



# “A PRE-EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING ON KNOWLEDGE REGARDING TEENAGE CRISIS AND ITS MANAGEMENT AMONG PARENTS OF ADOLESCENTS IN SELECTED RURAL COMMUNITY AREA”

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**Abstract:** Aim of the study : The study aims to find the effectiveness of structured teaching on knowledge regarding teenage crisis & its management among parents of adolescents in a selected rural community area. Objectives: Primary Objective: To evaluate the effectiveness of structured teaching on knowledge regarding teenage crisis and its management among parents of adolescents in selected rural community area. Secondary Objectives: I. To assess the existing level of knowledge regarding teenage crisis and its management among parents of adolescents in selected rural community area. II. To determine the association between knowledge regarding teenage crisis and its management among parents with their selected demographic variables. Method: One group pre -test post -test research design and based on a quantitative approach carried out on 100 parents of adolescents selected by a non-probability convenient sampling technique. Results: The study revealed that in Pre-Test, the majority 59(59%) of subjects had a satisfactory level of knowledge score (6-10) regarding teenage crisis and its management, 20(20%) had poor knowledge (1-5), 20(20%) had good level of knowledge score (11-15) and 1(1%) had excellent level (16-20) of knowledge score regarding it. While in Post-Test, Majority 51(51%) of subjects had good level of knowledge score, 32(32%) had excellent level of knowledge score, 17(17%) had satisfactory level of knowledge score and 0% had poor level of knowledge score regarding teenage crisis and its management. Interpretation & Conclusion: The mean pre-test and post-test knowledge scores of subjects reveal that the post-test mean knowledge score was higher 13.55 with a SD of  $\pm 3.257$  when

compared with the mean pre-test knowledge score, which was 8.15 with SD of  $\pm 2.969$ . The statistical student's paired 't' test was applied at 5% level of significance. The tabulated value for  $n = 100 - 1$  i.e. 99. Degree of freedom was 99 which is 1.984. The calculated value i.e. 28.720 was much higher than the tabulated value at 5% level of significance. For overall knowledge score of subjects which was statically acceptable level of significance. Hence the statistical interpretation indicates that there was a significant improvement in the knowledge of parents of adolescents after structured teaching.

**Keywords** - Structured teaching, teenage crisis and management.

## INTRODUCTION

***“Adolescent Stage In The Development Of The Human Race From Which Humanity Should Free Itself”***

- ***Sigmund Freud***

The World Health Organisation (WHO) and the United Nations (UN) define 'Adolescents' as individuals in the 10-19 years age group and 'Youth' as the 15–24-year age group. As children reach up to the age of 18, most adolescents are protected under the Convention on the Rights of the Child. Adolescence begins with puberty and ends when an individual is recognised as an adult, both in identity and behaviour. Adolescence is the phase of life stretching between childhood and adulthood, where it encompasses elements of biological growth and major social role transitions, both of which have changed in the past century. Earlier puberty has shortened the start of adolescence, while a better understanding of growth has delayed its end.

Parent-child relationships are among the most important relationships for adolescents, which have a salient impact on psychosocial functioning and relationships. During adolescence, parent-child relationships are believed to become more equal, interdependent, and reciprocal. However, this shift often comes with a temporary decline in relationship quality and an increase in conflict. Adolescents report feeling less supported by their parents in early to middle adolescence, and over time, they perceive their parents as less powerful and controlling. Emotional fluctuations during conflict in early adolescence are linked to changes in parental control and the level of disclosure from adolescents. As adolescents grow older, they view more aspects of their lives as private, while parents often still consider it their responsibility to know and oversee those details. Parents and adolescents must strike a balance between the adolescent's need for autonomy and privacy, and the parents' desire for control and access to information. In other words, parents and children must build a relationship where adolescents feel encouraged to share information, while also respecting their growing need for autonomy.

