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# Effectiveness of a Structured Teaching Program on Knowledge Regarding Prevention of Academic Stress among Adolescents Studying in Bengaluru

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## Abstract

Academic stress among adolescents is a growing concern, impacting their mental health and academic performance. It can lead to adverse outcomes such as anxiety, depression, sleep disturbances, and diminished motivation. The objective is to assess the effectiveness of a Structured Teaching Program (STP) in enhancing knowledge regarding the prevention of academic stress among adolescent boys and girls in Bengaluru. A single-group pre-test and post-test experimental design was adopted. Fifty adolescent students aged 12–16 years from selected schools in Bengaluru were recruited through simple random sampling. A validated, self-administered questionnaire was used to evaluate their knowledge of academic stress. Following the pre-test, a structured teaching program was implemented, and a post-test was conducted one week later. The results indicated a statistically significant improvement in knowledge following the intervention. The mean pre-test score was 14.40 ± 4.53, which increased to 21.38 ± 2.69 in the post-test. A paired t-test revealed a significant difference ($t = 9.839$, $df = 49$; $p < 0.001$), demonstrating the effectiveness of the structured teaching program in enhancing awareness regarding academic stress prevention. The structured educational program significantly improved adolescents' knowledge of academic stress prevention. The findings highlight the utility of school-based interventions in promoting mental health awareness among students.

**Major Findings:** The study found a statistically significant improvement in knowledge regarding academic stress prevention after the structured teaching program. The mean knowledge score increased from 14.40 (pre-test) to 21.38 (post-test). The paired t-test results ($t = 9.839$, $p < 0.001$) confirmed the program's effectiveness.

**Keywords:** Academic Stress, Adolescents, Knowledge, Prevention, Structured Teaching Program

## 1. Introduction

In contemporary academic environments, students are frequently exposed to various academic challenges such as examination pressure, lack of interest in classroom instruction, and difficulties in comprehending subject matter. Although many individuals can recognise stress as a contributing factor to their challenges, defining academic stress remains complex due to its multifactorial nature. Experts in education and psychology have highlighted that stress can arise from external events, life experiences, or internal emotional responses such as anxiety and depression[1].

Stress can be broadly described as an individual's response to any demand requiring adjustment—whether physical, mental, or emotional. In academic contexts, stress is experienced when students perceive academic demands, threats, or pressures that surpass their available coping resources[2].

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According to a recent survey conducted in India, 63.5% of students reported experiencing academic stress[3]. Extensive scholarly investigations have identified a wide range of stressors, including academic overload, competitive pressure, academic failure, financial constraints, and parental expectations. Additional stressors, particularly for new students, include adapting to unfamiliar environments, language barriers, learning difficulties, homesickness, and forming peer relationships. These findings offer critical insight into the complexity of academic stress and its impact on student well-being[3-8].

Stress may be induced by physical, chemical, or emotional factors, and can affect both psychological and physiological functioning. Physical sources include trauma, infection, and injury, whereas emotional triggers may involve personal and social stressors. While a certain level of stress may be beneficial—enhancing focus and motivation—chronic or excessive stress is detrimental and linked to adverse outcomes[9].

Mounting academic pressure and high parental expectations have been associated with an increase in student suicides. These issues are further exacerbated by generational gaps and a lack of emotional support, especially during examination periods. Chronic distress, often classified as negative stress, can disrupt mental equilibrium and may lead to conditions such as depression, anxiety, substance abuse, or suicidal tendency[10-13].

Academic stress has been shown to negatively affect students' holistic well-being and learning capacity. It is associated with unhealthy coping behaviours such as substance use, sedentary lifestyles, and poor sleep patterns. Recent studies have also reported significant links between academic pressure and adolescent mental health, revealing similar stress levels in both genders, although girls are often more susceptible to stress related to future aspirations, peer relationships, and self-image[14-18].

