

Effectiveness of Stress Management Intervention on the Stress Level of Children in Rose of Sharon House of Friendship



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ABSTRACT: The objective of this scholarly work is to determine how a stress management intervention influences the stress levels of children in a foundation. To make this feasible, a questionnaire based on the transcribed Perceived Stress Scale (PSS), a 10-item tool that surveys about thoughts and feelings from the preceding month, was utilized. The Perceived Stress Scale questionnaire underwent pilot testing to verify its reliability, and the results showed that the instrument had "acceptable reliability" according to Nunnally and Bernstein (1994), with an alpha value of 0.63. (10 items, 30 participants). N=30 receive treatment, 6week intervention.

The experiment employed a within-subject design, which is then used to assess the efficacy of the stress management intervention.

Founded by the results of the within measures ANOVA, it was determined that there was a significant difference in the level of stress after receiving the stress management interventions, as indicated by the f-value (3) = 7.45, p-value = .001 is less than 0.05, which resulted in the rejection of the given hypothesis. Based on the preceding outcome, the stress management intervention was evidently a success in decreasing stress levels.

KEYWORDS: Stress, Perceived Stress Scale, Stress Management Intervention, Foundation, Children

INTRODUCTION

Child neglect should come as no surprise given that a lot of parental care and nurturance hallmarks of neglect is one of the most serious threats to children's healthy growth and well-being (Rutter and Sroufe 2000, Sameroff 2000.) it goes short of saying that neglected children face a slew of risk factors known to inhibit normal growth (Schumatcher, Slep & Heyman, 2001). As time passed by, too much stress can affect kids mental and physical health. Stress is perceived as a negative emotional, cognitive, behavioral, and physiological processes that appears as a person tries to adapt to or deal with stressors (Berstein et al., 2008).

Based on the researcher's observation, children in the foundation experienced unstable mental health not only stress but also other factors like anxiety and depression. Children in institutional care frequently experience "structural neglect" which can include a lack of physical resources, unfavorable and unstable patterns, and social-emotionally insufficient caregiver-child interfaces (Marinus H. van IJzendoorn et al., 2014). Furthermore, stress can affect children in the foundation in their daily lives, through their past traumas before they go in the foundation. This paper focus on the effectiveness of the stress management intervention on the stress levels of children in the foundation with a 6-week session in the mindfulness technique under stress management intervention (SMI). Foremost in the study were the level of stress. The researcher's observed that majority of the children in the foundation, measured high stress level before the implementation of the intervention. Apart from measuring stress level, the level of anxiety has been observed in some children based on the six-week intervention. Some children open up that their past traumas haunt them every night, so researchers conclude that children in the foundation may also triggers their anxiety. To help alleviate the problems of children in the foundation, researcher's preferred to use mindfulness-based technique (MBT) under stress management intervention (SMI) that can decreased the stress level of the children. The researchers utilized a standardized questionnaire that was validated by three (3) validators and transcribed by a Filipino translator and validated also by four (4) tagalog validators to measure level of stress of the children. The posttest revealed significant difference between the stress level of a children in a foundation before and after exposed to the implementation of Stress Management Intervention (SMI).

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The experimental study was carried out in the province of Laguna in Los Baños. The foundation was selected because as we observed the children needs a intervention to help alleviate their problem. The literature cited in this research validated that mindfulness based technique under Stress Management Intervention (SMI) are effective in reducing stress in the children in the foundation. Researcher's has determined that western intervention was helpful to the filipino children in the foundation by decreasing their stress level.

METHODS

Research Design

The researchers utilized an experimental-research design to examine how one or more independent factors could possibly affect one or more dependent variables.

Research Hypothesis

The Stress Management Intervention is not effective in decreasing the level of stress of children.

Participants

The researchers were able to reach 42 children in the Rose of Sharon House of Friendship respondents, who included abandoned, orphaned, and neglected children. This figure represents the official population of participants in Puyuy. Thirty children out of the forty-two participants met the criteria. Due to the ages of our respondents, the guardians of the participants from the House of Sharon were provided with informed consent to ensure respect for the respondents themselves.

