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## **A study to Assess the Effectiveness of Selected Intervention on Stress Reduction Therapy among Adolescent Students at Selected Schools, in Indore City**

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### **Introduction**

Throughout my academic career, I have encountered numerous stressful situations. During that time, I was unaware that I was stressed, which was causing me discomfort, and I also didn't know how to handle the situations. I was irritable and unable to concentrate on day-to-day activities during those times. This had a negative impact on my life. For this, I believe that every adolescent needs some supportive measures to help them manage stress effectively, and I also believe that mindfulness-based stress reduction therapy will be one of those supportive measures for adolescent stress management.

As we delve into the core of the subject matter, nurses require ample attention based on the situation that assists individuals in developing successful coping strategies that may assist adolescent students in avoiding the negative consequences of excessive stress. In this case, the nurses maintain confidentiality as an essential component of the therapeutic relationship with regard to safety concerns. The approach to students must be modified according to their needs. We provide students with an emotionally safe environment in which they are accepted, supported, and un-criticized. By practising mindfulness, we can identify changes in behaviour and thoughts, as well as explore and improve relationships. We must plan meetings or sessions for the short term.

It is necessary to concentrate on current behaviour patterns and increase one's sense of well-being. Mindfulness techniques such as mindful breathing, observations, mindful awareness, mindful listening, mindful immersion, and mindful appreciation should be used. The perceived stress scale was used to assess the stress level of adolescent students before and after intervention. As a school health nurse, the investigator will seek out one of the evidence-based mindfulness practises to reduce stress through a teamwork approach. In these situations, she serves as a leader. Screening and educational programmes were conducted to promote the well-being of the students. Finally, the investigator serves as a liaison between the students, the school, and the parents. Using the above framework, the investigator provided mindfulness stress reduction therapy to school-age adolescent students in order to reduce stress levels.

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### **Methodology**

The study's conceptual framework was based on Ludwig von Bertalanffy's general system theory of law. The study was designed as a one-group pre-test-post-test design. The independent variable was mindfulness therapy, the dependent variable was adolescents' stress levels, and the setting was selected schools in Indore City.

The study lasted one month, and students aged 14 to 15 were chosen from the school using a purposive sampling technique. The perceived stress scale and structured demographic questions were used to collect data. The Cron-bach alpha method was used to assess the tool's reliability. The value of the stress score reliability correlation coefficient is 0.77. The data was analysed and interpreted using descriptive and inferential statistics.

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### **Results**

According to the results, 56. percent of adolescent students had a low stress level score, 44% had a moderate stress score, and none had a high perceived stress score. Prior to the mindfulness therapy, none of the students had low stress 80 percent had moderate stress, and 20 percent had high stress.

Following the mindfulness therapy, 61 percent of the adolescent students had a low stress level score, 39% had a moderate stress level score, and none had a high perceived stress score. The chi-square test was used to calculate the difference in stress reduction score between pre and post tests. Adolescent students' stress levels dropped after mindfulness therapy was administered. 8.11 was the difference. This variation was statistically significant. The Paired "t" test was used to calculate statistical significance. Adolescent students had a lower stress score of 23.09 on average after having mindfulness therapy.

The mean difference with 95 percent CI and proportion with 95 percent CI were used to calculate the differences and generalisation of stress reduction

score between pre test and post test scores.. The relationship between post-test stress levels and demographic variables:15-year-old adolescents from nuclear families were less stressed than others.Adolescents who had previous exposure to relaxation techniques and adolescents who had >60% academic performance reduced their stress score more than others.Statistical significance was determined using the one-way analysis of variance F-test and the student independent t-test.

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## Conclusion

The study established a link between the post-test level of stress and demographic variables. 16-year-old adolescents, nuclear family adolescent students, adolescents who had previous exposure to any relaxation techniques, and adolescents who had >60% academic performance had more stress reduction score reduction than others. The one way analysis of variance F -test and the student independent t-test were used to calculate statistical significance. As a result, mindfulness therapy had a significant impact on stress reduction among adolescent students.The study's findings were consistent with the literature and were supported by studies conducted all over the world, including in India.

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