

An Experimental Study to Assess the Effects of Structured Teaching Programme on Stress Management For The Children Living in Selected Foster Homes, at Hassan, Karnataka

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Abstract

Coping resources is one of the most important parts of promoting adaptive psycho physiological responses involves adapting positive health practice because good health measures can prevent many illnesses. Social support from family, friends and caregivers also is an important resource for adaptive psycho physiological responses.

A true experimental research study where experimental and Control group pre-test, post-test only design was used to assess the effects of structured teaching programme on stress management. The data was collected from 80 foster home children by a lottery method through randomization for experimental group and control group by using structured interview schedule, the findings revealed that in experimental group the pre-test mean score was 37.72 and standard deviation=3.96 and in control group mean score= 37.43 and standard deviation=3.96. In post-test findings the score and standard deviation in the experimental group was mean score=78.10 and standard deviation= 4.01 and in the control group mean score= 37.90 and standard deviation =5.00 of the foster home children are having knowledge on stress management, therefore, the pre-test and post-test score of the experimental group are having mean score=40.38 difference during the assessment whereas in the control group, the foster home children are only having mean score= .87 difference between pre-test and post-test assessment. The paired students 't' test value was = 48.5 which is significant at P=0.001 level and the chi-square test shows that there was significant association between post- test knowledge score in the experimental group.

Key words: *Foster Homes, structured teaching program(STP), Stress management.*

Introduction

Coping may be described as dealing with problems and situations and contending with them successfully coping strategy is an innate or acquired way of responding to a changing environment or specific problem or situation¹

Social support from family, friends and caregivers also is an important resource for adaptive psycho physiological responses. It may lower the likelihood of development maladaptive responses speed the recovery from illness and reduce the distress and suffering that accompanies illness. Social support group are another coping resources that can satisfy needs that are unmet by family members and caregivers.³

During period of stress everyone goes through anxiety. An individual is able to cope up with the associated symptoms, he/she requires help. Sometime this basic factor of anxiety may turn in to other neurotic disorders.⁸

Foster home care is available for bettered and abused children. A foster home can be a source of education for the natural parents and a place of care and healing for the children. The goals of foster care for abused children include helping them eliminate the provocative behavior that has led to abuse, enabling them to reach out to adults for assistance when needed, strengthening their self-esteem, and preparing them for their return home.⁹

statement of the problem

“an experimental study to assess the effects of structured teaching programme on stress management for the children living in selected foster homes, at hassan, karnataka”

Objectives

1. To identify the existing practice on stress management for the children living in selected foster home.
2. To assess the acquired knowledge and practice of the children after Introducing the structured teaching programme on stress management.
3. To compare the results before and after introducing the structured teaching programme.
4. To associate the stress and coping strategies of the children living in foster home with selected demographic variables.

Research Hypothesis

There will be a significance difference in the level of knowledge and practice on the stress management for the children who have received the structured teaching programme than who did not receive.

Material and Method

The research design selected for this study is an experimental design which includes Manipulation, Control, Randomization. The design chosen is pre-test, post-test control group. The design was used for assessing the effects of structured teaching programme on stress management. study was conducted in the selected government foster home, Hassan. the data were collected from 80 foster home children by simple random sampling technique for experimental group and control group by using structured interview schedule.

The tool consists of two sections:

Section I –It includes Demographic Variables of the foster home children.

Section II –It consists of Stress Assessment tool

Permission was obtained from the foster home authority and pre-test was conducted by a structured interview schedule and structured teaching programme was administered soon after the pre-test to all the foster home children of the experimental group. After 7 days post-test was done. Descriptive and inferential statistics was used for data analysis.

Findings

On the basis of above mentioned objectives the data presented in the four sections: -

Section-i: - Distribution of the subjects is according to demographic variables.

Table 1: Distribution of demographic variables between the foster home children of the experimental and control group.