Procedure

The researchers provided an IPO model to have a clear insight for the variables and to make the readers understand the flow of the experiment. The researcher used the Perceived Stress Scale (PSS) as a stress assessment tool, a method for determining how different events affect emotions and stress levels. The researchers used this 10-item tool questionnaire to ask questions regarding last month's feelings and ideas. Due to the ages of the participants, the questionnaire is transcribed into Tagalog questions which suits their spoken language, this is to be able to get accurate data from the respondents. The researchers implemented the intervention for 6 weeks to conduct the pre-test to post test 3 of the experiment. During the first week, the researchers introduced themselves and provided a background regarding stress and gave them an energizer to help them become productive and afterwards, the researchers taught the first breathing technique which is belly breathing. On the second week, The assigned facilitator made the children recall about their last breathing exercise. After recapping, the researchers started to instruct the breathing exercise, the exercise is called 4,2, 3 breathing exercise. After doing it, the researchers instructed them to do the inhaling for 4 seconds, pause for 2 seconds and exhale for 3 seconds for five times. On the third week, the researchers started it with a breathing exercise called Hot Air Balloon (Making a circle shape with both hands and placing a circle in the mouth then starts inhaling through the nose and breath out while expanding the circle). After that, the researchers divided the participants into four groups, placing each group with one researcher in a small setting to practice expressing their emotions and provided an energizer afterwards to uplift their spirits. On the fourth week, the activity that the researchers prepared was the Heartbeat Mindfulness Activity. After the breathing exercise, the children was given a post test. On the fifth week, the researchers instructed the breathing exercise for this intervention and it is called square breathing exercise and the worry bubble. On the sixth week, the last session, the first part of the activity was a recap of all the breathing techniques they had learned. They are able to do and still remember all the breathing exercises that were taught to them. The last post test was given to the children, after that, the researchers gave their acknowledgement speech and thanked everyone who participated and helped the researcher's finish the entire conducting. The experiment shows that the experiment decreased the stress levels of the children and rejected the null hypothesis.

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FLOW CHART

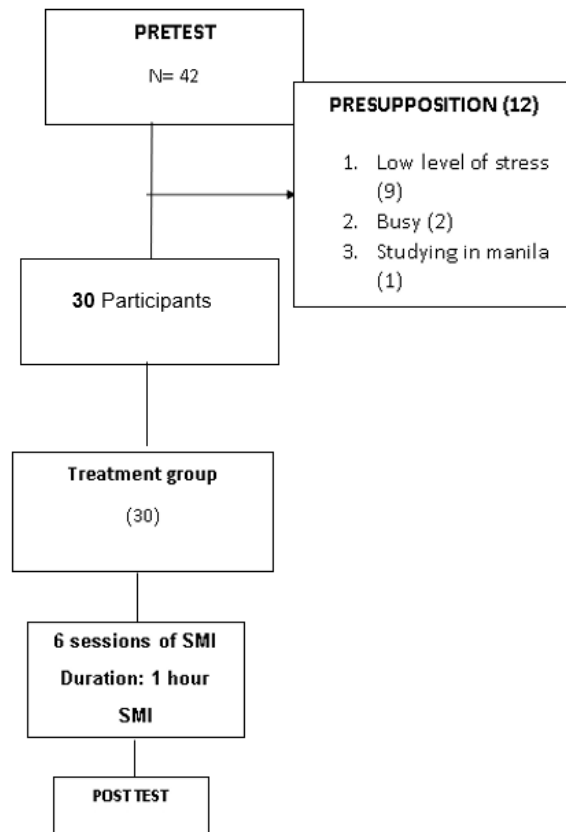


Figure 2. Flow Chart of the experiment

Data Analysis

Using the following statistical treatment for the problem statement, which aimed to determine respondents' stress levels before and after implementing a stress management intervention. In the experiment, the Stress Management Intervention, or SMI, was used. In the current research literature, there is no scale that measures parental acceptance of one's sexual orientation. Children from Vision of Hope Foundation's Rose of Sharon House of Friendship are among those taking part. Following the first, second, and third post-tests at the end of two sessions, researchers used a screening test to assess the stress level of the foundation's children. Because majority of the participants are underage, informed consent forms for their guardians are included in the screening test.

Ethical Considerations

According to the PAP code of ethics, the researchers obtained informed consent from Rose of Sharon for the children in the foundation and the caregivers. The report as a whole was kept confidential, and the foundation's children's privacy was protected. To protect the respondents' identities, the researchers used pseudonyms. This ensured the confidentiality of the information obtained for this investigation.

