

Effectiveness of Life Skill Training Programme on Stress and its Contributing Factors among Adolescents in Selected Nursing Colleges of Odisha

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Stress is seen as a modern society's illness and is a growing public health problem affecting many individuals both physically and psychologically. Everyone experiences stress among family members, business, study, work, etc. Adolescence is the period in human growth and development that occurs after childhood and before adulthood and is considered to be the period between the ages of 10 and 19 years. During this period, adolescents undergo many psychosocial and physiological changes making them more prone to various stresses. The World Health Organisation has estimated that stress-related disorders will be the leading cause of disability by the year 2020. Nearly 68 percent of the nursing students had moderate stress, 27 percent had mild stress and 5 percent had severe stress. Nursing education is now recognised as a stressful environment that often exerts a negative effect on the academic performance and psychological well-being of students. Around the world, it is assessed that 12–50 percent of undergraduates present in any event one indicative measure for at least one mental problem. Worldwide, the mental problem among kids and juveniles ranges from 1 to 51 percent. Roughly, 20 percent of young people have a diagnosable emotional well-being problem. About 20-30 percent of young people have one significant burdensome scene before they arrive adulthood. Evidences indicate that most of the human successes are created in stressful conditions; in any case, high pressure would lead to various issues including mental and actual sicknesses, rest issues, eagerness, crabbi-ness, neglect, unusual weakness, repetitive diseases, migraines, helpless fixation, memory hindrance and reduced thinking capacity. Pressure during school life originates from tests and outstanding task at hand, absence of recreation time, rivalry, worries about not gathering guardians' expectations, moving to an unusual area; natural factors like age and sexual orientation, explicitly being female; and monetary status. Reaction to stress can be in an undesirable manner; the job of the attendant being assisting in wellbeing. Wellbeing advancement incorporates methodologies for decrease and the executives of the pressure; the medical attendant can also utilise nursing measure to mitigate the pressure. Different strategies to address pressure among teenagers have been utilised like

care-based pressure decrease (MBSR), Dialectal conduct treatment (DBT), Acceptance and responsibility treatment (ACT), care-based psychological treatment (CBPT). Different procedures utilised in past a long time for diminishing pressure among teenagers were singular directing, Yoga, reflection, psychotherapy and intellectual treatment strategies.

Objectives

- To assess the pre-intervention level of stress and its contributing factors among adolescents and assess the post-intervention level of stress and its contributing factors among adolescents.
- To evaluate the effectiveness of life skill training programme on stress and its contributing factors among adolescents.
- To find out the association between the post-test level of stress and its contributing factors among adolescents with their selected demographic variables.

Methodology

This study was conducted to evaluate the effectiveness of a life skill training programme on stress and its contributing factors among adolescents in selected nursing colleges in Odisha. Pre-experimental design-One group pre-intervention and post-intervention study were conducted among 200 nursing students in selected nursing colleges using purposive sampling technique. The Independent Variable was Life Skill Training Programme, Dependent Variable was the Level of stress and its contributing factors among adolescents. Male and female adolescents undergoing BSc nursing programme, able to speak in English, Hindi, and Odia, and present during the period of data collection were selected as study samples. Adolescent nursing students who were mentally/physically not fit/healthy were excluded.

The tool was developed and standardised from an extensive review of literature, internet research, and discussion with experts. The tool consisted of two sections i.e. Socio-demographic variables which included Demographic data and MASQ - which consisted of 38 questions. The four-point scale was used in this study. i.e. Not at all stressful/is irrelevant to me (NS) was 1, Mild stressful (MS) was 2, Moderately stressful (MS) was 3 and Very stressful (VS) was 4. The total score was 152. Ethical permission was taken from the insti-

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tution's ethical committee. Formal approval was obtained from the adolescent nursing students between the age group of 17-19 years from the selected college of Nursing Odisha. Demographic variables were collected using an Interview schedule. A pre-intervention assessment of the level of stress and its contributing factors among adolescent nursing students was done. Life skill training was imparted for 7 consecutive days with each session lasting for about 45-60 minutes. After every session a group conversation was incorporated to obtain feedback for a week; these activities were taught and discussed with the adolescents. A follow-up after 1, 2 and 3 months was assessed by the same MASQ. The mean stress scores were obtained for the same. Post-intervention 1, 2 and 3 the level of stress and its contributing factors among adolescent nursing students were assessed.

