

## Stress Management Skills

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### Part I

#### INTRODUCTION

“Mental health is the full harmonious functioning of the whole personality”-Hadfield A person who is mentally healthy will be efficient, social & moral. Such personalities are groomed in healthy family, society & especially in school atmosphere. Researchers being school teachers for over two decades had a chance to observe & interact with school students at adolescent stage. As it is said-Adolescence is a period of transition for every child & it is often described as **“The period of storms & stresses.”**

It is observed that following factors usually have adverse effects on the mental health of adolescent girl students.

- Sudden physical changes at this stage
- Lack of friendliness & healthy relations with teachers
- Stressful family or social atmosphere
- Parents fail to understand the behavior of the adolescents.

Researchers have observed much more stress among adolescents. & this stress according to them is the Root cause of disturbed mental health.

There is a general feeling among youth workers that today's adolescents are under more stress than previous generations.

Measuring stress in adolescents is complex, since life events can be positive or negative. Several researchers feel it should be diagnosed simply by measuring the number of stressful events

If a person feels emotional distress - anger, anxiety or depression - she or he may be experiencing acute stress. That's only one kind of stress, probably the most manageable.

Other physical symptoms can include headache, heart palpitations and bowel problems. Chronic stress is worse. It happens when a person never sees a way out of a miserable situation. This can wear people down and even kill them through suicide, violence, heart attack, stroke and perhaps, even cancer.

As Researchers are experiencing girl student's stress since last 27 years, have decided to work on Stress Management adolescent girl students. Studies have shown that excessive stress during the teen years can have a negative impact on both physical and mental health later in life. Teen stress is a risk factor for the development of [depression](#), a serious condition that carries an increased risk of [suicide](#).

Fortunately, effective stress-management strategies can diminish the ill effects of stress. The presence of intact and strong social support, networks among friends, family, and religious or other group affiliations can help reduce the subjective experience of stress during the teen years. Recognition of the problem and helping teens to develop stress-management skills can also be valuable preventive measures. In severe cases, a physician or other health-care provider can recommend treatments or counseling that can reduce the long-term risks of teen stress.

### **OBJECTIVES**

- 1) To find stress level among adolescent girl students.
- 2) To develop stress management skills among adolescent girl students.
- 3) To explain the students how to prevent & preserve mental health using stress management skills.
- 4) To compare the stress levels before and after training program.

### **HYPOTHESIS**

High stress among adolescents can be reduced by stress management techniques.

### **FUNCTIONAL DEFINITIONS**

#### **Preservation**

An act of keeping something safe.

#### **Promotion**

Activity that supports or encourages.

#### **Mental Health**

- 1) Mental health is a state of being hale, sound or whole in body & mind. it is a positive but relative quality of life. It is a condition which is characteristic of average person who meets the demands of life on the basis of his own capacities & limitations.
- 2) Mental health has two important aspects 1) Individual 2) Social  
The individual aspect connotes that the individual is internally adjusted. He is self confident, adequate & free from internal conflicts & tensions or inconsistencies. He is able to adapt himself to the new situations but he achieves this internal adjustments in a social set up.

#### **Stress**

When you are under stress or you are stressed, you are experiencing one or more of the states of mind and/or body given below. That in simple words is the meaning of stress.

- |                      |                    |                    |                     |
|----------------------|--------------------|--------------------|---------------------|
| 1. Pressure          | 2. Anxiety         | 3. Nervous         | 4. Tension          |
| 5. Hassle demands    | 6. Difficulty load | 7. Burden effort   | 8. Mental strain    |
| 9. Uneasy            | 10. Exertion       | 11. Inconvenienced | 12. Strain          |
| 13. constant worry   | 14. tension        | 15. trauma         | 16. irritation      |
| 17. disturbed ,upset | 18. suffering pain | 19. Shocked        | 20. complicatedness |
| 21. troubled         | 22. Harassed       |                    |                     |

### **Stress Management**

Any technique developed to help someone cope with or lessen the physical and emotional effects of everyday life pressure.