RESULTS

The table shows the analysis and interpretation of data based on the result of the Perceived Stress Scale in the Stress Management Intervention

Table 1. Stress Level of the Children in a Foundation before the Implementation of Stress Management Intervention (SMI)

RESPONDENTS	MEAN	VERBAL INTERPRETATION
1	20	MSL
2	20	MSL
3	20	MSL
4	23	MSL

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5	26	MSL
6	28	HSL
7	25	MSL
8	23	MSL
9	21	MSL
10	22	MSL
11	25	MSL
12	22	MSL
13	28	HSL
14	23	MSL
15	23	MSL
16	21	MSL
17	21	MSL
18	24	MSL
19	23	MSL
20	30	HSL
21	24	MSL
22	22	MSL
23	31	HSL
24	20	MSL
25	22	MSL
26	20	MSL
27	21	MSL
28	22	MSL
29	17	MSL
30	20	MSL
TOTAL	22.9	MSL

Legend: 0-13= LOW STRESS LEVEL (LSL), 14-26= MODERATE STRESS LEVEL (MSL), 27-40= HIGH STRESS LEVEL (HSL)

Table 1 showed the level of stress in the foundation before the implementation of SMI. The data show that respondents' total mean average is 22.9 with the verbal interpretation of Moderate Stress Level (MSL).

Table 1.1 Stress Level of the Children in a Foundation before the Implementation of Stress Management Intervention (SMI)

QUESTIONS	MEAN	VERBAL INTERPRETATION
1. In the last month, how often have you been upset because of something that happened unexpectedly? <i>(Nitong nakaraang buwan, gaano kadalas na ikaw ay nabalisa dahil sa isang bagay na nangyari sa iyong buhay nang hindi inaasahan?)</i>	2.1	LL
2. In the last month, how often have you felt that you were unable to control the important things in your life? <i>(Nitong mga nakalipas na buwan, gaano ka kadalas nakakaramdam na hindi mo na kayang kontrolin ang mahahalagang bagay na nangyayari sa iyong buhay?)</i>	2.6	LL
3. In the last month, how often have you felt nervous and stressed? <i>(Nitong mga nakalipas na buwan, gaano kadalas na ikaw ay nakakaramdam ng kaba at tension?)</i>	2.5	LL
4. In the last month, how often have you felt confident about your ability to handle your personal problems? <i>(Nitong mga</i>	1.4	VLL

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nakalipas na buwan, gaano kadalas mo na nararamdaman ang tiwala sa kakayahan mong harapin ang iyong mga personal problema sa buhay?)

5. In the last month, how often have you felt that things were going your way? (<i>Nitong mga nakaraang buwan, gaano mo kadalas nararamdaman na tugma ang iyong kagustuhang mangyari ang mga bagay-bagay?</i>)	2.2	LL
6. In the last month, how often have you found that you could not cope with all the things that you had to do? (<i>Sa mga nakalipas na buwan, gaano mo kadalas nararamdaman ang hindi mo makayanang panghawakan/harapin ang lahat ng mga bagay na dapat mong gawin?</i>)	2.3	LL
7. In the last month, how often have you been able to control irritations in your life? (<i>Nitong mga nakalipas na buwan, gaano mo kadalas na nakontrol ang sarili mo sa mga nakakairitang bagay sa iyong buhay?</i>)	1.9	LL
8. In the last month, how often have you felt that you were on top of things? (<i>Nitong mga nag daang buwan, gaano kadalas na nararamdaman na mas angat ka sa lahat ng bagay?</i>)	2.5	LL
9. In the last month, how often have you been angered because of things that happened that were outside of your control? (<i>Sa mga nakalipas na buwan, gaano kadalas na ikaw ay nakakaramdam ng galit dahil sa mga pangyayari na hindi mo makontrol?</i>)	2.6	LL
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? (<i>Nitong mga nakalipas na buwan, gaano kadalas mong nararamdaman na ika'y nahihirapan dahil sa mga patung-patong na suliranin sa iyong buhay?</i>)	2.8	AL
	2.29	LL

Total Mean Score

LEGEND: 1.00-1.80= VERY LOW LEVEL (VLL), 1.81-2.60= LOW LEVEL (LL), 2.61-3.40= AVERAGE LEVEL (AL), 3.41-4.20= HIGH LEVEL (HL), 4.21-5.00= VERY HIGH LEVEL (VHL)

Table 1.1 signified the highest mean in question number 10, *In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? (Nitong mga nakalipas na buwan, gaano kadalas mong nararamdaman na ika'y nahihirapan dahil sa mga patung-patong na suliranin sa iyong buhay?)* with an average mean of 2.8 and a verbal interpretation of Average Level (AL). The total mean score is 2.29 with a verbal interpretation of Low Level (LL).

