

**CATEGORY 4 RESOURCE DEVELOPMENT**

**GROUP 4-086**

**MITIGATING STRESS OF SECONDARY 1 STUDENTS**

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## **ABSTRACT**

“Mitigating Stress Levels of HCI Secondary One Students” aims to reduce the level of distress in secondary one students. The project is hosted on a website which has links to our resources highlighting the differences of distress and eustress, and the prevention and management of distress. Given that students are busy with school work, the online resources allow them to conveniently access the resources wherever they are. There will also be printed posters in the secondary one classes where students can learn about stress. Thus, for tech-savvy students, they can choose to view the online resources, while some others may choose to look at the posters via hardcopies which will be posted in class and around the school.

# **1 INTRODUCTION**

## **1.1 Rationale**

We originally wanted our project to be preventing depression; however, we decided to focus on stress because;

1. Clinical depression is a mental illness that may be too clinically complex for the group;
2. Depression addresses a smaller population compared to Stress; and
3. We can focus on developing preventive/educative resources.

Using stress as the basis of our project would not only be relevant to a larger target audience, but allow us to better develop resources that are needed. We knew that many secondary one students experience stress during their first year as they are adapting to secondary school life.

## **1.2 Objective**

Help HCI secondary 1 students better manage stress by educating them on:

1. What is stress;
2. How to prevent distress; and
3. What to do when one begins to feel overwhelmed by it.

## **1.3 Target Audience**

Our target audience is secondary one Hwa Chong students. We chose this particular target audience as:

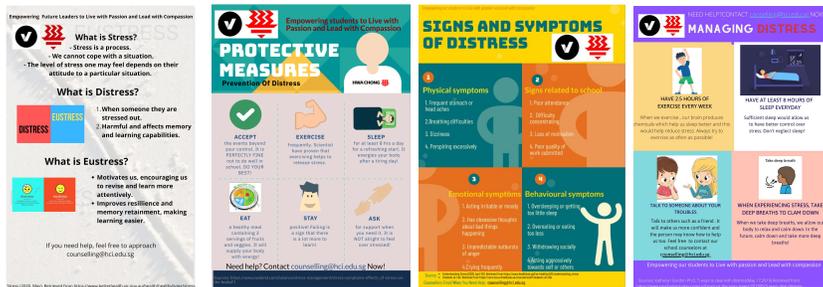
1. We are familiar with the target population.
1. We have access to information on the profile and needs of the target HCI secondary one population.
2. There are many opportunities to gather feedback on the usefulness of the resource package.

## 1.4 Resource

The resources for this project comprises 3 parts: A set of 4 posters, a set of slides explaining Stress and a website that hosts the resources.

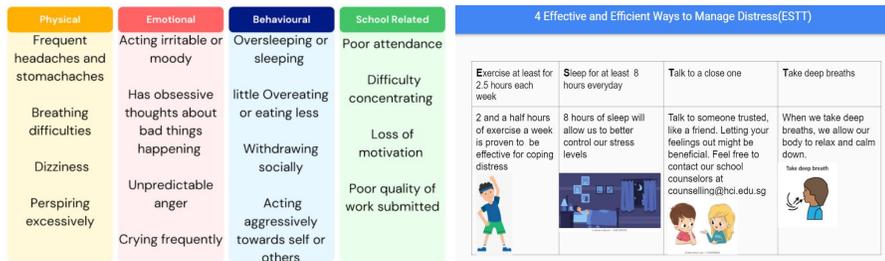
### 1. Posters

Figure 1. The 4 posters we made.



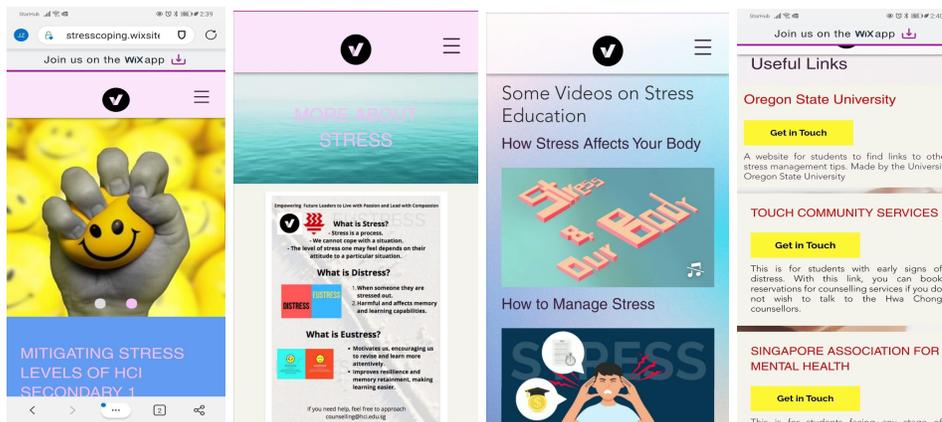
### 2. Slides

Figure 2. Sample slides from our presentation on stress.



### 3. Website

Figure 3. Screenshots of our project website. Taken using a phone.