## NEED FOR THE STUDY

Teenage crisis is a growing problem and the parents of adolescents are aware in an inadequate manner to manage those behavioural traits and symptoms of their adolescents. Very often the parents perceive the behavioural changes initially and prefer to seek help from the professionals, or until and unless it gets severe. And there is a lack of awareness regarding its prevention, management, needful services and how to cope up with it firmly. As the adolescents begins with the onset of physiologically normal puberty, and ends when an adult identity and behaviour are accepted, they find themselves exploring their identities amidst uncertainty, curiosity, fun, excitement, sometimes confusion and it often makes teenagers feel self-conscious and uncertain about their naturally occurring changes and this process influenced by various factors, including family relationships, cultural background, and personal experiences where the negative dimensions in these factors sometimes may lead the adolescents to be confused about their existence, immorality and unethical behaviour or simply abrasive. While the parents underestimate their children's evaluation of their unfavourable behaviour and warmth lessness during these circumstances do not realise how their adolescents started criticising them. They also become more critical, dissatisfied, argumentative, passively resistant, moody, distant, less cooperative, and less compliant to live with. All this serves to show how such dynamics lead to unnecessary crisis and declining the mental health of adolescents

## REVIEW OF LITERATURE

A study was conducted on a systematic literature review on the Influential Family Factors and Cultural Differences in Parent-

Adolescent Conflict among Adolescents, in 2021. The study aimed to identify the influential factors of parent-adolescent conflict in different cultures around the world and cultural differences within the context of parent-adolescent conflict. An extensive search of the literature review was conducted, and the SCOPUS journals were searched to find the scholarly articles. The search criteria were limited to studies that were published between the time period of 2014-2019 in order to get the latest research and findings in discussing the factors and consequences of parent-adolescent conflict across different cultures. A total of 18 articles were selected for this study. The findings of this review discussed the influential factors and cultural differences in parent-adolescent conflict across various countries, while also highlighting the gaps and limitations in the literature on family factors affecting parent-adolescent conflict in different cultures worldwide. The characteristics of this study indicated that different countries experience conflict between parents and adolescents in many ways, with similar consequences.

A study was conducted on the identification and management of adolescent crisis, in India, 2017. The objective of the study was to evaluate the effectiveness of a structured teaching programme on knowledge regarding the identification and management of adolescent crisis among high school

teachers. The study adopted the pre-experimental one-group pretest-post-test design. This study included 30 high school teachers. The data was collected by using a structured questionnaire before and after imparting a structured teaching program. The result of the study revealed that in the pretest, 16 (53%) high school teachers had average knowledge, 8 (27%) had poor knowledge, and 6 (20%) had good knowledge, while the post-test was found to be effective, with 30 (100%) good knowledge among the teachers. Hence, the study made the conclusion that a structured teaching program as an effective intervention improved the knowledge regarding the identification and management of adolescent crises.

## HYPOTHESIS

**H<sub>0</sub>:** There is no significant difference between pre-test and post-test knowledge score regarding teenage crisis and its management among parents of adolescents from selected rural community area, which is measured at  $p < 0.05$  level of significance.

**H<sub>1</sub>:** There is a significant difference between pre-test and post-test knowledge score regarding teenage crisis and its management among parents of adolescents from selected rural community areas, which is measured at  $p < 0.05$  level of significance.

## RESEARCH METHODOLOGY

**Research Approach:** Quantitative approach

**Research Design:** (Quasi-experimental) One-group pre-test post design

### **Variables Of The Study:**

1. **Independent Variables :** An independent variable is something that the researcher changes or controls to see how it affects the dependent variable. It is also called an intervention or experimental variable.

In the present study, the independent variable is structured teaching on teenage crisis and its management among parents of adolescents in selected rural community area.

2. **Dependent variables :** The dependent variable is the response, behaviour, or outcome that the researcher wants to predict or explain. Changes in the dependent variable are assumed to be caused by the independent variable. In the present study, the dependent variable is knowledge regarding teenage crisis and its management among parents of adolescents in selected rural community area.