Given these concerns, the present study seeks to examine the effectiveness of a Structured Teaching Program (STP) in improving knowledge related to the prevention of academic stress among adolescents in Bengaluru. By addressing knowledge gaps and enhancing awareness, the study aims to contribute to mental health promotion and stress prevention strategies within school settings.

The objectives of the study were 1) to assess the level of academic stress among adolescent boys and girls. 2) To compare the level of academic stress between adolescent boys and girls. 3) To evaluate the effectiveness of a Structured Teaching Program (STP) in improving awareness regarding academic stress among adolescents. 4) To determine the association between the level of academic stress and selected socio-demographic variables among adolescents.

## 2. Research Hypothesis

**$H_1$:** There is a significant difference between the mean pre-test and post-test knowledge scores on academic stress among adolescents in Bengaluru.

**$H_2$:** There is a significant difference in knowledge scores regarding the prevention of academic stress between adolescent boys and girls.

**$H_3$:** There is a significant association between the pre-test and post-test knowledge scores on academic stress and selected socio-demographic variables among adolescents.

## 3. Methods

The study design is characterised as quasi-experimental, utilising a single-group pre-test and post-test design, and it does not include a control group. Data gathering involved the utilisation of a structured questionnaire focused on knowledge assessment and the collection of demographic information. By using a simple random sampling method, 50 adolescent students within the age group of 12–16 years were selected as a sample, based on the inclusion criteria, which included adolescents who were willing to participate and could read, write, and understand English and Kannada, within the age group of 12–16 years, in a selected school in Bengaluru. Data were gathered using a structured questionnaire to assess knowledge and demographic variables. The research was conducted at a private school in Bengaluru, with official approval obtained from the head of the school for the study.

A panel of 8 esteemed experts, comprising 5 Mental Health Nursing faculty members, 2 psychiatrists, and 1 statistician, rigorously validated the study's tools. Based on their expert feedback, the tools were confirmed to be adequate, and their valuable suggestions were incorporated, thereby enhancing the study's validity and effectiveness. Reliability of the 30-item structured knowledge questionnaire was examined using internal consistency measures. Cronbach's α was 0.673 and McDonald's ω was 0.700, indicating acceptable

reliability for a knowledge-based instrument. The overall reliability values, combined with prior expert review for content validity and face validity testing among adolescents, support the adequacy of the tool for use in this study.

The tool was organised into two sections.

**Section – I**

Socio-demographic factors consist of age, sex, class, family type, and family income acquired regarding the prevention of academic stress.

**Section – II**

It includes 30 multiple-choice questions to examine the level of knowledge among students in Bengaluru schools regarding academic stress prevention.

## 4. Data Collection

The students provided their assent, and written consent was obtained from their parents after they were informed about the study. Data on adolescents' understanding of academic stress were gathered using a structured questionnaire, which they completed on their own. Following this, a structured teaching program was introduced. The same questionnaire was used for a follow-up test conducted one week later.

**Table 1.** Distribution of adolescents in selected schools according to Sociodemographic factors, N=50

| Sl. No | Sociodemographic Factors | Frequency | Percent |
|---|---|---|---|
| 1 | **Age** | | |
| | a. 12-14 yrs. | 24 | 48.0 |
| | b. 15-16 yrs. | 26 | 52.0 |
| 2 | **Gender** | | |
| | a. Boy | 23 | 46.0 |
| | b. Girl | 27 | 54.0 |
| 3 | **Class studying** | | |
| | a. $6^{th}$ std | 10 | 20.0 |
| | b. $7^{th}$ std | 10 | 20.0 |
| | c. $8^{th}$ std | 10 | 20.0 |
| | d. $9^{th}$ std | 10 | 20.0 |
| | e. $10^{th}$ std | 10 | 20.0 |
| 4 | **Family type** | | |
| | a. Joint | 26 | 52.0 |
| | b. Nuclear | 20 | 40.0 |
| | c. Single-parent family | 4 | 8.0 |
| 5 | **Family monthly income** | | |
| | a. Below 10,000 | 16 | 32.0 |
| | b. 10,001-12,000 | 20 | 40.0 |
| | c. 12,001-15,000 | 14 | 28.0 |
| | d. 15,000 and above | - | - |

## 5. Results

**Section I**: Description of Sociodemographic variables of adolescents in a selected community

As shown in Table 1, a majority (52%) of participants were aged 15–16 years; 54% were girls. Each class from 6th to 10th standard contributed 20% of the sample (Table 2, Table 3). Most participants (52%) belonged to joint families, and 40% reported a monthly family income between ₹10,001–₹12,000.

