regarding stress management with selected demographic variables. The research approach chosen for the study was Quantitative research approach and Pre experimental (one group Pre-test Post-test) design was used. The study was conducted at Regional Institute of Paramedical and Nursing Sciences (RIPANS) Zemabawk and BN College of Nursing among 100 students. Formal permission was attained from each participant. The sample size was 100 undergraduate students studying at Regional Institute of Paramedical and Nursing Sciences (RIPANS) Zemabawk and BN College of Nursing. Non-probability purposive sampling



technique was adopted.

The tools used for data collection includes: Demographic variables, Self-administered structured questionnaire, Structured teaching Programme (STP). Pre-test knowledge score was assessed using self administered structured questionnaire regarding stress management. Post test knowledge score was assessed after one week using self administered structured questionnaire.

RESULT

The data was analysed and interpreted in accordance with the objectives of the study by using descriptive and inferential statistics in terms of frequency distribution, chi square and percentage. Frequency and percentage distribution methods were used for the analysis of demographic variables in the study.

Table I. Frequency and Percentage distribution of Demographic variable. n =100

Sl.no	Demographic Variables	Frequency (f)	Percentage(%)
1	Age		
	17-19	24	24
	20-22	68	68
	>22	8	8
2	Gender		
	Male	24	24
	Female	76	76
3	Types of Family		
	Nuclear	68	68
	Joint	32	32
4	Educational Status of Mother		
	Illiterate	-	-
	Primary School	5	5
	Middle School	15	15
	High School	39	39
	Higher Secondary	17	17
	Graduate and Above	24	24
5	Educational Status of Father		
	Illiterate	-	-
	Primary School	5	5
	Middle School	5	5
	High School	26	26
	Higher Secondary	22	22
	Graduate and Above	42	42
6	Occupational Status of Mother		
	Unemployed	40	40
	Daily Wager	14	14
	Private Service	23	23
	Government Service	23	23
7	Occupational Status of Father		
	Unemployed	12	12
	Daily Wager	10	10
	Private Service	34	34
	Government Service	44	44
8	Area Of Residence		
	Urban	61	61
	Rural	39	39

The above table 1 shows that the majority 68% were between the age group of 20-22 years, 76% were female, 68% were from

nuclear family. In educational status of mothers - majority 39% attained high school, whereas educational status of fathers

