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A STUDY TO ASESS THE EFFECTIVENESS OF PEAR DISCUSSION TO REDUCE LEVEL OF STRESS AMONG SCHOOL STUDENTS IN SELECTED SCHOOL OF INDORE M.P.

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Stress can be defined as "any problem with homeostasis" or the body's internal sense of balance. It can manifest either as eustress or as distress. Eustress, literally translated as 'good stress', is a positive form of stress that motivates individuals to continue working. Stress manifests itself when this stress is no longer tolerable and/or manageable. Anxiety or "bad stress" is the point at which good stress becomes too much to bear or cope with. Some signs that this change has occurred are when the tension starts to build and the challenge is no longer fun or there seems to be no relief or end in sight. This kind of stress is well known and can lead to poor decision making. General characteristics of a person in distress are: excessive excitement; tense or unable to relax; sensitive, easily upset or irritable; easily startled or restless and showing intolerance of any interruption or delay. Excessive stress results in an increased prevalence of psychological problems such as depression, anxiety, substance abuse and suicidal thoughts.

Various studies around the world have highlighted that students studying in medical and dental courses experience higher stress. However, there are few studies on this topic in India, especially on populations in smaller cities. Engineering students take mid-term exams compared to annual exams taken by medical and dental students. In theory, a higher frequency of exams should lead to a higher prevalence of stress among engineering students. However, there are very few studies on the prevalence of stress

among engineering students, especially in India. This study was conducted to assess the prevalence of stress among medical, dental and engineering college students and the association of stress with various academic, social and health factors in an urban area of Indore, M.P.

A cross-sectional study was conducted in an urban area of Indore, M.P. The institutional ethics committee approved the study. The estimated sample size was 1,200 and the sampling technique used was convenience. After obtaining ethical approval, permission to conduct the study was sought from all medical, dental, and technical colleges in the study area. To ensure anonymity, no questions about student or institution names were included in the questionnaire. In total, two dental colleges, two technical colleges and one medical faculty participated in the study. Since engineering students outnumbered medical students, a mechanical division from the engineering faculty was randomly selected and included in the study to ensure comparability. Students from all classes (years) of each field were involved in the study.

OBJECTIVES

- To assess the level of knowledge of school students before and after pear discussion to reduce level of stress
- To determine the effectiveness of pear discussion to reduce level of stress
- To determine association between the pre test knowledge score of school children with their demographic variables

HYPOTHESIS:

- There will be significant improvement in the knowledge level of knowledge on school children at 0.05 level of significance.
- There will be is a significant association between the level of knowledge regarding level of stress among school children at 0.05 level of significant

METHODS AND MATERIAL

An extensive literature review was conducted. A conceptual framework based on the health promotion model An experimental research approach was used to assess knowledge about stress levels. A pre-experimental research design was considered

suitable for the study effectiveness of peer discussion on stress levels among school children in one group before a test and a post-test test design was used. In order to measure the content validity of the instrument, the questionnaire schedule was given to 12 experts from the field of mental health nursing. Experts were selected based on their clinical expertise, experience, qualifications and interest in the problem area. For the instrument, the reliability of the instrument was calculated using the split-half method and was found to be 0.91, which is statically reliable for this study.

RESULT

- The pre-test knowledge score was 14.23 and post test knowledge score was 26.12 The peer discussion improved the knowledge level on an average of 11.89. The value calculated for the difference of pre test and post test is statistically significant. The 't' value found to be 27.19 at $p<0.05$ level of significance. That showed that there was a significant improvement in the knowledge level.

- Chi- square test was used to analyze the association between the demographic variable with pre test knowledge score. There is no association between pre test knowledge and demographic variable.

CONCLUSION

- Peer discussion increases the knowledge. improving the knowledge of school students regarding level of stress. There was no association between selected demographic variables with their level of pre test knowledge score.

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