3. **Extraneous Variables :** Variables that control all variables except the one that is manipulated, but in reality one can directly control very few variables are called as extraneous variables.

In the study extraneous variables were age, gender, type of family, number of children, educational status, occupation and monthly income.

**Setting Of The Study:** Selected community area

**Sample & Sampling Technique:**

**Sample:** In this study, the sample is the parents of adolescents who fulfil the inclusion and exclusion criteria.

**Sample Size:** The sample size consisted of 100 parents of adolescents from a selected rural community area.

**Sampling Technique:** The sampling technique used in the study is non-probability convenient sampling

**Population:** The population selected for the present study are parents of adolescents.

**Target Population:** In this study, the target population includes the parents of adolescents in the selected rural community area.

**Accessible Population :** In this study, it refers to the parents of adolescents in selected rural community area, meeting the inclusion and exclusion criteria.

**Sampling Criteria:** The criterion for the sample selected was mainly depicted under two major headings, which include the inclusion and exclusion criteria.

**i. Inclusion Criteria :**

- Parents of adolescents staying with them and willing to participate in this study.
- Parents of adolescents who know the Marathi language.
- Parents of adolescents who are present in the home or in selected rural community areas during the period of data collection.

**ii. Exclusion Criteria :** Parents of adolescents who have already undergone similar training programs.

**iii. Subject Withdrawal Criteria :** Subject can withdraw from this study whenever they want to do so.

**Tool Preparation:** Based on the objectives of the study, a structured knowledge questionnaire was prepared to evaluate the knowledge of parents of adolescents before and after intervention (structured teaching).

**Section A - Demographic Data**

It comprised 7 items seeking information on demographic data such as gender, age, no. of children, educational status, occupation, type of family, and annual income of the family, if any.

**Section B – Self-structured Questionnaire**

The knowledge questionnaire included 20 multiple-choice questions. Each question had 4 options, of which one was correct

and the others were incorrect. Every correct response was given a score of 1, and every unanswered and incorrect response was given 0. The maximum score on the knowledge questionnaire was 20. Knowledge was graded from poor knowledge to excellent knowledge based on the scores.

**Content Validity:** To obtain the content validity of the tool, it was distributed to 11 experts in the field of psychiatric nursing and psychiatry. All validated tools were received back from the experts with their valuable suggestions and comments. Their suggestions were taken into consideration, and the modifications were incorporated in the final preparation of the structured knowledge questionnaire and structured teaching.

**Reliability:** The reliability was established by the split-half method. So, in the split-half method, the KR-20 formula is applied to find out the reliability. The reliability for the structured knowledge questionnaire was  $r = 0.8305$ . It is reliable with the instrument.

**Pilot Study:** The duration of the pilot study was from 21/10/2024 to 27/10/2024, which was carried out for a total of 10 subjects. Permission from the Sarpanch of the village was obtained before conducting the study. The purposes of the usefulness of the study were explained to the concerned authorities before taking permission. Data was analysed using descriptive and inferential statistics.

## PROCEDURE FOR DATA COLLECTION

- Formal written permission was obtained from the selected rural community area. Data was collected from participants
- The data collection technique used was self-reporting.
- The willingness to participate in the study, written consent was obtained from the study subjects and confidentiality of their response was maintained.
- The subjects required a mean time of 45 minutes to complete the structured questionnaire.
- After the pre-test, planned teaching was conducted on the same day to enhance their knowledge.
- Post- test was conducted on the 7th day with the same questionnaire.

## PLAN FOR DATA ANALYSIS

The data was decided to be analysed by using descriptive and inferential statistics based on the objectives and hypotheses of the study. The master data sheet was prepared to organise and compute the data.

The collected data was analysed in the following steps.

- Data were organised in a master sheet
- The frequencies and percentages for the analysis of demographic variables
- Mean, mean score percentage and standard deviation for pre-test and post-test scores
- Paired t-test to determine the significance of the difference between the mean pre-test score and the mean post- test score. Mean gain of knowledge score before and after administration of structured teaching

Computing chi-square to determine the association between knowledge regarding teenage crisis and its management among parents with their selected demographic variables.