### **Adolescence**

A young person who has undergone puberty but who has not reached full maturity is a teenager.

The period of physical and psychological development from the onset of puberty to maturity.

A transitional period of development between youth and maturity.

### **SCOPE AND LIMITATIONS**

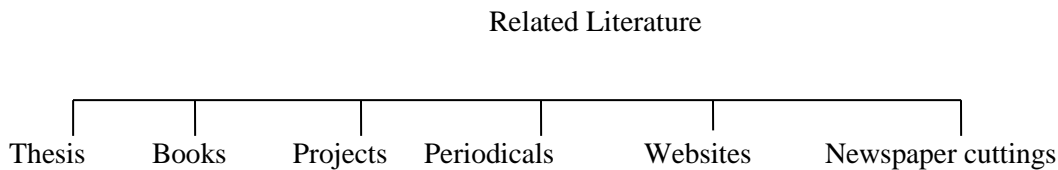
This research is applicable for adolescent girl students. The scope of this research is restricted to Modern Girls' high school Pune.

## **Part II**

### **REVIEW OF RELATED LITERATURE**

Researcher had gone through research work related to stress management among adolescent Girl students.

Classification is as follows:



### **Related Articles**

1. Identify the sources of stress in your life
2. Look at how you currently cope with stress
3. Unhealthy ways of coping with stress
4. Learning healthier ways to manage stress
5. Stress management strategy : Avoid unnecessary stress
6. General information about managing and coping with stress
7. Stress Management Techniques
8. Mental Health and Stress Management
9. How do you measure your stress level?
10. Depressed? Talk Openly with Your Doctor
11. How can you avoid stress?
12. Exercise and Mental Health Theor

## **Part III**

### **Sample and Research Methodology**

Sample selected one Class of Ninth 'A' division of Modern Girls School , Pune

- 1) Students-80 Stress inventory test
- 2) Teachers-6
- 3) Parents-20

While selecting sample purposive sample has been selected.

- **Research Methodology**

Experimental method was selected.

Dependant variables were selected as Family background, Economic status & Progress

- **Tools of Research**

- a) Stress inventory test
- b) Questionnaire-Students & teachers
- c) Interviews-Parents
- d) Observation-Students

- **Procedure**

After sample selection stress inventory test was given to 80 girl students of class ninth. This test is a stress inventory test for school students -**SISS by Seema Rani and Dr.B.B.Singh**. This test is standardized. Students were taught some stress management skills e.g. Pranayam, Mudra & Breathing activities. Retest was given after the training program to the same group of students. The results were favorable .Interviews of some teachers &parents were conducted after post test.

#### **Part IV**

Mental health represents the degree of good or normal mental functioning; when this degree is disturbed a child becomes mentally disturbed.