On Days 1 and 2, pre-intervention questionnaire was administered to the students. It was a 45 minutes session using a PowerPoint presentation. Day 3 training on Critical Thinking & Creative Thinking was conducted. Day 4 training on Decision Making & Problem-Solving was given. Day 5 training was on Communication Skills & Interpersonal Relations. On Day 6, students were trained on Coping with Emotions & Stress, and on Day 7 they were trained on Self-Awareness & Empathy. After 1-month, post-intervention-1 assessed the effectiveness of the life skill training programme among adolescent nursing students by using the MASQ. After 2 months: Post-test-2 was to assess the effectiveness of a life skill training programme among adolescent nursing students by using MASQ. After 3 months in post-test-3 the effectiveness of life skill training programme was assessed among adolescent nursing students using MASQ.

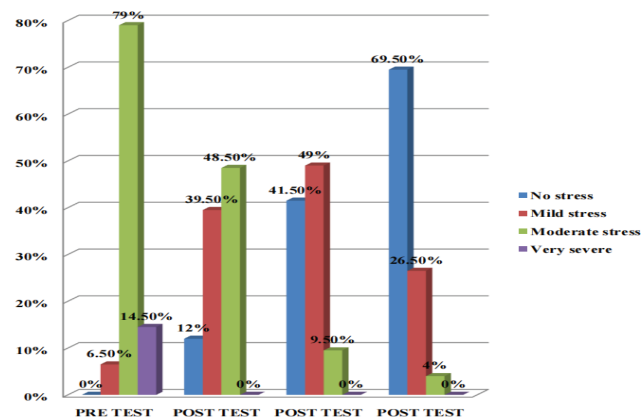
Results & Discussion

The collected data were coded and analysed by using descriptive and inferential statistics. The socio-demographic variable among adolescents was analysed by using frequency and percentage distribution. Assessment of MASQ was analysed by using frequency and percentage distribution. Paired 't' test was used to determine effectiveness of the life skill training programme on stress and its contributing factors among adolescents.

ANOVA repeated measure test value, repeated contrast test value, comparison using 2x4 ANOVA test and ANCOVA repeated measures were applied to compare the effect of intervention between the pre-test, post-test 1, post-test 2 and post-test 3.

Pearson correlation r-test was used to correlation between pre-and post-intervention level of stress and its contributing factors among adolescents with their selected demographic vari-

Fig 1: Pre-test, post-test1, post-test2 and post-test3 of the level of stress and its contributing factors among adolescents



ables

Chi-square test was used to find out the association between pre-and post-intervention level of stress and its contributing factors among adolescents with their selected demographic variables.

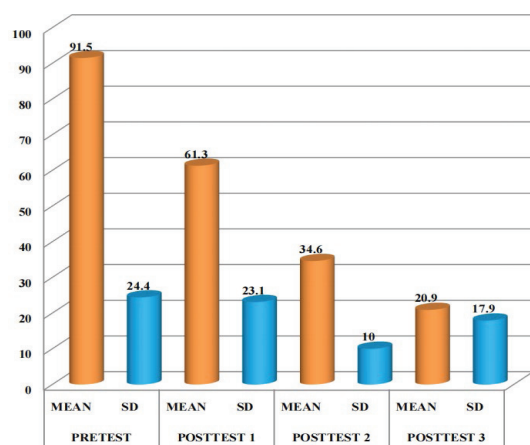
Life skill training was imparted for 7 consecutive days with each session lasting for about 45-60 min-

Table 1: Frequency and percentage-wise distribution of demographic variables among adolescents (n=200)

Sl. NO	DEMOGRAPHIC VARIABLES	FREQUENCY (N)	PERCENTAGE (%)
1	Age (in years)		
	17 years	88	44
	18 years	34	17
	19 years	78	39
2	Gender		
	Male	20	10
	Female	180	90
3	Religion		
	Hindu	137	68.5
	Muslim	31	15.5
	Christian	32	16
	Others	0	0
4	Type of family		
	Nuclear family	108	54
	Joint family	69	34.5
	Extended	23	11.5
5	Place of living		
	Hostel	119	59.5
	Family	81	40.5
	Others	0	0
6	Income of family per month, rupees		
	Rs.5000-10000	28	14
	Rs.10001-15000	149	74.5
	Rs.15001-20000	15	7.5
	Above rs.20001	8	4

7	Educational status of the father		
	Illiterate	0	0
	Primary school	27	13.5
	Higher secondary	138	69
	Graduate and above	35	17.5
8	Educational status of the mother		
	Illiterate	0	0
	Primary school	59	29.5
	Higher secondary	131	65.5
	Graduate and above	10	5
9	Occupation of the father		
	Coolie	69	34.5
	Business	102	51
	Unemployed	0	0
	Government employed	29	14.5
10	Occupation of the mother		
	Housewife	188	94
	Coolie	7	3.5
	Business	0	0
	Government employed	5	2.5
11	Regular hobbies		
	Reading	28	14
	Listening to music	138	69
	Painting	34	17
	others	0	0

Fig 2: Comparison of the Pre-test, post-test1, post-test2 and post-test3 of the level of stress and its contributing factors among adolescents.



utes. After intervention and post intervention 1, 2 & 3 the level of stress and its contributing factors was assessed among adolescent nursing student.