### **FEASIBILITY OF THE STUDY**

Feasibility of the study helps the investigator to determine, if the sample understand the items and the directions given are clear. The purpose is to reveal the problem selected to answer and point out weaknesses in

the administration, organisation, and distribution of instrument.

### **RESULTS :**

The analysis and interpretation of the observations are given in the following section:

**Section A:** Distribution of subjects in relation to their demographic variables.

**Section B:** Assessment of the level of knowledge regarding teenage crisis and its management among parents of adolescents in selected rural community area.

**Section C:** Effectiveness of structured teaching on knowledge regarding teenage crisis and its management among parents of adolescents in selected rural community area.

**Section D:** Association of knowledge regarding teenage crisis and its management among parents of adolescents in selected rural community areas with selected demographic variables.

**Section A: Distribution of subjects in relation to their demographic variables.****Table 1: Distribution of subjects in relation to their demographic variables.**

(n=100)

Sr. No.	Demographic Variables	Frequency (f)	Percentage (%)
<b>Age in Years</b>			
a.	30 – 37 Years	29	29
b.	38 – 45 Years	50	50
c.	46 – 53 Years	14	14
d.	More than 53 Years	07	07
<b>Gender</b>			
a.	Male	31	31
b.	Female	69	69
c.	Others	00	00
<b>Type of Family</b>			
a.	Joint Family	41	41
b.	Extended Family	35	35
c.	Nuclear Family	19	19
d.	Single Parent Family	05	05
<b>Number of Children</b>			
a.	1 Child	10	10
b.	2 Children	72	72
c.	3 Children	12	12
d.	More than 3 children	06	06
<b>Education Status</b>			
a.	Primary	23	23
b.	Secondary	31	31
c.	Higher Secondary	39	39
d.	Graduation	07	07
<b>Occupation</b>			
a.	Private	20	20
b.	Self-Employed	16	16
c.	Government	09	09
d.	Others	55	55

	Monthly Income		
a.	₹. 10,000 – 20,000	18	18
b.	₹. 20,001 – 30,000	24	24
c.	₹. 30,001 – 40,000	19	19
d.	Above ₹. 40,000	39	39

Table 1, describes the demographic characteristics of the samples. out of the 100, 50 (50%) subjects were in the age group of 38 – 45 years, 29 (29%) were in the age group of 30 – 37 years, 14 (14%) were in the age group of 46 – 53 years, and 7 (7%) were more than 53 years of age. 69 (69%) subjects were female, 31 (31%) were male. 41(41%) subjects belonged to a joint type of family, 35 (35%) belonged to an extended type of family, 19 (19%) belonged to a nuclear type of family, and 5 (5%) belonged to a single-parent family. 72(72%) subjects had two children, 12 (12%) had three children, 10 (10%) had one child, and 6 (6%) had more than three children. 39 (39%) subjects had studied up to higher secondary level, 31(31%) had studied up to the secondary level, 23(23%) had studied up to primary level, and 7(7%) had studied up to graduation level. 55(55%) subjects were doing other types of occupation, 20(20%) were doing private work, 16 (16%) were self-employed, and 9(9%) were doing government duty. 39(39%) had above ₹.40000 income, 24(24%) had ₹.20001 – 30000 income, 19 (19%) had ₹.30001 – 40000 income and 18(18%) had ₹.10000 – 20000 income.

### Section B: Assessment of the level of knowledge regarding teenage crisis and its management among parents of adolescents in a selected rural community area.