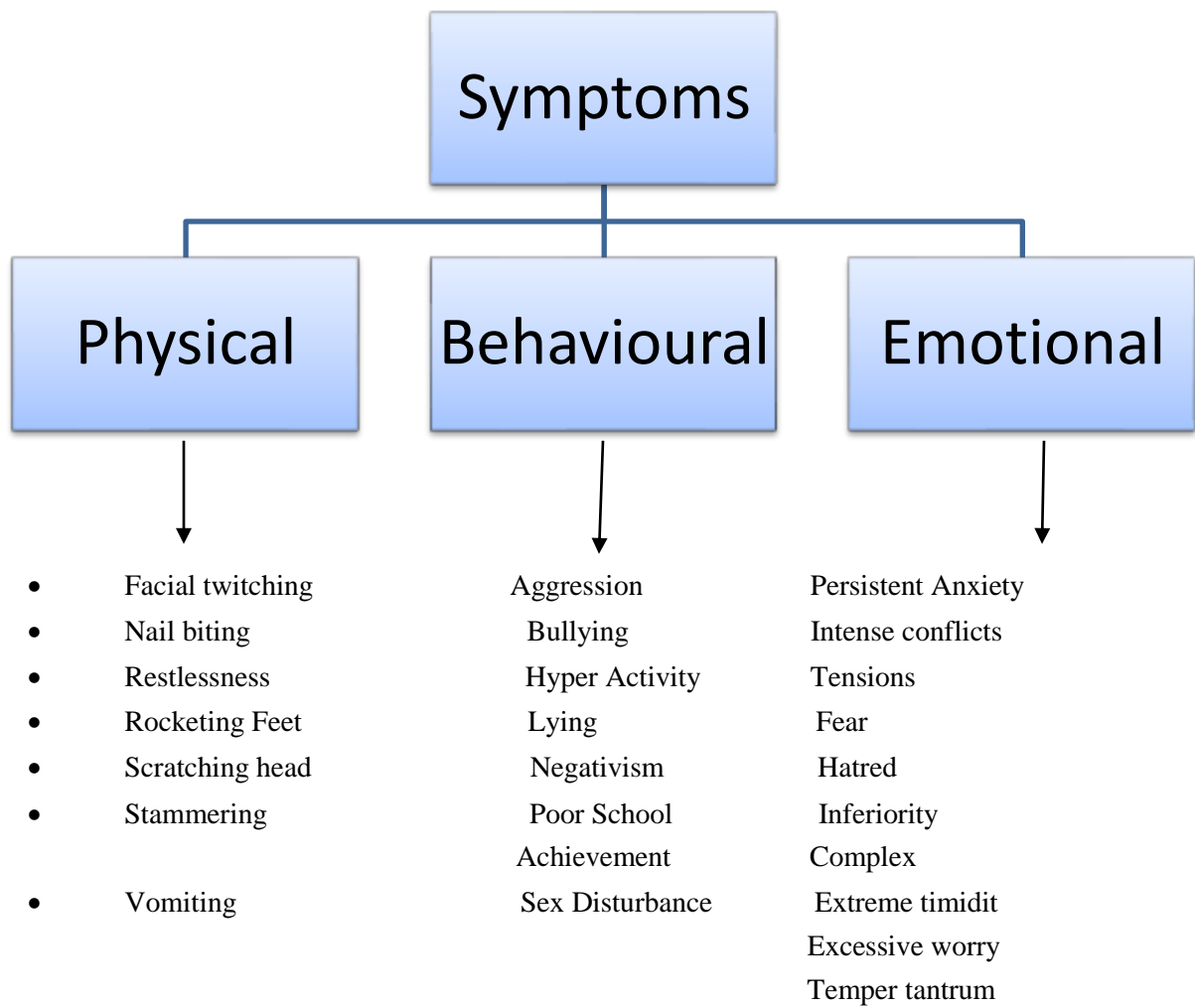
#### **Mental health hazards among children**

Some factors cause stress &affect the mental health of child. They are-

1. Undue stress on scholastic &other competitions.
2. Heavy curriculum
3. Excess of homework
4. Defective system of evaluation
5. Fear of failure
6. Peer pressures
7. Undue expectations of teachers &parents

All these hazards pressurize a child, give him extra stress &he becomes mentally ill.

Following symptoms are observed in mentally ill child.



If some of the above symptoms are observed in a child we can find out the degree or severity of mental illness. In such a mentally ill child tolerable limit stress is crossed. when this stress becomes unmanageable mental health of child gets affected.

Researchers experienced this stress among majority of adolescent students & it was the major cause of mental disturbance or illness. Hence the researchers started thinking about the means & ways to reduce this stress. They thought yoga, Pranayam; onkar sadhana would work as excellent remedy & so used the same to reduce the stress.