Table 2 Stress level of the children in a foundation after the implementation (posttest 1) of Stress Management Intervention (SMI)

RESPONDENTS	MEAN	VERBAL INTERPRETATION
1	17	MSL
2	16	MSL
3	19	MSL
4	25	MSL
5	28	HSL
6	20	MSL
7	15	MSL

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8	22	MSL
9	20	MSL
10	20	MSL
11	17	MSL
12	20	MSL
13	26	HSL
14	11	LSL
15	23	MSL
16	20	MSL
17	15	MSL
18	22	MSL
19	22	MSL
20	24	MSL
21	19	MSL
22	18	MSL
23	29	HSL
24	20	MSL
25	17	MSL
26	19	MSL
27	20	MSL
28	20	MSL
29	21	MSL
30	16	MSL
TOTAL:	20.3	MSL

Legend: 0-13= LOW STRESS LEVEL (LSL), 14-26= MODERATE STRESS LEVEL (MSL), 27-40= HIGH STRESS LEVEL (HSL)

Table 2 demonstrated the level of stress in the foundation after the implementation of SMI. The data showed that the respondents total average mean is 20.3 with the verbal interpretation on Moderate stress level (MSL).

Table 2.1 Stress level of the children in a foundation after the implementation (posttest 1) of Stress Management Intervention (SMI)

QUESTIONS	MEAN	VERBAL INTERPRETATION
1. In the last month, how often have you been upset because of something that happened unexpectedly? (<i>Nitong nakaraang buwan, gaano kadalas na ikaw ay nabalisa dahil sa isang bagay na nangyari sa iyong buhay nang hindi inaasahan?</i>)	2.0	LL
2. In the last month, how often have you felt that you were unable to control the important things in your life? (<i>Nitong mga nakalipas na buwan, gaano ka kadalas nakakaramdam na hindi mo na kayang kontrolin ang mahahalagang bagay na nangyari sa iyong buhay?</i>)	1.8	LL
3. In the last month, how often have you felt nervous and stressed? (<i>Nitong mga nakalipas na buwan, gaano kadalas na ikaw ay nakakaramdam ng kaba at tension?</i>)	1.9	LL
4. In the last month, how often have you felt confident about your ability to handle your personal problems? (<i>Nitong mga nakalipas na buwan, gaano kadalas mo na nararamdaman ang tiwala sa kakayahan mong harapin ang iyong mga personal problema sa buhay?</i>)	1.9	LL
5. In the last month, how often have you felt that things were going your way? (<i>Nitong mga nakaraang buwan, gaano mo kadalas</i>	1.8	LL

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<i>nararamdaman na tugma ang iyong kagustuhang mangyari ang mga bagay-bagay?)</i>		
6. In the last month, how often have you found that you could not cope with all the things that you had to do? <i>(Sa mga nakalipas na buwan, gaano mo kadalas nararamdaman ang hindi mo makayanang panghawakan/harapin ang lahat ng mga bagay na dapat mong gawin?)</i>	1.9	LL
7. In the last month, how often have you been able to control irritations in your life? <i>(Nitong mga nakalipas na buwan, gaano mo kadalas na nakontrol ang sarili mo sa mga nakakairitang bagay sa iyong buhay?)</i>	1.5	VLL
8. In the last month, how often have you felt that you were on top of things? <i>(Nitong mga nagdaang buwan, gaano kadalas na nararamdaman na masangat ka sa lahat ng bagay?)</i>	2.6	LL
9. In the last month, how often have you been angered because of things that happened that were outside of your control? <i>(Sa mga nakalipas na buwan, gaano kadalas na ikaw ay nakakaramdam ng galit dahil sa mga pangyayari na hindi mo makontrol?)</i>	2.3	LL
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? <i>(Nitong mga nakalipas na buwan, gaano kadalas mong nararamdaman na ika'y nahihirapan dahil sa mga patung-patong na suliranin sa iyong buhay?)</i>	2.3	LL
Total Mean Score	2	LL

LEGEND: 1.00-1.80= VERY LOW LEVEL (VLL), 1.81-2.60= LOW LEVEL (LL), 2.61-3.40= AVERAGE LEVEL (AL), 3.41-4.20= HIGH LEVEL (HL), 4.21-5.00= VERY HIGH LEVEL (VHL)

Table 2.1 showed the second highest mean in question number 8 *In the last month, how often have you felt that you were on top of things? (Nitong mga nagdaang buwan, gaano kadalas na nararamdaman na masangat ka sa lahat ng bagay?)* with an average mean of 2.6 and a verbal interpretation of Low Level (LL). This question made the children realize that they lack self-confidence. The total mean score is 2 with a verbal interpretation of Low Level (LL)

Table 3 Stress level of the children in a foundation after the implementation (posttest 2) of Stress Management Intervention (SMI)