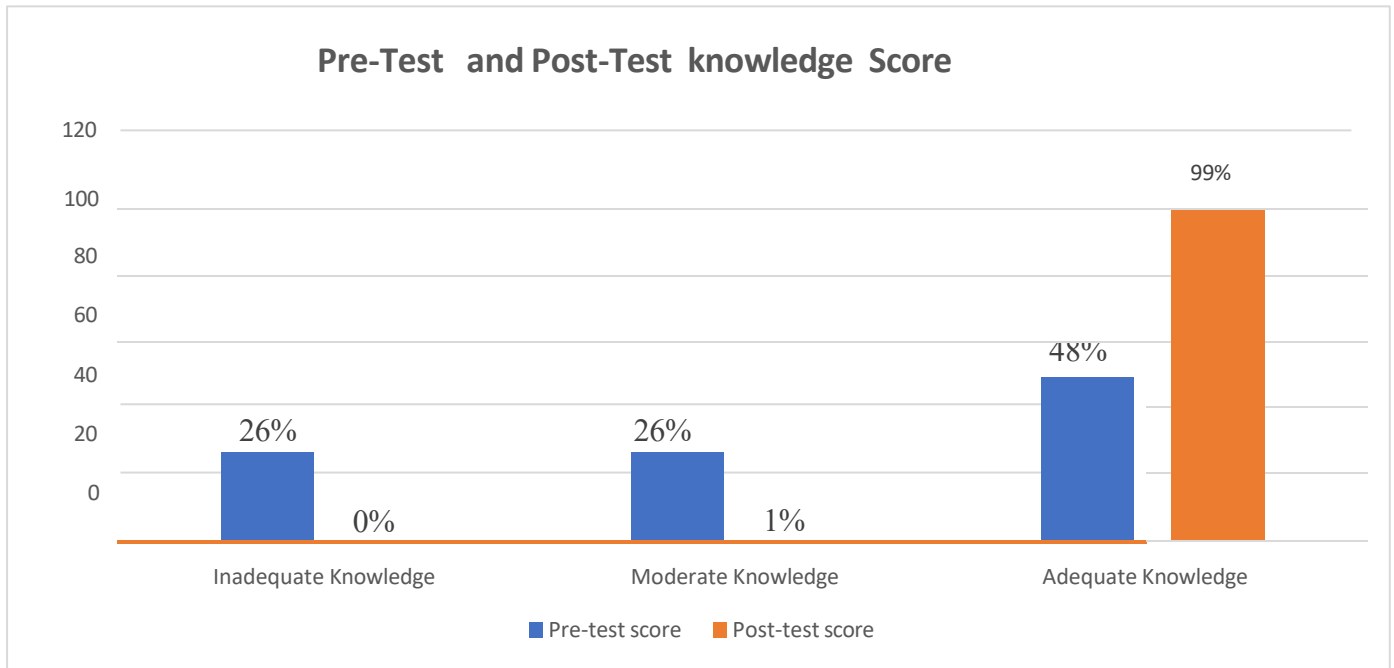


shows that majority 42% were Graduate and above. In occupation of mother majority 40% are unemployed, whereas

majority 44% of the father were Government service, Majority 61% were from Urban areas.

Fig 1: Frequency Distribution of Pre-test and Post-test knowledge Score.

n =100



The above figure 1 shows that in pre-test, 26% of participants scored in the inadequate knowledge range, 26% fell into the Moderate Knowledge category, and the majority 48% demonstrated Adequate Knowledge. The post-test knowledge

score shows that 1% have moderate knowledge score and 99% have adequate knowledge score. Table 2 : Association between pre-test knowledge with selected demographic variables of undergraduate students.

n=100

S.I No	Demographic Variables	Knowledge Score			Chi-square	d.f	p-value	Remarks
		Inadequate (0-9)	Moderate (10-12)	Adequate (>12)				
1.	Age							
	17-19	8	6	10				
	20-22	18	18	32	4.028	4	9.49	NS
	>22	0	2	6				
2.	Gender							
	Male	4	2	18	9.64	2	5.99	S*
	Female	22	24	30				
3.	Types of family							
	Nuclear	14	19	35	11.26	2	5.99	S*
	Joint	12	7	13				
4.	Educational status of Mother							
	Illiterate	0	0	0				
	Primary School	1	1	3	4.67	10	18.31	NS
	Middle School	4	3	8				
	High School	11	14	14				
	Higher Secondary	4	3	10				
	Graduate and above	6	5	13				
5.	Educational status of							



	Father							
	Illiterate	0	0	0				
	Primary School	1	3	1				
	Middle School	0	3	2	10.24	10	18.31	NS
	High School	7	4	15				
	Higher Secondary	8	5	9				
	Graduate and Above	9	11	22				
6.	Occupational status of Mother							
	Unemployed	7	9	24				
	Daily Wager	2	5	7	5.45	6	12.59	NS
	Private Service	10	4	9				
	Government Service	7	8	8				
7.	Occupational status of Father							
	Unemployed	2	2	8				
	Daily Wager	1	4	5	12.48	6	12.59	NS
	Private Service	6	8	20				
	Government Service	10	12	12				
8.	Residence							
	Urban	17	15	29	4.14	2	5.99	NS
	Rural	9	11	19				

Table 2 indicates that Chi square test shows the association between pre test knowledge score regarding Stress management among undergraduate students with selected demographic variables. It reveals that there is significant association between pre test knowledge score regarding stress management with selected demographic variables like gender and types of family, while there is no significant association with selected demographic variables like age, educational status of mothers, educational status of fathers, occupational status of mother, occupational status of fathers and area of residence. Hence, the research hypothesis is accepted.

CONCLUSION

The present study was conducted to evaluate the effectiveness of structured teaching programme on knowledge regarding stress management in selected colleges of Aizawl, Mizoram. Spreading up to date knowledge, awareness about stress can change a persons' lifestyle. From the findings of the present study, it can be concluded that structured teaching programme (STP) regarding stress management among undergraduate students in selected colleges effectively enhances the students' knowledge.

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