The Study findings were grouped into five sections.

Section A : Demographic Variables of the Adolescents

Section B : Assessment of the Pretest and post-test Level of Stress and its Contributing Factors among Adolescents

Section C : Effectiveness of the Life Skill Training Programme on Stress and its Contributing Factors among Adolescents.

Section D: Correlation between pre-and post-test Level of Stress and its Contributing Factors among Adolescents with Selected Demographic Variables

Discussion

In this study, among 200 adolescents in pre-intervention, majority of them had moderate level of stress (n=158, 79%), 29 (14.5%) had very severe level of stress and few adolescents had mild level of stress is 13 (6.5%) respectively.

In a quantitative enlightening examination concentrate on Level of pressure among the first year BSc Nursing understudies in Nellore, the information was gathered by approved poll on Modified understudy pressure scale. The results show that 15 (25%) of them had gentle pressure, 22 (36.7%) had moderate pressure, and 23 (38.3%) had serious stress (Indira A et al 2019).

Among 200 adolescents in post intervention 1, majority had moderate level of stress 97 (48.5%), 79 (39.5%) had mild level of stress and few (n=24, 12%) adolescents had no stress. In post intervention 2, majority of them had little (n=98, 49%) level of stress, 83 (41.5%) had very no stress and few (n=19, 9.5%) adolescents had moderate level of stress. In post intervention 3, majority of them had no stress (n=139, 69.5%), 53 (26.5%) had mild level of stress and few (4%) adolescents had moderate level of stress. A descriptive cross-sectional examination to survey the degree of stress among nursing understudies in chosen schools at Chidambaram, Tamil Nadu. Comprised of 181 nursing understudies. The information was gathered by an approved survey on Modified Perceived Stress Scale (PSS). The results showed that among nursing understudies, anxiety had gentle pressure (27.6%), moderate pressure

Table 2: Correlation between pre-test level of stress and its contributing factors among adolescents with their selected demographic variables (N=200)

Sl. NO	PRETEST- DEMOGRAPHIC VARIABLES	Pearson correlation r-value	p-value
1	Age (in years)	1.000	1.000
2	Gender	0.856	0.001**
3	Religion	0.107	0.132
4	Type of family	0.613	0.001**
5	Place of living	0.760	0.001**
6	Income of family per month, rupees	-0.083	0.242
7	Educational status of the father	0.059	0.409
8	Educational status of the mother	0.383	0.001**
9	Occupation of the father	-0.484	0.001**
10	Occupation of the mother	-0.238	0.001**
11	Regular hobbies	0.013	0.851

**p < 0.001 highly significant

Table 3: Correlation between post-test level of stress and its contributing factors among adolescents with their selected demographic variables (N=200)

SL NO	POST TEST- DEMOGRAPHIC VARIABLES	Pearson correlation r-value	p-value
1	Age (in years)	1.000	1.000
2	Gender	0.459	0.001**
3	Religion	0.159	0.025*
4	Type of family	0.241	0.001**
5	Place of living	0.347	0.001**
6	Income of family per month, rupees	0.165	0.020*
7	Educational status of the father	-0.067	0.348
8	Educational status of the mother	0.429	0.001**
9	Occupation of the father	-0.027	0.707
10	Occupation of the mother	0.194	0.006*
11	Regular hobbies	0.077	0.290

** $p < 0.001$ highly significant

(69.6%), and high pressure (2.8%) (Kalaivani et al, 2018).

The mean score of effectiveness of the level of stress in the pre-intervention was 91.5 ± 24.4 and the mean score in the post intervention 1 was 61.36 ± 23.15 . The calculated paired t-test value 24.14 shows statistically highly significant difference between comparison of the pre-intervention and post-intervention 1 of the level of stress among adolescents respectively. The mean score of effectiveness of the level of stress in the pre-intervention was 91.5 ± 24.4 and the mean score in the post intervention 2 was 34.69 ± 10.04 . The calculated paired t-test value of 39.07 shows statistically highly significant difference between comparison of the pre-intervention and post-intervention 2 of the level of stress among adolescents respectively. The mean score of effectiveness of the level of stress in the pre-intervention was 91.5 ± 24.4 and the mean score in the post-intervention 3 was 20.95 ± 17.9 . The calculated paired t-test value of 67.89 shows statistically highly significant difference between comparison of the pre-intervention and post-intervention 3 of the level of stress among adolescents respectively. Hence there will be a significant difference between the pre-intervention and post-intervention levels of stress and its contributing factors among adolescents. The intervention of life skill training programme is more effective, the stress level will be reduced among adolescents.