RESPONDENTS	MEAN	VERBAL INTERPRETATION
1	19	MSL
2	17	MSL
3	25	MSL
4	18	MSL
5	18	MSL
6	18	MSL
7	18	MSL
8	29	HSL
9	19	MSL
10	21	MSL
11	11	LSL
12	18	MSL
13	25	MSL
14	4	LSL
15	21	MSL

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16	18	MSL
17	17	MSL
18	24	MSL
19	22	MSL
20	16	MSL
21	20	MSL
22	22	MSL
23	23	MSL
24	22	MSL
25	23	MSL
26	19	MSL
27	18	MSL
28	18	MSL
29	21	MSL
30	15	MSL
TOTAL	19.3	MSL

Legend: 0-13= LOW STRESS LEVEL (LSL), 14-26= MODERATE STRESS LEVEL (MSL), 27-40= HIGH STRESS LEVEL (HSL)

Table 3 showed the stress level of children in the foundation after implementing intervention and this data is for posttest 2. The data shows that the mean total average is 19.3 and the verbal interpretation is Moderate Stress Level (MSL).

Table 3.1 Stress level of the children in a foundation after the implementation (posttest 2) of Stress Management Intervention (SMI)

QUESTIONS	MEAN	VERBAL INTERPRETATION
1. In the last month, how often have you been upset because of something that happened unexpectedly? <i>(Nitong nakaraang buwan, gaano kadalas na ikaw ay nabalisa dahil sa isang bagay na nangyari sa iyong buhay nang hindi inaasahan?)</i>	1.9	LL
2. In the last month, how often have you felt that you were unable to control the important things in your life? <i>(Nitong mga nakalipas na buwan, gaano ka kadalas nakakaramdam na hindi mo na kayang kontrolin ang mahahalagang bagay na nangyayari sa iyong buhay?)</i>	1.3	VLL
3. In the last month, how often have you felt nervous and stressed? <i>(Nitong mga nakalipas na buwan, gaano kadalas na ikaw ay nakakaramdam ng kaba at tension?)</i>	1.8	LL
4. In the last month, how often have you felt confident about your ability to handle your personal problems? <i>(Nitong mga nakalipas na buwan, gaano kadalas mo na nararamdaman ang tiwala sa kakayahan mong harapin ang iyong mga personal problema sa buhay?)</i>	1.8	LL
5. In the last month, how often have you felt that things were going your way? <i>(Nitong mga nakaraang buwan, gaano mo kadalas nararamdaman na tugma ang iyong kagustuhang mangyari ang mga bagay-bagay?)</i>	2.2	LL
6. In the last month, how often have you found that you could not cope with all the things that you had to do? <i>(Sa mga nakalipas na buwan, gaano mo kadalas nararamdaman ang hindi mo makayanang panghawakan/harapin ang lahat ng mga bagay na dapat mong gawin?)</i>	1.7	VLL

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7. In the last month, how often have you been able to control irritations in your life? (<i>Nitong mga nakalipas na buwan, gaano mo kadalas na nakontrol ang sarili mo sa mga nakakairitang bagay sa iyong buhay?</i>)	2.0	LL
8. In the last month, how often have you felt that you were on top of things? (<i>Nitong mga nag daang buwan, gaano kadalas na nararamdaman na mas angat ka sa lahat ng bagay?</i>)	2.9	AL
9. In the last month, how often have you been angered because of things that happened that were outside of your control? (<i>Sa mga nakalipas na buwan, gaano kadalas na ikaw ay nakakaramdam ng galit dahil sa mga pangyayari na hindi mo makontrol?</i>)	1.7	VLL
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? (<i>Nitong mga nakalipas na buwan, gaano kadalas mong nararamdaman na ika'y nahihirapan dahil sa mga patung-patong na suliranin sa iyong buhay?</i>)	2.1	LL
Total Mean Score	1.94	LL

LEGEND: 1.00-1.80= VERY LOW LEVEL (VLL), 1.81-2.60= LOW LEVEL (LL), 2.61-3.40= AVERAGE LEVEL (AL), 3.41-4.20= HIGH LEVEL (HL), 4.21-5.00= VERY HIGH LEVEL (VHL)

Table 3.1 shows that the highest mean is number 8. In *the last month, how often have you felt that you were on top of things? (Nitong mga nag daang buwan, gaano kadalas na nararamdaman na mas angat ka sa lahat ng bagay?)* with the average mean of 2.9 and interpreted as Average Level (AL).