Demographic Variables		Group				significance
		Experiment		Control		
		n	%	n	%	
Age	6-10 yrs	16	40.0%	10	25.0%	X2 ==2.05 P=0.15
	11-15 yrs	24	60.0%	30	75.0%	
Religion	Hindu	36	90.0%	37	92.5%	X2 ==0.16 P=0.69
	Muslim	4	10.0%	3	7.5%	

Cont... Table 1: Distribution of demographic variables between the foster home children of the experimental and control group.

Education	Primary	8	20.0%	4	10.0%	X ² =1.67 P=0.43
	Middle	30	75.0%	33	82.5%	
	Secondary	2	5.0%	3	7.5%	
Years of stay	0-3 yrs.	24	60.0%	16	40.0%	X ² =3.46 P=0.18
	4-6 yrs.	10	25.0%	13	32.5%	
	7-9 yrs.	6	15.0%	11	27.5%	
Status of parents	Alive	13	32.5%	7	17.5%	X ² =2.62 P=0.27
	Not alive	8	20.0%	8	20.0%	
	Single parent	19	47.5%	25	62.5%	

Section-ii: -Assessment of pre-test level of stress and coping strategies of the children living in foster home in experimental and control group.

Table 2: pre-test stress and coping strategies between experimental and control group.

Stress and Coping	Experimental		Control		Student independent t-test
	Mean	SD	Mean	SD	
Positive self- esteem	18.30	2.78	17.78	2.75	t=0.85 p=0.39 Not significant
Negative self-esteem	19.42	1.91	19.65	1.93	t=0.53 p=0.60 Not significant
Total	37.72	3.96	37.43	3.96	t=0.59 p=0.55 Not significant

Table No. 2 shows that stress and coping strategies related to Positive self-esteem and Negative self-esteem in experimental group total mean= 37.72 and SD=3.96 of the foster home children and in control group total mean= 37.43 and SD=3.96 of the foster home children are having stress and coping related to Positive self-esteem and Negative self-esteem. It shows that foster home children are having equal stress and coping strategies

related to Positive self-esteem and Negative self-esteem, so there was no statistical significant difference between the foster home children of the experimental and control group.

Section-iii: - Assessment of post-test level of stress and coping strategies of the children living in foster home in experimental and control group.

Table 3: post-test stress and coping strategies between experimental and control group.

Stress and Coping	Experimental		Control		Student independent t-test
	Mean	SD	Mean	SD	
Positive self- esteem	37.33	2.55	18.35	3.24	t=29.1 p=0.001 significant
Negative self- esteem	40.77	2.89	19.55	3.21	t=31.1 p=0.001 significant
Total	78.10	4.01	37.90	5.00	t=39.7 p=0.001 significant

Table No. 3 shows that stress and coping strategies related to Positive self-esteem and Negative self-esteem in experimental group total mean= 78.10and SD=4.01of the foster home children and in control group total mean= 37.90and SD=5 of the foster home children are having stress and coping related to Positive self-esteem and Negative self-esteem. It shows that foster home children of the experimental group are having more coping strategies after administration of structured teaching programme than the control group who did not attend the structured teaching programme, so there was a statistical significant difference between the foster home children of the experimental and control group.

Section-iv: - Comparison of pre-test and post-test level of stress coping strategies among experimental and control group.

Table No. 4: - Comparison of experimental and control group score in pre-test and post-test.

Content related to	Experimental		Control		Student independent t-test
	Mean	SD	Mean	SD	
Pre-test					
Positive self- esteem	18.30	2.78	17.78	2.75	t=0.85 p=0.39 Not significant
Negative self- esteem	19.42	1.91	19.65	1.93	t=0.53 p=0.60 Not significant
total	37.72	3.96	37.43	3.96	t=0.59 p=0.55 Not significant
Post-test					
Positive self- esteem	37.33	2.55	18.35	3.24	t=29.1 p=0.001 significant
Negative self- esteem	40.77	2.89	19.55	3.21	t=31.1 p=0.001 significant
total	78.10	4.01	37.90	5.00	t=39.7 p=0.001 significant

Table No. 4shows comparison of experimental and control group score on stress and coping strategies between the foster home children in the pre-test and post-test. In the pre-test the foster home children of the experimental group had a total mean= 37.72 and SD=3.96 and in the control group the foster home

children had total mean= 37.43and SD=3.96. so there was no statistical significant difference between the foster home children of the experimental and control group, almost both group scored equally. The difference is very meagre. Difference is not statistical significant. It was calculated by using student independent t-test.