The demographic variables had shown statistically significant association between post-intervention level of stress and its contributing factors among adolescents with chi-square value of $p < 0.05$ and $p < 0.001$ level respectively. Hence there will be a significant association between the post-test level of stress and its contributing factors among adolescents with their selected demographic variables was accepted and null hypothesis was rejected.

Recommendations

- Most of the students are interested in getting some life skill training programme instructional manuals or materials to enhance their skills and competencies. However for further improvement the life skill training programme in the institution may be suggested.

Section E: Association between post-test level of stress and its contributing factors among adolescents with their selected demographic variables (n=200)

SL. NO	DEMOGRAPHIC VARIABLES	POST-TEST LEVEL OF STRESS AND ITS CONTRIBUTING FACTORS						X ²	df	p-value
		No stress		Little stress		Moderate stress				
		N	%	N	%	N	%			
1	Age (in years)									
	17 years	24	27.3	64	72.7	0	0	171.8	4	0.001**
	18 years	0	0	15	44.1	19	55.9			
	19 years	0	0	0	0	78	100			
2	Gender							162.9	2	0.001**
	Male	20	100	0	0	0	0			
	Female	4	2.2	79	43.9	97	53.9			
3	Religion							77.57	4	0.001**
	Hindu	19	13.9	79	57.7	39	28.5			
	Muslim	0	0	0	0	31	100			
	Christian	5	15.6	0	0	27	84.4			
	Others	0	0	0	0	0	0			
4	Type of family							180.9	4	0.001**
	Nuclear family	24	22.3	79	73.1	5	4.6			
	Joint family	0	0	0	0	69	100			
	Extended	0	0	0	0	23	100			
5	Place of living							106.4	2	0.001**
	Hostel	24	20.2	73	61.3	22	18.5			
	Family	0	0	6	7.4	75	92.6			
	Others	0	0	0	0	0	0			
6	Income of family per month, rupees							101.4	6	0.001**
	Rs.5000-10000	17	60.7	11	39.3	0	0			
	Rs.10001-15000	7	4.7	68	45.6	74	49.7			
	Rs.15001-20000	0	0	0	0	15	100			
	Above rs.20001	0	0	0	0	8	100			

7	Educational status of the father						21.4.1	4	0.001**
	Illiterate	0	0	0	0	0			
	Primary school	24	88.9	3	11.1	0			
	Higher secondary	0	0	76	55.1	62			
	Graduate	0	0	0	0	35			
8	Educational status of the mother						90.37	4	0.001**
	Illiterate	0	0	0	0	0			
	Primary school	19	32.2	40	67.8	0			
	Higher secondary	5	3.8	39	29.8	87			
	Graduate	0	0	0	0	10			
9	Occupation of the father						125.8	4	0.001**
	Coolie	24	34.8	45	65.2	0			
	Business	0	0	34	33.3	68			
	Unemployed	0	0	0	0	0			
	Govt employed	0	0	0	0	29			
10	Occupation of the mother						13.55	4	0.009*
	Housewife	24	12.8	79	42	85			
	Coolie	0	0	0	0	7			
	Business	0	0	0	0	0			
	Govt employed	0	0	0	0	5			
11	Regular hobbies						205.7	4	0.001**
	Reading	24	85.7	4	14.3	0			
	Listening to music	0	0	75	54.3	63			
	Painting	0	0	0	0	34			
	others	0	0	0	0	0			

*p<0.05 significant **p<0.001 highly significant

- Since life skills are very important for every student, they expect programmes to be organised in different periods to get more experience.
- An institution has to take necessary steps to encourage the students in life skill training sessions with the help of trainers.
- Similar study can be conducted among all the streams of the college.

Conclusion

This study was done to evaluate the effectiveness of life skill training programme on stress and its contributing factors among adolescents in selected nursing colleges at Odisha. The levels of stress were assessed by using MASQ. It concludes that the level of stress among adolescents is reduced by giving the life skill training programme. Implementing the life skill training programme to the students will be helpful for them to fulfill their needs in motivating themselves to bring changes in the attitude and behaviour with supportive environment needed for them.

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