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Assess the effectiveness of self-instructional module about knowledge regarding study related stress and coping ability among higher secondary students in Jabalpur

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Abstract

Stress may be a feeling of emotional. It causes you to feel frustrated, angry, or nervous. Stress is your body's reaction to a challenge or demand briefly bursts, stress are often positive, like when it helps you avoid danger or meet a deadline.

Keywords: Effectiveness, self-instructional module, Study related stress, coping ability

Introduction

Suicidal tendencies among students have gone up with greater expectations from the oldsters coupled with academic pressure. Statistics show that more and more students are taking the acute step of suicide in a bid to end their misery after failing in their pursuit of professional excellence. The causes are thanks to failure or rejection by the society and not for purely reasons as was in the past. Parents are busy in their respective professions and hardly have time to cater to the problems of their wards. People, especially students are in need of support during examination period, but they never find moral support.

Problem statement

Assess the effectiveness of self-instructional module about knowledge regarding study related stress and coping ability among higher secondary students in Jabalpur.

Objectives of the study

- To assess the extent of knowledge regarding study related stress and coping ability among higher secondary students.
- To assess the effectiveness of Self-instructional module on level of data regarding study related stress and coping ability among higher secondary students.

Hypothesis

H₀: There is no significant difference between the pre-test and post-test knowledge regarding study related stress and coping ability among higher secondary students measured at $p < 0.05$ level of significance

Major findings of the study

The following were the major findings of the study

Section I

Demographic Variables

- Demographic s for the present study show, out of the 50 subjects, Majority of the subjects 25 (50%) were of the age of 17 years, 22 (44%) to the age of 18 years while 3 (6%) of the age of 19 years.
- Majority of the subjects according to their gender 29 (58%) were female and 21 (42%) were male.

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- Majority of subjects according to their type of family, 27 (54%) were from joint family, 15 (30%) single parent family, 8 (16%) from nuclear family.
- Majority of the subjects according to their number of sibling, 27 (54%) had two sibling, 18(36%) had one siblings, 5 (10%) had more than two siblings.
- Majority of subjects according to their residence area, 42 (84%) were from rural area, 4(8%) were from urban area and 4 (8%) were from slum area.
- Majority of subjects according to their parent's education, 23 (46%) of parents was primary, 11 (22%) had higher secondary, 10 (20%) had illiterate and 6 (12%) were graduate and above.
- Majority of subjects according to their monthly income 46% had monthly income of Rs up to 10000, 26% had monthly income of Rs 20001- 30000, 14% belong to monthly income of Rs 10001- 20000, 14% had monthly income of Rs 30001 and above.

Section II

Assessment on level knowledge regarding study related stress and coping ability among higher secondary students

The findings show that in pretest scores, 98% of samples were having poor level of knowledge, 2% of samples having average level of knowledge and none of them having good level of knowledge. But in post test score 26% of samples were having poor level of knowledge, 24% of samples were having average level of knowledge and 50% of samples having good level of knowledge.

Section III

Evaluation of effectiveness of Self Instructional Module about knowledge regarding study related stress and coping ability among higher secondary students

The findings show that the calculated 't' value was 17.85 for knowledge regarding study related stress and coping ability. The calculated 't' value was much higher than the tabulated value at of at df 49. This data signifies that the planned teaching was effective in assessing the knowledge of study related stress and coping ability among higher secondary students in selected Secondary Schools. Hence, it was strongly interpreted that the Self-instructional module regarding study related stress and coping ability was effective. So the H_1 is accepted.

Conclusion

After the detailed analysis, this study leads to the following conclusion: The higher secondary students did not have 100% knowledge regarding study related stress. There was a significant increase in the knowledge of subjects after introduction of self-instructional module. To find the effectiveness of self-instructional module students 't' test was applied 't' value calculated, post test score was significantly higher at 0.05 level than that of post score. Thus, it was concluded that planned teaching on study related stress and coping ability was found effective as a teaching strategy.

Demographical variables did not show a major role in influencing the pretest and posttest knowledge score among higher secondary students.

Hence based on the above cited findings, it was concluded undoubtedly that the prepared material by the investigator in the form of self-instructional module helped the higher secondary students to improve their knowledge on study related stress and coping ability.

Conflict of Interest

Not available

Financial Support

Not available

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