In the post-test the foster home children of the experimental group had a total mean= 78.10 and SD=4.01 and in the control group the foster home children had total mean= 37.90 and SD=5.00 so there was statistical significant difference between the foster home children of the experimental and control group, Experiment group scored more than control group. The difference is very large. Difference is statistical significant.

This difference between Experiment and control group is the net benefit of the experimental group foster home children due to the structured teaching programme.

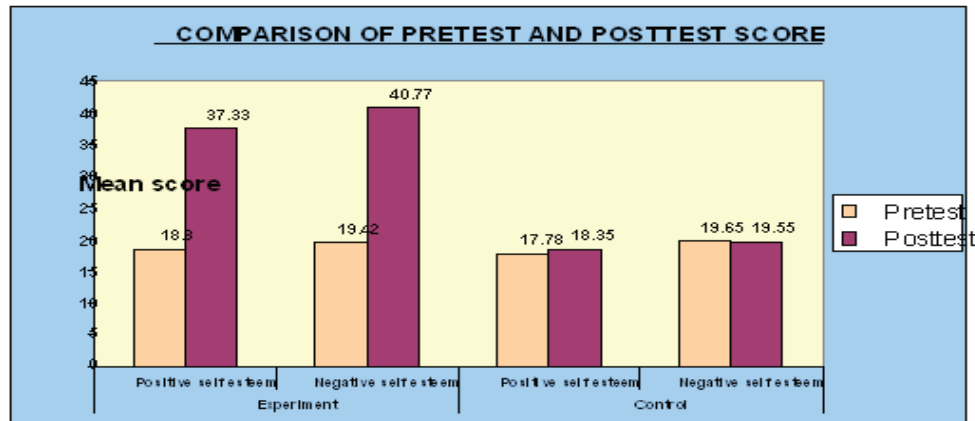


Figure: II Multiple Bar Diagram showing the comparison of percentage of difference between pre-test and post-test in experimental and control group.

Figure 1 Multiple Bar Diagram showing the comparison of percentage of difference between pre-test and post-test in experimental and control group.

Section-v: Association between overall post-test score of the stress and coping strategies and demographic variables of the experimental and control group.

There was statistically significant association between overall post-test score of the stress and coping strategies and demographic variables like age group, level of education, and status of parents.

Discussion

In the experimental group mean score = 37.72 and standard deviation=3.96 of the foster home children having the knowledge on stress management and in control group mean score= 37.43 and standard deviation=3.96 of the foster home children having the knowledge on stress management. In post-test findings the score and standard deviation in the experimental group was mean score=78.10 and standard deviation= 4.01 of the foster home children are having knowledge on stress management and in the control group mean score= 37.90 and standard deviation =5.00 of the foster home children are having knowledge on stress management, therefore

the comparison in the pre-test and post-test score of stress management in the knowledge score of the foster home children of the experimental group are having mean score=40.38 difference during the assessment whereas in the control group, the foster home children are only having mean score= .87 difference between pre-test and post-test assessment. There was statistically significant association between overall post-test score of the stress and coping strategies and demographic variables like age group, level of education, and status of parents. The paired students ‘t’ test value was = 48.5 which is significant at P=0.001 level and the chi-square test shows that there was significant association between post- test knowledge score in the experimental group.

Conclusion

Study concluded that foster home children are having less knowledge and practice of stress management before implementation of structured teaching programme. Educating and providing the correct information help them to know about stress management. structured teaching programme enhance the knowledge and

improve the coping skills.

Conflict of Interest: Nil

Sources of Funding: Self

Ethical Clearance: The ethical clearance obtained from the research committee of Rajiv college of nursing, Hassan. Prior permission was obtained from deputy superintendent of foster home hassan.

Informed consent was also obtained from the study participants for being included in the study.

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