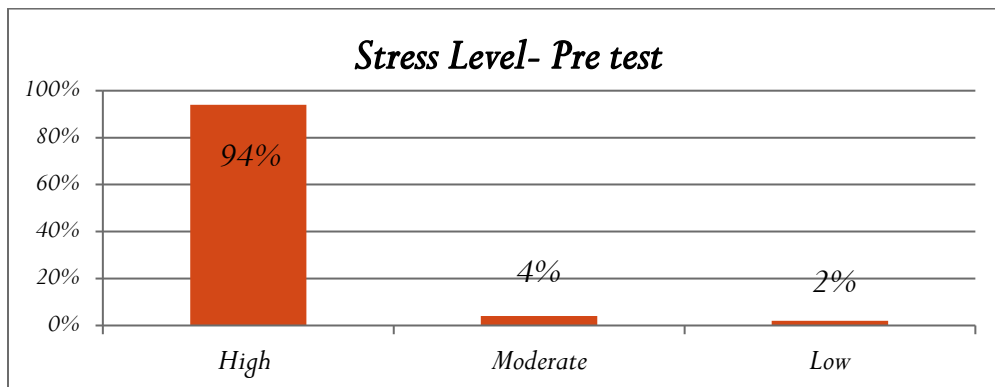
**Information Analysis and Conclusion**  
**The Biggest Causes of Stress**

- School work (78%)
- Parents (78%)
- Romantic relationships (64%)
- Problems with friends (64%)
- Siblings (64%)

**Percentage of High stress students**

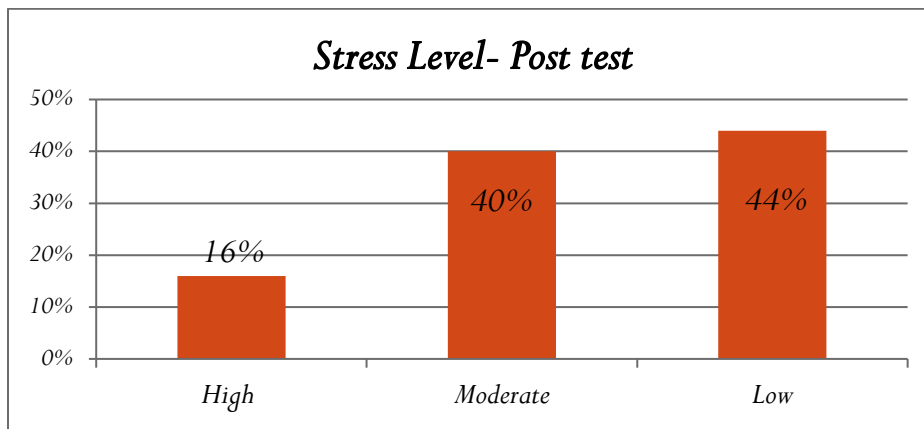
Out of 80 students 75 were of High stress level.3 were moderate Level stress and 2 were low level stress during

**Pre-test.**



After stress management programs, post test was conducted and the results were encouraging as below.

**Post –test The Adolescents or the Teenagers**



A lot of physical and emotional changes occur during this period, which are very significant in the shaping a person.

### **Physical Changes**

- Increase in the weight
- Increase in the height
- Change in voice
- Development of secondary sexual characters
- Menarche (beginning of menstruation) in girls.

### **Mental Changes**

These are equally significant which include

- Feeling of independence
- Attraction towards opposite sex
- Aggressive behavior
- Experimenting new things including substance of abuse

### **Teenage Stress**

Surveys conducted shows that one third of the teenagers suffer at least one episode of stress every week. Though stress has the same kind of response in all the age groups, the stress factors are different. Stress in teens could be due to

- Changing relationship with peers 20%
- New demands in the school 12%
- Responsibilities to their families 46%
- Negative thoughts and feelings 10%
- separation or divorce of parents 12%