Table 4 Stress level of the children in a foundation after the implementation (posttest 3) of Stress Management Intervention (SMI)

RESPONDENTS	MEAN	VERBAL INTERPRETATION
1	24	MSL
2	15	MSL
3	25	MSL
4	25	MSL
5	23	MSL
6	24	MSL
7	18	MSL
8	23	HSL
9	18	MSL
10	16	MSL
11	11	LSL
12	22	MSL
13	28	HSL
14	12	LSL
15	21	MSL
16	25	MSL
17	19	MSL
18	22	MSL
19	21	MSL

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20	23	MSL
21	20	MSL
22	19	MSL
23	19	MSL
24	23	MSL
25	21	MSL
26	22	MSL
27	17	MSL
28	15	MSL
29	25	MSL
30	21	MSL
TOTAL	20.57	MSL

Legend: 0-13= LOW STRESS LEVEL (LSL), 14-26= MODERATE STRESS LEVEL (MSL), 27-40= HIGH STRESS LEVEL (HSL)

Table 4, showed above the result for posttest number 3. The data show that the total average mean is 20.57 with a verbal interpretation of Moderate Street Level (MSL).

Compared to the data from *pretest mean*=(22.9), *posttest 1 mean*=(20.3), *posttest 2 mean*=(19.3), the data result is decreasing, while in researcher’s *posttest 3* it increased with a total mean of 20.57, after the intervention.

Table 4.1 Stress level of the children in a foundation after the implementation (posttest 3) of Stress Management Intervention (SMI)

QUESTIONS	MEAN	VERBAL INTERPRETATION
1. In the last month, how often have you been upset because of something that happened unexpectedly? <i>(Nitong nakaraang buwan, gaano kadalas na ikaw ay nabalisa dahil sa isang bagay na nangyari sa iyong buhay nang hindi inaasahan?)</i>	2.0	LL
2. In the last month, how often have you felt that you were unable to control the important things in your life? <i>(Nitong mga nakalipas na buwan, gaano ka kadalas nakakaramdam na hindi mo na kayang kontrolin ang mahahalagang bagay na nangyayari sa iyong buhay?)</i>	1.7	VLL
3. In the last month, how often have you felt nervous and stressed? <i>(Nitong mga nakalipas na buwan, gaano kadalas na ikaw ay nakakaramdam ng kaba at tension?)</i>	2.1	LL
4. In the last month, how often have you felt confident about your ability to handle your personal problems? <i>(Nitong mga nakalipas na buwan, gaano kadalas mo na nararamdaman ang tiwala sa kakayahan mong harapin ang iyong mga personal problema sa buhay?)</i>	1.9	LL
5. In the last month, how often have you felt that things were going your way? <i>(Nitong mga nakaraang buwan, gaano mo kadalas nararamdaman na tugma ang iyong kagustuhang mangyari ang mga bagay-bagay?)</i>	2.3	LL
6. In the last month, how often have you found that you could not cope with all the things that you had to do? <i>(Sa mga nakalipas na buwan, gaano mo kadalas nararamdaman ang hindi mo makayanang panghawakan/harapin ang lahat ng mga bagay na dapat mong gawin?)</i>	1.8	LL

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7. In the last month, how often have you been able to control irritations in your life? (<i>Nitong mga nakalipas na buwan, gaano mo kadalas na nakontrol ang sarili mo sa mga nakakairitang bagay sa iyong buhay?</i>)	2.1	LL
8. In the last month, how often have you felt that you were on top of things? (<i>Nitong mga nag daang buwan, gaano kadalas na nararamdaman na mas angat ka sa lahat ng bagay?</i>)	3.0	AL
9. In the last month, how often have you been angered because of things that happened that were outside of your control? (<i>Sa mga nakalipas na buwan, gaano kadalas na ikaw ay nakakaramdam ng galit dahil sa mga pangyayari na hindi mo makontrol?</i>)	1.8	LL
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? (<i>Nitong mga nakalipas na buwan, gaano kadalas mong nararamdaman na ika'y nahihirapan dahil sa mga patung-patong na suliranin sa iyong buhay?</i>)	2.0	LL
Total Mean Score	2.07	LL

LEGEND: 1.00-1.80= VERY LOW LEVEL (VLL), 1.81-2.60= LOW LEVEL (LL), 2.61-3.40= AVERAGE LEVEL (AL), 3.41-4.20= HIGH LEVEL (HL), 4.21-5.00= VERY HIGH LEVEL (VHL)

Table 4.1, showed the highest mean of the questionnaire which is item number 8, . In the last month, how often have you felt that you were on top of things? (*Nitong mga nag daang buwan, gaano kadalas na nararamdaman na mas angat ka sa lahat ng bagay?*) the average mean is 3.0, and the verbal interpretation is Average Level (AL).