**Table 2.** Cross-tabulation (Age and Class)

| Demographic Variable 6th | | Class | | | | | Total |
|---|---|---|---|---|---|---|---|
| | | 7th | 8th | 9th | 10th | | |
| Age in years | 12-14 yrs. | 10 | 10 | 4 | 0 | 0 | 24 |
| | 15-16 yrs. | 0 | 0 | 6 | 10 | 10 | 26 |
| Total | | 10 | 10 | 10 | 10 | 10 | 50 |

**Table 3.** Cross-tabulation (Age and Gender)

| Demographic Variable Boy | | Gender | | Total |
|---|---|---|---|---|
| | | Girl | | |
| Age in years | 12-14 yrs. | 13 | 11 | 24 |
| | 15-16 yrs. | 10 | 16 | 26 |
| Total | | 23 | 27 | 50 |

**Table 4.** Distribution of adolescents in selected schools according to the level of knowledge regarding the prevention of academic stress, N=50

| Sl. No | Depth of under standing | Pre-evaluation | | Post-evaluation | |
|---|---|---|---|---|---|
| | | Frequency | Percent | Frequency | Percent |
| 1 | Insufficient (<50%) | 28 | 56.0 | - | - |
| 2 | Moderately adequate (50-75%) | 22 | 44.0 | 31 | 62.0 |
| 3 | Adequate (>75%) | - | - | 19 | 38.0 |
| | Overall | 50 | 100 | 50 | 100 |

**Section II:** Assessment of Pre-evaluation and post-evaluation knowledge regarding the prevention of academic stress among adolescents studying in Bengaluru.

Table 4 displays how adolescents were categorised based on their pre-evaluation and post-evaluation knowledge levels concerning the prevention of academic stress. In the pre-test, more than half, 28 (56.0%), were found to have inadequate knowledge, while 22 (44.0%) had moderately adequate knowledge, and none had adequate knowledge regarding the prevention of academic stress. After the STP, it was found that more than half, 31 (62.0%), had moderately adequate knowledge, 19 (38.0%) had adequate knowledge, and none had inadequate knowledge. It clearly demonstrated a significant improvement in knowledge levels following the STP.

**Section III:** Effectiveness of STP on knowledge regarding prevention of academic stress among adolescents

Analysing the pre-evaluation and post-evaluation knowledge scores related to academic stress among adolescents was conducted using a paired *t*-test (N = 50).

Table 5 displays the range, mean, and SD of pre- and post-evaluation knowledge regarding the prevention of academic stress among adolescents studying in Bengaluru. In the pre-test, the adolescents scored in the range of 6–21, with a mean of 14.40 and an SD of 4.53. In contrast, in the post-test, the scores ranged from 16–27, with a mean of 21.38 and an SD of 2.69. The paired *t*-test was found to be significant ($t_{49} = 9.839$, $p < 0.001$), indicating an increase in knowledge after the STP.

**Section IV**: Comparison of knowledge regarding prevention of academic stress between adolescent boys and girls

Table 6 depicts the outcomes of an unpaired *t*-test analysis of pre-evaluation and post-evaluation knowledge regarding the prevention of academic stress between adolescent boys and girls studying in selected schools. The unpaired *t*-test result was found to be significant ($p < 0.05$). It implies that knowledge regarding the prevention of academic stress differs significantly between adolescent boys and girls studying in selected schools.

