



An Interventional Study To Assess The Level Of Anxiety Of Structured Teaching Programme Among Adolescents Studying In Selected Senior Secondary Schools Of Jhotwara, Jaipur, Rajasthan

MR GOVIND NARAYAN SHARMA

Dr. MANISH SHARMA

Abstract

Background:

Adolescence is a sensitive developmental stage associated with academic pressure, social adjustment, and emotional instability, which may lead to anxiety. Educational interventions such as structured teaching programmes can help adolescents understand anxiety and develop coping strategies.

Aim:

To assess the effectiveness of a structured teaching programme on reducing the level of anxiety among adolescents studying in selected senior secondary schools of Jhotwara, Jaipur, Rajasthan.

Methods:

A quantitative pre-experimental one group pretest–posttest design was adopted. A total of 60 adolescents were selected using purposive sampling. Anxiety levels were assessed using a standardized anxiety scale before and after the intervention. Data were analyzed using descriptive and inferential statistics.

Results:

The mean anxiety score significantly reduced after the structured teaching programme. The calculated paired t value showed a statistically significant difference between pretest and posttest anxiety scores.

Conclusion:

The structured teaching programme was effective in reducing anxiety among adolescents. Such educational interventions can be integrated into school health programmes.

Keywords: Adolescents, Anxiety, Structured Teaching Programme, Intervention, School Health

1. Introduction

Adolescence is a critical developmental stage characterized by significant physical, emotional, cognitive, and psychological changes. During this period, individuals experience rapid growth and transition, which often increases vulnerability to emotional disturbances such as anxiety. School-going adolescents frequently face academic pressure, peer influence, social expectations, and family-related challenges, all of which may contribute to heightened stress and anxiety levels. If anxiety remains unrecognized or unmanaged, it can negatively affect academic achievement, interpersonal relationships, self-esteem, and overall mental well-being.

Anxiety among adolescents has emerged as a growing public health concern, as early psychological distress may lead to long-term mental health problems if appropriate interventions are not implemented. Schools play a crucial role in promoting emotional well-being by creating supportive learning environments and implementing preventive mental health programmes. Educational interventions aimed at enhancing awareness and coping skills have shown promising outcomes in reducing anxiety and improving emotional regulation among adolescents.

Structured teaching programmes are systematic, planned, and evidence-based educational strategies designed to provide accurate knowledge, develop adaptive coping mechanisms, and promote positive behavioral changes. Such programmes focus on improving students' understanding of anxiety, identifying stressors, and practicing effective coping techniques such as relaxation, problem-solving, and positive thinking. These interventions can empower adolescents to manage emotional challenges more effectively and enhance their psychological resilience.

Therefore, the present study was undertaken to evaluate the effectiveness of a structured teaching programme in reducing the level of anxiety among adolescents studying in selected senior secondary schools. The study intends to contribute to school mental health promotion by providing evidence regarding the role of structured educational interventions in improving emotional well-being among adolescents.

Need of the Study

Adolescence is a sensitive developmental period marked by rapid physical, emotional, social, and psychological changes. During this stage, adolescents frequently experience academic stress, peer pressure, parental expectations, and social challenges that may contribute to increased levels of anxiety. Anxiety among adolescents has become a growing concern worldwide because it not only affects emotional well-being but also interferes with academic performance, concentration, decision-making ability, and social relationships. If left unrecognized and unmanaged, anxiety may progress into long-term psychological problems affecting adulthood.

In the current educational environment, students are exposed to competitive academic demands, examination stress, and performance expectations, which significantly increase the risk of emotional disturbances. Many adolescents lack adequate knowledge and coping strategies to manage stress and anxiety effectively. Inadequate awareness about anxiety and its management often results in poor emotional regulation, low self-confidence, and decreased academic achievement. Therefore, early identification and preventive interventions are essential to promote psychological well-being among school-going adolescents.