**Table 2: Distribution of subjects in relation to knowledge regarding teenage crisis and its management among parents of adolescents in a selected rural community area.**

(n=100)

Level of knowledge score	Score Range	Percentage score	Pre-test Knowledge Score		Post-test Knowledge Score	
			Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Poor	0-5	0-25%	20	20	00	00
Satisfactory	6-10	26-50%	59	59	17	17
Good	11-15	51-75%	20	20	51	51
Excellent	16-20	76-100%	01	01	32	32
Mean ±SD knowledge score			8.15 ± 2.969		13.55 ± 3.258	
Mean % knowledge score			40.75%		67.75%	
Minimum score			04		07	
Maximum score			16		20	

The findings shows that, in Pre-Test, the Majority 59(59%) of subjects had a satisfactory level of knowledge score (6-10) regarding teenage crisis and its management, 20(20%) had poor knowledge (1-5), 20(20%) had good level of knowledge score (11-15) and 1(1%) had excellent level (16-20) of knowledge score regarding it, while in Post-Test, Majority 51(51%) of subjects had good level of knowledge score, 32(32%) had excellent level of knowledge score, 17(17%) had satisfactory level of knowledge score and 0% had poor level of knowledge score regarding teenage crisis and its management.

### Section C: Effectiveness of structured teaching on knowledge regarding teenage crisis and its management among parents of adolescents in selected rural community area.

**Table 3: Significance of difference between knowledge scores in pre-test and post-test.**

(n=100)

Overall	Mean	SD	Mean Difference	t-value	p-value
Pre-Test	8.15	2.969	5.40 ± 1.880	28.720	0.0001
Post-Test	13.55	3.257			S.P<0.05
P<0.05 level					*significant

The mean pre-test score was 8.15 with a standard deviation of 2.969, whereas in the post-test it was 13.55 with a standard deviation of 3.257. The mean difference in pre-test and post-test scores was 5.40 ± 1.880. The calculated 't' value is 28.720. It shows that the calculated 't' value was much higher than the tabulated 't' value, and the 'p' value is 0.0001.

It shows that there was a significant improvement in the knowledge of parents of adolescents after structured teaching.

Thus, the null hypothesis (H<sub>0</sub>), i.e. "There is no significant difference between pre-test and post-test knowledge score regarding teenage crisis and its management among parents of adolescents from selected rural community area, which is measured at p<0.05 level of significance, is rejected and the research hypothesis (H<sub>1</sub>). " There is a significant difference between pre-test and post-test knowledge score regarding teenage crisis and its management among parents of adolescents from selected rural community area, which is measured at p<0.05 level of significance", is accepted.

**Section D: Association of knowledge regarding teenage crisis and its management among parents of adolescents in selected rural community areas with selected demographic variables.**

**Table 4: Association of knowledge score in relation to their age in years.**

**n=100**

Age in Years	No. of subjects	Poor	Satisfactory	Good	Excellent	$\chi^2$ -value p-value
30 – 37 Years	29	8	14	7	0	11.082 df=9 0.270 NS, P>0.05
38 – 45 Years	50	5	33	11	1	
46 – 53 Years	14	6	7	1	0	
More than 53 Years	07	1	5	1	0	
S- Significant		NS- Non-Significant			df-degree of freedom	

**Table 5: Association of knowledge score in relation to their gender.**

**n=100**

Gender	No. of subjects	Poor	Satisfactory	Good	Excellent	$\chi^2$ -value p-value
Male	31	3	18	10	0	6.225 df=3 0.101 NS, P>0.05
Female	69	17	41	10	1	
Others	00	0	0	0	0	
S- Significant		NS- Non-Significant			df-degree of freedom	

**Table 6: Association of knowledge score in relation to their type of family.**

n=100

Type of Family	No. of subjects	Poor	Satisfactory	Good	Excellent	$\chi^2$ -value p-value
Joint Family	41	12	22	6	1	6.169 df=9 0.723 NS, P>0.05
Extended Family	35	4	22	9	0	
Nuclear Family	19	3	12	4	0	
Single Parent Family	05	1	3	1	0	
S- Significant		NS- Non-Significant			df-degree of freedom	