The unpaired *t*-test was found to be significant for pre-test knowledge ($t_{48} = 2.489$) at the 5% level, and for post-test knowledge ($t_{48} = 3.427$). It implies that the pre-evaluation and post-evaluation knowledge regarding the prevention of academic stress differ significantly between adolescent boys and girls studying in selected schools.

**Section V:** Association between knowledge regarding academic stress with demographic variables of adolescents in selected schools

Table 7 displays the results of the Chi-square test, which was conducted to assess the significance of the relationship between adolescents' pre-test knowledge regarding academic stress prevention and their demographic characteristics in selected schools. The pre-test knowledge was found to be significantly associated with demographic variables such as age ($\chi^2 = 4.791$) and gender ($\chi^2 = 4.253$) of adolescents studying in selected schools. However, the pre-test knowledge was found to be not significantly associated with demographic variables such as class studied ($\chi^2 = 2.922$), family type ($\chi^2 = 0.908$), and monthly family income ($\chi^2 = 1.639$).

Table 8 displays the results of the Chi-square test, which was conducted to assess the significance of the relationship between adolescents' post-test knowledge regarding academic stress prevention and

**Table 5.** Comparison of pre-evaluation and post-evaluation knowledge regarding prevention of academic stress among adolescents in Bengaluru

| Sl. No. | Knowledge | Range | Mean | SD | Mean% | t-test value | p-value |
|---|---|---|---|---|---|---|---|
| 1 | Pre-test | 6-21 | 14.40 | 4.53 | 48.0 | 9.839* | p < 0.001 |
| 2 | Post-test | 16-27 | 21.38 | 2.69 | 71.2 | | |

**Note: * - Significant (p<0.05)**

**Table 6.** Range, Mean, and SD of pre-evaluation and post-evaluation knowledge regarding prevention of academic stress between adolescent boys and girls in selected schools, N=50

| Sl. No. | Knowledge | Boys | | | Girls | | | Unpaired t-test | p-value |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | SD | Mean % | Mean | SD | Mean % | | |
| 1 | Pre-test | 15.22 | 4.89 | **50.7** | 14.01 | 4.28 | **46.7** | 2.489* | p < 0.05 |
| 2 | Post-test | 22.21 | 2.99 | **74.0** | 21.08 | 2.31 | **70.2** | 3.247* | p < 0.05 |

**Table 7.** Association between academic stress and demographic variables of adolescents in selected school (Pre-test knowledge), N=50

| Sl. No. | Socio-demographic variables | Sample=50 | | Pre-test knowledge | | | | $X^2$ value | p-value |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Inadequate | | Moderate | | | |
| | | F | % | F | % | F | % | | |
| 1 | **Years of age** | | | | | | | | |
| | a. 12-14 years | 24 | 48.0 | 11 | 39.3 | 13 | 59.1 | 4.791* df=1 | p<0.05 |
| | b. 15-16 years | 26 | 52.0 | 17 | 60.7 | 9 | 40.9 | | |
| 2 | **Gender** | | | | | | | | |
| | a. Boy | 23 | 46.0 | 7 | 25.0 | 16 | 72.7 | 4.253* df=1 | p<0.05 |
| | b. Girl | 27 | 54.0 | 21 | 75.0 | 6 | 27.3 | | |
| 3 | **Class studying** | | | | | | | | |
| | a. 6th std | 10 | 20.0 | 7 | 25.0 | 3 | 13.6 | 2.922** df=4 | p>0.05 |
| | b. 7th std | 10 | 20.0 | 7 | 25.0 | 3 | 13.6 | | |
| | c. 8th std | 10 | 20.0 | 5 | 17.9 | 5 | 22.7 | | |
| | d. 9th std | 10 | 20.0 | 5 | 17.9 | 5 | 22.7 | | |
| | e. 10th std | 10 | 20.0 | 4 | 14.9 | 6 | 27.3 | | |
| 4 | **Family type** | | | | | | | | |
| | a. Joint | 26 | 52.0 | 15 | 53.6 | 11 | 50.0 | 0.908** df=2 | p>0.05 |
| | b. Nuclear | 20 | 40.0 | 10 | 35.7 | 10 | 45.5 | | |
| | c. Single-parent family | 4 | 8.0 | 3 | 10.7 | 1 | 4.5 | | |
| 5 | **Family monthly income** | | | | | | | | |
| | a. Below 10,000 | 16 | 32.0 | 9 | 32.1 | 7 | 31.8 | 1.639** df=2 | p>0.05 |
| | b. 10,001-12,000 | 20 | 40.0 | 13 | 46.4 | 7 | 31.8 | | |
| | c. 12,001-15,000 | 14 | 28.0 | 6 | 21.4 | 8 | 36.4 | | |
| | d. 15,000 and above | - | - | - | - | - | - | | |