Schools serve as an ideal setting for implementing mental health promotion programmes because adolescents spend a major portion of their time in educational institutions. Structured teaching programmes are systematic and planned educational interventions that can improve awareness, enhance coping skills, and promote positive behavioral adaptation. Such programmes provide adolescents with appropriate knowledge regarding anxiety, its causes, symptoms, and practical strategies to manage emotional stress effectively.

Despite the increasing prevalence of anxiety among adolescents, limited school-based interventional studies have been conducted in the selected area of Jhotwara, Jaipur, Rajasthan, focusing on structured teaching programmes for anxiety reduction. Hence, there is a need to assess the effectiveness of such educational interventions among adolescents. The findings of this study may help educators, school health nurses, and policymakers to design appropriate mental health promotion strategies and integrate anxiety management education into school health programmes, thereby improving the overall psychological well-being of adolescents.

2. Objectives of the Study

1. To assess the pretest level of anxiety among adolescents.
2. To assess the posttest level of anxiety after the structured teaching programme.
3. To compare pretest and posttest anxiety scores.
4. To find the association between anxiety level and selected demographic variables.

3. Hypothesis

H₁ (Research Hypothesis):

There will be a statistically significant difference between the pretest and posttest anxiety scores among adolescents following the implementation of the structured teaching programme.

H₀ (Null Hypothesis):

There will be no statistically significant difference between the pretest and posttest anxiety scores among adolescents following the implementation of the structured teaching programme.

4. Methodology

4.1 Research Approach

A **quantitative research approach** was adopted for the present study to objectively assess the effectiveness of the structured teaching programme on anxiety levels among adolescents.

4.2 Research Design

The study utilized a **pre-experimental one-group pretest–posttest research design**. This design enabled the researcher to measure the level of anxiety before and after the implementation of the structured teaching programme and to evaluate its effectiveness.

Schematic Representation of Research Design

Pretest (O₁)

Intervention (X)

Posttest (O₂)

Assessment of anxiety level Structured Teaching Programme Reassessment of anxiety level

4.3 Setting of the Study

The study was conducted in selected senior secondary schools located in Jhotwara, Jaipur, Rajasthan.

4.4 Population

The target population comprised adolescents studying in senior secondary schools.

4.5 Sample and Sampling Technique

A sample of **60 adolescents** was selected for the study using a **non-probability purposive sampling technique**, based on inclusion and exclusion criteria.

4.6 Inclusion Criteria

- Adolescents studying in selected senior secondary schools.
- Students who were present during the data collection period.
- Students willing to participate in the study.

4.7 Exclusion Criteria

- Adolescents who were absent during data collection.
- Students diagnosed with severe psychiatric illness.
- Students unwilling to participate.

4.8 Variables of the Study

- **Independent Variable:** Structured Teaching Programme
- **Dependent Variable:** Level of anxiety among adolescents
- **Demographic Variables:** Age, gender, class, family type, socioeconomic status, and other selected factors.

4.9 Description of Tool

Data were collected using two sections:

1. **Section A:** Demographic data questionnaire.
2. **Section B:** Standardized Anxiety Rating Scale to assess the level of anxiety among adolescents.

4.10 Validity and Reliability of Tool

The tool was validated by experts in psychiatric nursing, education, and research methodology. Reliability of the anxiety scale was established using appropriate statistical methods, indicating acceptable reliability.

4.11 Pilot Study

A pilot study was conducted on a small sample of adolescents to assess the feasibility and practicality of the study. Necessary modifications were made based on pilot findings.

4.12 Data Collection Procedure

Permission was obtained from concerned school authorities. After obtaining informed consent, pretest anxiety assessment was conducted. The structured teaching programme was then administered to the participants. Posttest assessment was carried out after the intervention using the same anxiety scale to measure changes in anxiety levels.

4.13 Ethical Considerations

- Institutional ethical clearance was obtained.
- Permission from school authorities was secured.
- Informed consent was obtained from participants.
- Confidentiality and anonymity of participants were maintained.