Table 5. COMPARATIVE TABLE OF THE MEANS OF THE PRE EST AND POST TEST OF THE LEVEL OF STRESS OF THE RESPONDENTS

QUESTIONS	PRETEST MEAN	POST TEST 1 MEAN	POST TEST 2 MEAN	POST TEST 3 MEAN
1. In the last month, how often have you been upset because of something that happened unexpectedly?	2.1	2.0	1.9	2.0
2. In the last month, how often have you felt that you were unable to control the important things in your life?	2.6	1.8	1.3	1.7
3. In the last month, how often have you felt nervous and stressed?	2.5	1.9	1.8	2.1
4. In the last month, how often have you felt confident about your ability to handle your personal problems?	1.4	1.9	1.8	1.9
5. In the last month, how often have you felt that things were going your way?	2.2	1.8	2.2	2.3
6. In the last month, how often have you found that you could not cope with all the things that you had to do?	2.3	1.9	1.7	1.8
7. In the last month, how often have you been able to control irritations in your life?	1.9	1.5	2.0	2.1
8. In the last month, how often have you felt that you were on top of things?	2.5	2.6	2.9	3.0

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9. In the last month, how often have you been angered because of things that happened that were outside of your control?	2.6	2.3	1.7	1.8
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	2.8	2.3	2.1	2.0
TOTAL MEAN	2.29	2	1.94	2.07

As per the data of comparative table of means of pretest of the level of stress of respondents. The data shows that pretest average mean is 2.29 for posttest 1 average mean is 2, posttest 2 average mean is 1.94, showing that the stress level is decreasing but in posttest 3 with the average mean of 2.07 it is higher than posttest 1 and posttest 2.

Table 6. Significant difference between the stress level of a children in a foundation before and after the implementation of Stress Management Intervention

	f-value	df	p-value	Decision	Significance
Pretest and Posttests	7.45	3	<.001	REJECT Ho	Significant

Table 6 displays the test of significant difference between the stress level of a children in a foundation before and after the implementation of Stress Management Intervention. The results of within measures ANOVA revealed that there is significant difference between the level of stress after giving the Stress Management Interventions as indicated by the *f-value* (3) = 7.45, *p-value* = <.001 which led to the rejection of the null hypothesis.

DISCUSSION

Table 1

Children in the foundation may have experienced some stressful circumstances as a result of which their pretest score is Moderate Stress Level (MSL). As most of the children at the foundation have previously experienced physical violence and abandonment by their families, this type of trauma may leave them with an anxious mind. Physical abuse and abandonment by families are other factors that induce stress in children.

As per the study, Fisher found that foster kids living with more responsive caregivers were more likely to develop more normal cortisol patterns over time. Kids living with caregivers who were stressed out themselves didn't show that recovery (*Psychoneuroendocrinology*, 2007). "We're more likely to see that blunted pattern when they don't get that support, and there's a lot of stress in the family," he says.

Table 1.1

Question number 10 had the highest mean, indicating that it is a negative statement and that it deals with overcoming a difficult situation. There was a total of ten (10) questions with question number 10 being the most adverse of the lot.

Stress is viewed as a negative emotional, cognitive, behavioral, and physiological process that occurs as a person tries to adjust to or deal with stressors (Bernstein et al. 2008). Stress can take on entirely concrete or abstract meanings with highly subjective qualities. Auerbach and Grambling (1998) regarded stress as an unpleasant state of emotional and physiological arousal that individuals experience in situations that they perceive as dangerous or threatening to their well-being.

Table 2

The post-test results clearly demonstrated that it is feasible to reduce the stress level of the children; the post-tests final result have decreased compared to pre-test final results because of the mindfulness interventions that were used, the stress levels of the kids decreased. Additionally, we had already had a solid rapport with the group before the exercise began. They had shared their past experiences and the things that had made them melancholy, furious, or stressed out, which was a great move because it allowed them to express their feelings.

an enhancement in social integration and universal altruism tests, and a decrease in the perceived stress indices.

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Table 2.1

The question number 8 has a highest mean score made the children realize that they lack self-confidence. The total mean score is 2 with a verbal interpretation of Low Level (LL).