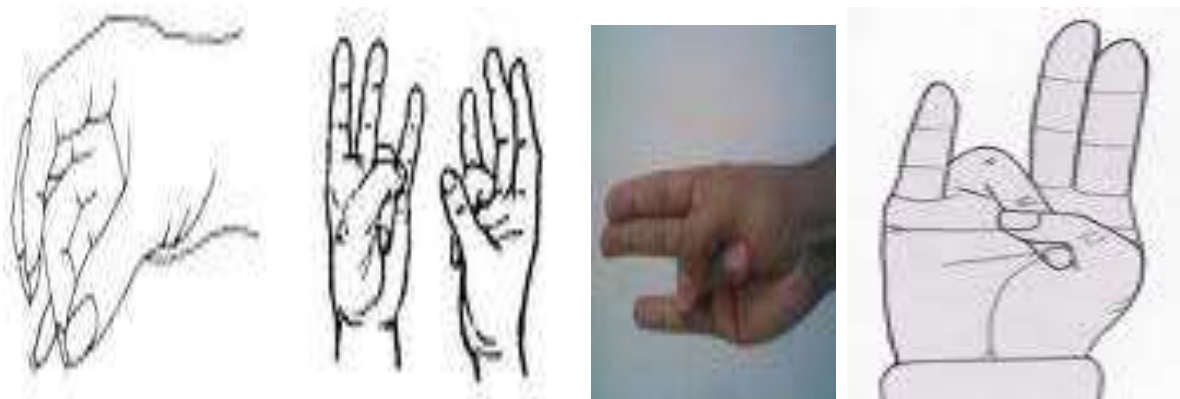
### **Stress Management Tips**

- |                                      |                               |                         |
|--------------------------------------|-------------------------------|-------------------------|
| 1. Breathe Easily                    | 16. Warm Up                   | 31. Dial a Friend       |
| 2. Visualize Calm                    | 17. Say Yes to Pressure       | 32. Stretch             |
| 3. Make Time for a Mini Self-Massage | 18. Schedule Worry Time       | 33. Say a Little Prayer |
| 4. Try a Tonic                       | 19. Shake It Up               |                         |
| 5. Say Cheese                        | 20. Munch Some Snacks         |                         |
| 6. Do Some Math                      | 21. Boost Your Vitamin Intake |                         |
| 7. Stop Gritting Your Teeth          | 22. Get Horizontal            |                         |
| 8. Compose a Mantra.                 | 23. Admit It                  |                         |
| 9. Check Your Chi                    | 24. Space Out                 |                         |
| 10. Be a Fighter                     | 25. Try Tea                   |                         |
| 11. Put It on Paper                  | 26. Take a Walk               |                         |
| 12. Count to 10                      | 27. Soak it Up                |                         |
| 13. Switch to Decaf                  | 28. Play a Few Bars           |                         |
| 14. Just Say No                      | 29. Fall for Puppy Love       |                         |
| 15. Take a Whiff                     | 30. Practice Mindfulness      |                         |

**Dnyan mudra:**



**Surya mudra:**



**Conclusions:**

- 94% girl students are high stress level in pretest.
- After stress management program 16% students are of high stress level in post test.
- Single parent child, broken family, low economic conditions school demands ,progress in education are causes of stress.
- Teachers are bothered about stress.



- Teachers need counselors to minimize stress.
- Parents are aware and bothered about stress among adolescent girl child.
- Parents are also trying their best to control stress.
- Emotional, physical and psychological changes are also responsible for stress among adolescent girls.
- After stress management program stress level was lowered.
- By comparison of pretest and post test researcher felt that the stress management program was effective
- Students are also aware of stress but they don't know how to manage stress.
- By Pranayam , Omkar sadhana, mudra and deep breathing stress can be minimized.
- While taking pretest students were observed by researcher students were restless ,violent and unstable.
- But after stress management program students were stable.

#### **Part V**

##### **Recommendations:**

- This study was restricted to ninth standard students but it can be extended up to twelfth standard.
- One can do the comparative study of two schools.
- Study can be concentrated on only one domain that is physical change or emotional change.
- This project was limited for girl students one can take Boys students or coeducation.
- By taking problem student case study one can concentrate stress among those students.

##### **Role of the school in preservation of the mental health of the children-**

1. Physical make up-A sound mind in sound body .
2. Meditation
3. Emotional stability of the teacher
4. Democratic attitude
5. Respect for the individuality of the child
6. Close pupil teacher contact
7. Healthy Home
8. Medical Examination
9. Intellectual environment of the school
10. Provision of co curricular activities
11. Freedom& self discipline
12. Checking unhealthy competitions
13. Sex Education
14. Provision for educational ,vocational & personal guidance
15. Moral Education