4.14 Plan for Data Analysis

Data were analyzed using descriptive and inferential statistics:

- **Descriptive Statistics:** Frequency, percentage, mean, and standard deviation.
- **Inferential Statistics:** Paired *t*-test to compare pretest and posttest anxiety scores and Chi-square test to determine association with demographic variables.

5. Results

The data obtained from the study were analyzed using descriptive and inferential statistics to determine the effectiveness of the structured teaching programme on anxiety among adolescents.

Table 1: Distribution of Participants According to Anxiety Level (Pretest)

Anxiety Level	Frequency (n)	Percentage (%)
Mild Anxiety	10	16.7%
Moderate Anxiety	32	53.3%
Severe Anxiety	18	30.0%

Interpretation

Table 1 shows that more than half of the adolescents (53.3%) had moderate anxiety during the pretest, while 30.0% experienced severe anxiety and 16.7% had mild anxiety. This indicates that a majority of participants had moderate anxiety prior to the intervention.

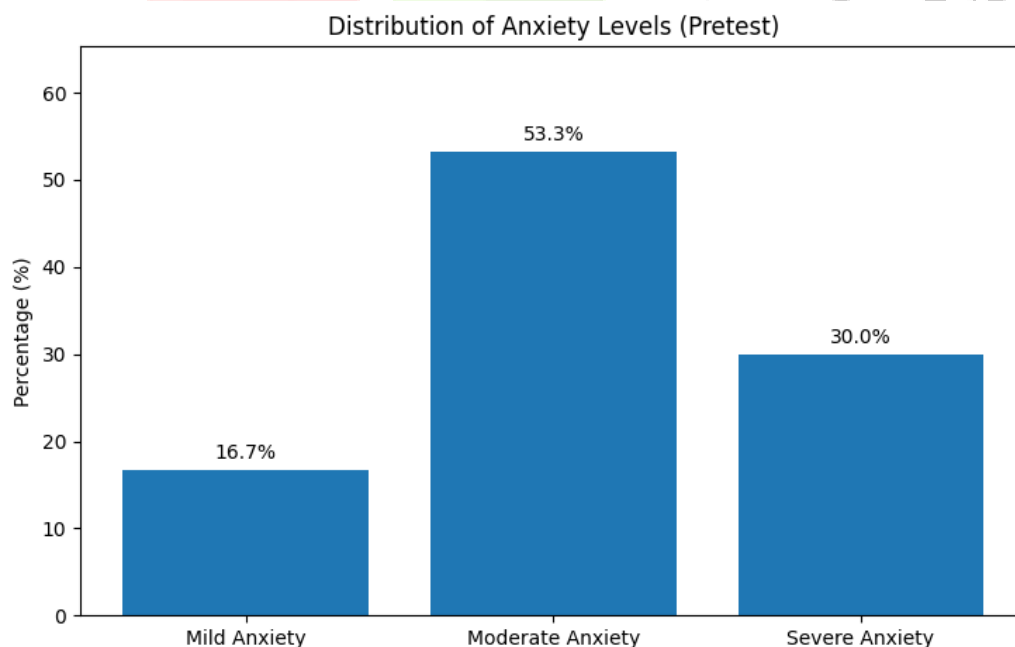
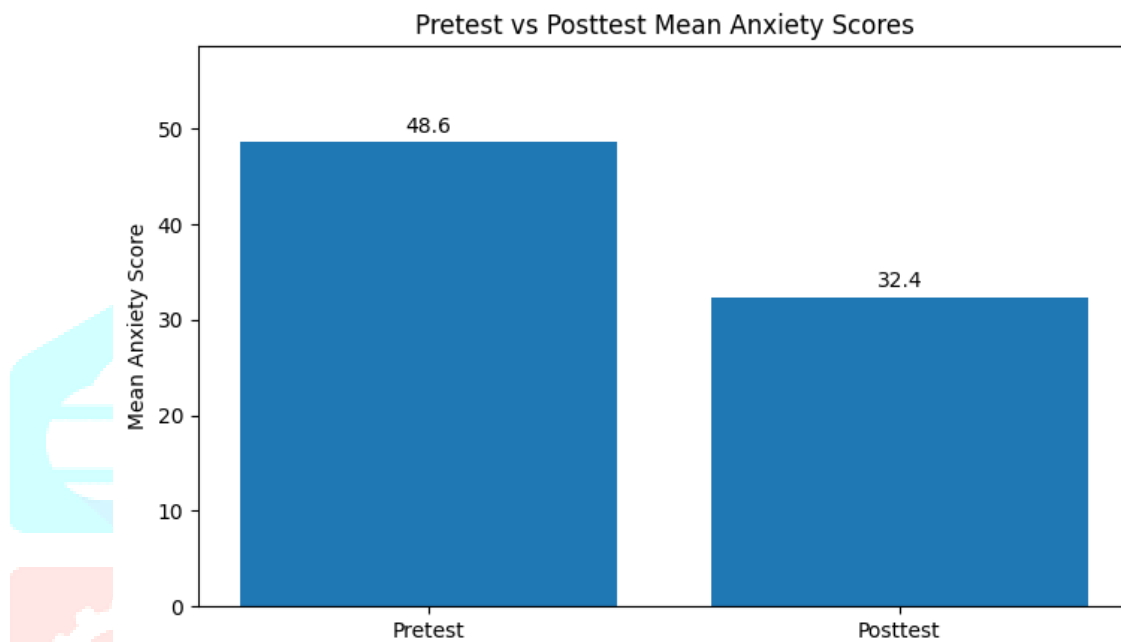