**Note: * - Significant (p < 0.05); ** - Not significant (p > 0.05).**

their demographic characteristics in selected schools. The post-test knowledge was found to be significantly associated ($p < 0.05$) with demographic variables such as age ($\chi^2 = 5.529$), gender ($\chi^2 = 4.187$), and class studied ($\chi^2 = 10.282$) among adolescents in selected schools. However, the post-test knowledge was not found to be significantly associated with demographic variables such as family type ($\chi^2 = 0.405$) and monthly family income ($\chi^2 = 1.552$).

## 6. Discussion

The current study aligns with numerous prior studies that have affirmed the effectiveness of structured teaching programs in reducing academic stress among adolescents. These strategies were used specifically for students experiencing academic stress and received approval from the students, their parents, and teachers. The program was implemented to positively influence student behaviour. Few prior studies aligned with the results of the present investigation.

A 2019 research work conducted by Gupta *et al.,* on the effectiveness of structured teaching programs, is similar to the current study[19]. In this study, it was observed that before the teaching program, out of the 60 participants, only one exhibited a low level of knowledge about mental illness, 49 had an average level of knowledge, and 18 possessed good knowledge. Following the instructional program, none of the participants remained at a low knowledge level. Instead, 51 participants achieved a high level of understanding, while only 9 sustained an average level of knowledge. The average score on the post-test (23.77) surpassed the pre-test score (17.95), indicating the effectiveness of the teaching program. The substantial

**Table 8.** Association between academic stress and demographic variables of adolescents in selected schools. (Post-test knowledge), N=50

| Sl. No. | Sociodemographic variables | Sample = 50 | | Post-test knowledge | | | | $X^2$ value | p-value |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Moderate | | Adequate | | | |
| | | F | % | F | % | F | % | | |
| 1 | **Years of age** | | | | | | | | |
| | a. 12-14 years | 24 | 48.0 | 17 | 54.8 | 7 | 36.8 | 5.529* df=1 | p<0.05 |
| | b. 15-16 years | 26 | 52.0 | 14 | 45.2 | 12 | 63.2 | | |
| 2 | **Gender** | | | | | | | | |
| | a. Boy | 23 | 46.0 | 15 | 48.4 | 8 | 42.1 | 4.187* df=1 | p<0.05 |
| | b. Girl | 27 | 54.0 | 16 | 51.6 | 11 | 57.9 | | |
| 3 | **Class studying** | | | | | | | | |
| | a. 6th std | 10 | 20.0 | 5 | 16.1 | 5 | 26.8 | 10.282* df=4 | p<0.05 |
| | b. 7th std | 10 | 20.0 | 9 | 29.0 | 1 | 5.3 | | |
| | c. 8th std | 10 | 20.0 | 7 | 22.6 | 3 | 15.8 | | |
| | d. 9th std | 10 | 20.0 | 4 | 12.9 | 6 | 31.6 | | |
| | e.10th std | 10 | 20.0 | 6 | 19.4 | 4 | 21.1 | | |
| 4 | **Family type** | | | | | | | | |
| | a. Joint | 26 | 52.0 | 17 | 54.8 | 9 | 47.4 | 0.405** df=2 | p>0.05 |
| | b. Nuclear | 20 | 40.0 | 12 | 38.7 | 8 | 42.4 | | |
| | c. Single parent | 4 | 8.0 | 2 | 6.5 | 2 | 10.5 | | |
| 5 | **Family monthly income** | | | | | | | | |
| | a. Below 10,000 | 16 | 32.0 | 8 | 25.8 | 8 | 42.1 | 1.552** df=2 | p>0.05 |
| | b. 10,001-12,000 | 20 | 40.0 | 14 | 45.2 | 6 | 31.6 | | |
| | c. 12,001-15,000 | 14 | 28.0 | 9 | 29.0 | 5 | 28.3 | | |
| | d. 15,000 and above | - | - | - | - | - | - | | |