## 2 REVIEW

Our literature review included examining different websites for the information needed. We also made sure we established the sources' credibility by turning to those from government agencies or established hospitals or clinics' websites. We found many resources available online. However, many of the resources tended to be for an older target audience. Our project aims to help HCI secondary one students manage stress by educating them more about stress. We have recommended many strategies that are suitable for secondary one students and include images and tables to make the information more accessible. We have also broken down the substantial information on stress to allow our schoolmates to learn better.

Our definition of stress is:

Stress is a process, not a diagnosis. We experience stress when there is an imbalance between the demands being made on us and our resources to cope with those demands. The level and extent of stress a person may feel depends a great deal on their attitude to a particular situation. An event that may be extremely stressful for one person can be a mere hiccup in another person's life. (Victoria State Government, BetterHealth Channel (Last updated May 2020), *Stress*. Retrieved from <https://www.betterhealth.vic.gov.au/health/healthyliving/stress> )

### 3 METHODOLOGY

#### 3.1 Needs Analysis

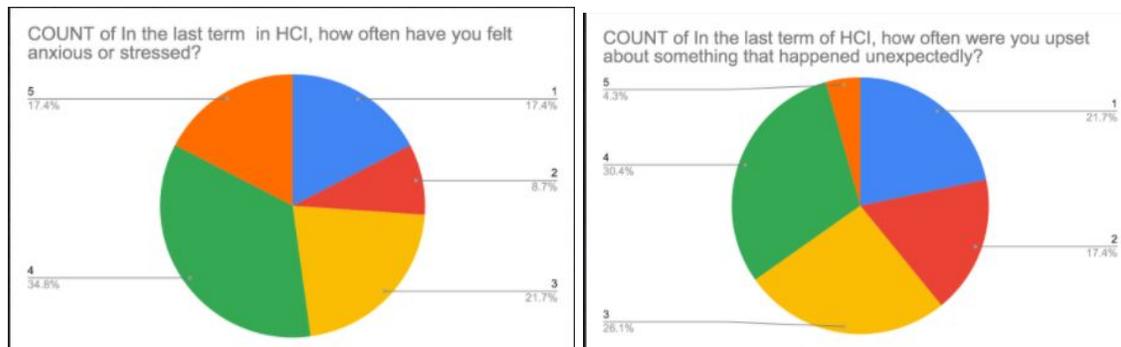
Two surveys were conducted, one by our mentor and one by our group. A majority of students chose the options that indicated that they were stressed and indicating that something needs to be done to help them.

#### 3.2 Survey Results

Our mentors's population survey was titled: "A study of HCI Sec 1 students' perceived stress over an academic school year" and collected 382 responses in March 2020 which makes the survey a reliable source of information. His survey indicated that 57% of students worry about examinations.

For our group's survey, when asked how often they have felt stressed or anxious this year, 52.2% of 23 students chose options 4 and 5, which represents high stress levels, indicating that they were stressed and something needs to be done to help them.

Figures 4 and 5. Results of our survey. 5 represents "Always." while 1 represents "Never."



### **3.3 Development of Resources**

During our intermission from primary school to secondary school, we felt very stressed, on what our examinations will be like in secondary school, and what expectations we are supposed to follow, different from our primary school systems. We asked some of our friends whether they are excited or anxious about life in secondary school, and if they are nervous about secondary one. We got many responses, mostly about them being stressed about secondary school, mostly the homework given and stress put on by their parents. After doing well in the PSLE, many parents wanted their children to do even better, which is very normal to the parents while stressing the students out. Thus, with this knowledge, we desired to teach students ways of managing distress.

### **3.4 Pilot Test**

Unfortunately, no pilot test was conducted. This was mainly due to Covid-19 as it has prevented us from interacting with others frequently. Another reason was because we had three sets of resources and this took a lot of time to complete, especially when we are in secondary one. However, the resources are already available for HCI secondary one students to use and we will be honoured to accept feedback from our target audience.

## **4 OUTCOME & DISCUSSION**

We created a set of 4 posters, a website and a set of slides to help students understand more about the management of stress. However, due to the covid 19 situation and other school work, we could not release a prototype resource package to our target audience and therefore could not test the potential of our resource package. However, in the end, we still created a good resource package. Though we feel that our resource package can still be improved with more feedback.

## 5 CONCLUSION

### Here are two challenges we faced:

It was difficult settling on a definition of stress that would help students. With a large number of definitions available online, trying to find a definition that would help students better understand stress was hard finding a definition suitable for our project. After two weeks, we eventually narrowed down to the definition used by the Victoria State Government.

It was also difficult to convince people to take our survey. As many people were busy with surveys for their project work, most people either did not have time or could not be bothered to take our survey. We eventually had to ask friends from other classes to help us suit the quota.

### We also have each have our takeaways:

Ethan: I have learnt that the best remedy to stress is exercise and sleep. I can now better plan my sleep schedule for exams to reduce the amount of stress and learn more effectively. I have also learnt that not all stress is bad, and that eustress is a good thing that can help me learn better and more effectively.

Keng Wui: I have learnt about the techniques to manage distress and to prevent distress. I apply these skills in my everyday life and these are extremely relevant to me now as there are a lot of tests and I can feel very stressed.

Jinhao: I have learnt ways to calm myself down when I'm feeling too stressed. I can now use the techniques so as to reduce my risk of being distressed.

Winston: I have learnt new strategies to enable myself to manage my own stress levels. This has allowed me to have better relationships with my family and friends.

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