**Table 7: Association of knowledge score in relation to their number of children.**

n=100

Number of Children	No. of subjects	Poor	Satisfactory	Good	Excellent	$\chi^2$ -value p-value
1	10	1	7	2	0	11.809 df=9 0.224
2	72	16	39	17	0	
3	12	2	8	1	1	
More than 3	06	1	5	0	0	NS, P>0.05
S- Significant		NS- Non-Significant			df-degree of freedom	

**Table 8: Association of knowledge score in relation to their educational status.**

n=100

Education Status	No. of subjects	Poor	Satisfactor	Good	Excellent	$\chi^2$ -value p-value
Primary	23	3	16	4	0	3.618 df=9 0.935 NS, P>0.05
Secondary	31	7	17	7	0	
Higher Secondary	39	9	22	7	1	
Graduation	07	1	4	2	0	
S- Significant		NS- Non-Significant			df-degree of freedom	

**Table 9 : Association of knowledge score in relation to their occupation.**

n=100

Occupation	No. of subjects	Poor	Satisfactor	Good	Excellent	$\chi^2$ -value p-value
Private	20	2	15	3	0	4.399 df=9 0.883 NS, P>0.05
Self-Employed	16	5	8	3	0	
Government	09	2	5	2	0	
Others	55	11	31	12	1	
S- Significant		NS- Non-Significant			df-degree of freedom	

**Table 10 : Association of knowledge score in relation to their monthly income.****n=100**

Monthly Income	No. of subjects	Poor	Satisfactory	Good	Excellent	$\chi^2$ -value p-value
₹.10000 – 20000	18	5	13	0	0	17.400 df=9 0.043 S, P<0.05
₹.20001 – 30000	24	3	11	9	1	
₹.30001 – 40000	19	1	13	5	0	
Above ₹.40001	39	11	22	6	0	
S- Significant		NS- Non-Significant			df-degree of freedom	

This table shows the association of knowledge scores with monthly income. The tabulated 'chi square ( $\chi^2$ )' value was 16.919 (df=9) which was lower than the calculated 'chi square ( $\chi^2$ )' i.e. 17.400 at 5% level of significance. Also, the calculated 'p'=0.043 was lower than the acceptable level of significance i.e. 'p'=0.05. Hence it was interpreted that monthly income is significant with their knowledge scores.

### SUMMARY

The overall mean pre-test and post-test knowledge scores of subjects which reveals that post-test mean knowledge score was higher 13.55 with SD of  $\pm 3.257$  when compared with mean pre-test knowledge score which was 8.15 with SD of  $\pm 2.969$ . The statistical Student's paired 't' test was applied at 5% level of significance. The tabulated value for  $n = 100 - 1$  i.e. 99. Degree of freedom was 99 which is 1.984. The calculated value i.e. 28.720 was much higher than the tabulated value at 5% level of significance. For overall knowledge score of subjects which was statically acceptable level of significance.

Hence, it was statistically interpreted that structured teaching about knowledge regarding teenage crisis and its management among parents of adolescents in selected rural community area was effective.

**Thus, H1 is accepted and H0 is rejected.**

## CONCLUSION

After the detailed analysis, this study leads to the following conclusion :

- Based on the above findings, it was concluded undoubtedly that the written material prepared by the investigator in the form of structured teaching helped parents of adolescents to improve their knowledge regarding teenage crisis and its management.
- An association was found between family with low income and teenage crisis with knowledge score. Rests of the demographic variables did not show any association with the knowledge score.

## RECOMMENDATIONS

- Formal education programme should be conducted in all schools, colleges and communities regarding teenage crisis and its management.
- The study can be replicated on a large sample; and on various settings, so the findings can be generalized to a large population.
- Such studies can be carried out using other teaching strategies like planned teaching, computer-assisted instruction on teenage crisis and its management etc.
- Comparative surveys can be carried out to ascertain the knowledge about teenage crisis and its management among adolescents in colleges and parents or guardians of adolescents between urban and rural area of the community.
- Similar studies can be conducted on to evaluate the effectiveness of self-instructional module on about teenage crisis and its management.

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