Note: * - Significant (p<0.05); ** - Not significant (p>0.05).

divergence between the two examinations was validated by the paired *t*-test with a significance level of 0.05. The calculated *t* statistic was 17.5473, and the *p*-value was 0.0001 ($p < 0.05$), signifying a notable improvement in knowledge from the pre-test to the post-test. As a result, the teaching program successfully improved the participants' understanding of mental illness.

A study done by Shaini *et al.* revealed that the majority of students (60%) had insufficient knowledge in the initial test, while 36% possessed moderately adequate knowledge[20]. However, in the follow-up test, the number of students with moderately adequate knowledge increased to 30%, and those with adequate knowledge grew to 70%. When comparing the mean and standard deviation of stress management practice assessment scores among adolescents, a notable enhancement was observed in the follow-up test (Mean = 30.6, Standard Deviation = 3.74) in contrast to the initial test (Mean = 17.3, Standard Deviation = 3.64), with statistical significance at $p < 0.001$ level. This indicates the effectiveness of imparting knowledge and practising stress management among adolescent students.

In another study conducted by Joseph *et al.*, the occupational stress was found to arise when individuals face a discord between workplace challenges and their coping abilities[21]. This study aimed to assess and compare occupational stress levels among male and female employees, offering insights for enhancing organisational dynamics and employee-employer relations. Using a pre-test and post-test design with 109 quota-sampled participants, primarily from the teaching staff, the findings highlighted moderate stress levels and emphasised the effectiveness of physical and spiritual stress management strategies in improving organisational behaviour and employee-employer interactions.

## 7. Limitation

The study was confined to selected schools only, which naturally imposes limits on broader generalisations. The study is limited to the adolescent age group between 12 to 16 years. The sample selection was dependent on the permission provided by the school's authorities to conduct the study.

## 8. Recommendation

The study can be replicated with a larger group of participants. An experimental study with a control group could be conducted. A comparative analysis might explore differences between rural and urban school students. A similar investigation could assess the knowledge of high school or college students. Another study might examine teachers' attitudes toward students dealing with academic stress. A longer-term study could adopt a longitudinal approach. A comparative study could delve into academic stress in children from both alcoholic and non-alcoholic households. An evaluation study may examine disparities between parents' and teachers' assessments of students' academic stress. Another assessment study could explore emotional issues faced by students experiencing academic stress. Lastly, an evaluative study might assess the effectiveness of workshop-based teaching techniques for preventing academic stress.

## 9. Implications

**Nursing Practice:** Implementing STP has proven effective in enhancing students' understanding of how to prevent academic stress. STP can be employed across a range of child healthcare facilities, outpatient departments (OPDs), community health centres, counselling centres, and schools to impart knowledge on academic stress prevention to students.

**Nursing Education:** The study's findings can serve as valuable guidance for nurse educators in developing STPs for nurses focused on the prevention of academic stress.

**Nursing Administration:** These findings also raise awareness about the budgetary considerations involved in creating materials for STPs related to various techniques for preventing academic stress.

## 10. Conclusion

Based on the findings of the study, the study concluded that the selected schools in Bengaluru had insufficient knowledge regarding academic stress prevention. The implementation of a structured teaching program was found to be effective in enhancing students' understanding of how to prevent academic stress. Following the program, students demonstrated a significant improvement in their knowledge levels.

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