Clinical studies have shown that secular mindfulness, as introduced in Jon Kabat Zinn's Mindfulness Based Stress Reduction (MBSR), can decrease stress, foster self-compassion and empathy, and improve both attention and focus (Zenner et al., 2014)

Table 3

Compared to pretest, that made a difference between the pretest, posttest 1, and posttest 2, the results for pretest and posttest shows that the children's stress levels have decreased, as a result of the intervention. They also benefit from the researcher's availability as a support system anytime they need it.

In explaining their similar finding, Shafi-Abadi (2008) stated that teaching life skills, including stress management skills, are one of the ways to improve the mental health of the individuals of the community and to prevent harms. In fact, these teachings protected the health and mental hygiene of the society and protected it against diseases, disabilities, and disturbances in human relations. As a result, the feeling of security and solidarity increased among the members of the society, and then their senses of happiness, vitality, and health increased.

Table 3.1

Since the question in the table was reversed and got the highest average mean score among the other questions, it means that the children in the foundation have a lack of self-confidence. Perhaps as a result of their past experiences or because they are hesitant to confide in others and show them their confidence.

From the study of Scheier and Carver (1988) proposed that pessimistic people are more stress resistant than the optimistic people. In another study Scheier and Carver (1992) stated that pessimistic people used various tactics to cope with their stress. But optimistic are less able in this context. Segerstorm and her colleagues (1998), found from their study on law students that optimistic students are in better mood and scored better in comparable with pessimistic students. In this context it can be concluded that various type of personality people used various type of coping strategies to cope with their stresses, as their perception of stress vary. But one thing cannot be denied that introvert people are more prone to stress, because they are more anxious, and their expectations are infinitive.

Table 4

As indicated by the post-test 3 results, researchers came to the conclusion that co-sharing, one of the kid-focused activities where researchers work with them, had revealed that foundation children might come across something that might be sufficient to cause the result to rise, even if they receive an intervention. An example of this would be someone who had a challenging childhood that may have served as a trigger. However, the children's stress level has increased since the last posttest.

One of the factors that may have contributed to their increased levels of stress after getting the intervention is their post-traumatic experience, which may have been triggered within the last six days. The last day of the intervention is one of the other potential causes of the children's elevated stress, according to the researchers. Additionally, it was the day of the last test, which caused the kids to cry and feel sad because they had gotten close to the researcher during the previous six weeks.

Some types of stress are low frequency in nature, whereas others are high frequency. Some low frequency pressures, such as support in social life and sudden workload in the office, are more severe than some high frequency stresses, such as the problems of daily living (DeLongis, Folkman & Lazarus 1988 Kenner et al, 1981 and Lazarus et al, 1985). In this context, it may be said that stress is a constant in human life and can result from any situation, including marriage, the difficulties of family life on a daily basis, marital discontent, poor academic achievement, unhappiness at work, and troubled romantic relationships. The fact that different people experience stress from different causes cannot be ignored.

Table 4.1

The children don't have a lot of self-confidence, as evidenced by the fact that question number 8 has the highest average mean. The participants are rather reserved and hesitant; not all of the foundation's children exhibit the same level of enthusiasm; some are reserved and confined to a single area of the room. The total mean score is 2.07 with a verbal interpretation of Low Level (LL)

Mindfulness based Stress reduction (MBSR) approaches rooted in eastern model are also applied for stress management in recent times. In this regard Smith, Shelley, Dalen, Wiggins, Tooley, & Bernard (2008) in a pilot study compared CBSR and MBSR on

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50 participants. The MBSR consisted of weekly sessions aim to enhance mindfulness awareness and attention through the use of breathing, body scans, meditation, gentle Hatha yoga, and group discussion.

Table 5

The last post-test has decreased, as seen in the comparison table of means, and it is suspected that the respondents may have experienced past trauma that could have triggered the effectiveness of intervention.

Table 6

The amount of stress experienced by the children in foundation before and after SMI's implementation has significantly changed. The foundation's stress reduction program for children is effective in decreasing stress levels, although stress cannot be completely eliminated by the program. Conflict prevented the researchers from significantly reducing the tension, and they later learned that the people's prior traumas also haunt them and can set off triggers in addition to stress. Qadiri-Bahramabadi F, Mikaeli-Manee F (2015) explained their identical findings by saying that managing many pressures needed the training and learning of effective stress management techniques. To put it another way, people must be aware of the essential coping mechanisms to lessen the impacts of stress. If the pressure was controlled and the appropriate coping mechanisms were used, the person would be better able to cope with the demands and difficulties in his or her life. As a result, stress management techniques helped people develop positive self-images and perform well in stable environments. It improved people's lives by igniting their interest and motivation and by boosting their confidence. It consequently improved psychological well-being.

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