Table 2: Comparison of Pretest and Posttest Anxiety Scores

Test	Mean	Standard Deviation	Mean Difference	<i>t</i> -value	<i>p</i> -value
Pretest	48.6	6.8	—	—	—
Posttest	32.4	5.2	16.2	12.45	<0.001

Interpretation

Table 2 demonstrates a noticeable reduction in mean anxiety scores from pretest (Mean = 48.6) to posttest (Mean = 32.4). The calculated paired *t*-value (12.45) was statistically significant at $p < 0.001$, indicating that the structured teaching programme was effective in reducing anxiety among adolescents.

**Table 3: Association Between Anxiety Level and Demographic Variables**

Variable	χ^2 Value	<i>p</i> -value	Significance
Age	4.21	0.04	Significant
Gender	1.85	0.17	Not Significant
Class Level	3.92	0.03	Significant

Interpretation

Table 3 reveals a statistically significant association between anxiety level and selected demographic variables such as age and class level ($p < 0.05$). However, gender did not show a significant association with anxiety levels among adolescents.

6. Graphical Presentation

Graph 1: Pretest vs Posttest Mean Anxiety Scores

Description:

A bar graph should be used to compare the mean anxiety scores observed during pretest and posttest. The graph clearly demonstrates a reduction in anxiety levels after the structured teaching programme, supporting the effectiveness of the intervention.

Graph 2: Distribution of Anxiety Levels (Pretest)

Description:

A cluster bar diagram or pie chart can be used to illustrate the distribution of anxiety levels among adolescents during pretest. The graphical representation shows that the majority of participants experienced moderate anxiety prior to the intervention.

7. Discussion

The findings revealed a significant reduction in anxiety levels after the structured teaching programme. Similar findings have been reported in previous adolescent mental health intervention studies where educational programmes enhanced coping ability and psychological well-being.

The teaching programme helped students understand stress triggers, relaxation techniques, and emotional management strategies, thereby reducing anxiety levels.

8. Conclusion

The structured teaching programme was effective in reducing anxiety among adolescents studying in selected senior secondary schools. School health nurses and educators should implement regular mental health awareness programmes to promote emotional well-being.

9. Recommendations

- Conduct similar studies on a larger sample size.
- Comparative studies between rural and urban adolescents.
- Inclusion of counselling sessions along with teaching programmes.
- Long-term follow-up studies.

10. References

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