EXPLORING THE EFFECTIVENESS OF EXPRESSIVE WRITING IN REDUCING STRESS AND ENHANCING EMOTIONAL WELL-BEING AMONG HOSTELITE STUDENTS



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Dedication

In the name of Allah, the Most Gracious, the Most Merciful. All praise is due to Allah Almighty, whose endless blessings and guidance have brought me to this point. Without His divine support, none of this would have been possible.

This thesis is dedicated to my loving parents, M. Akram Zahoor and Mrs. Akram Zahoor, whose unwavering support, sacrifices, and constant encouragement have been the foundation of my success. Their prayers, guidance, and love have always been my source of strength. I owe everything to their endless belief in me, and this accomplishment is as much theirs as it is mine.

I also dedicate this work to my teachers, whose wisdom, patience, and dedication have guided me throughout my academic journey. They have inspired me to push beyond limits, and their support has been instrumental in shaping my path.

Lastly, I dedicate this thesis to myself – for the countless hours of hard work, perseverance, and resilience that have brought me here. Through the challenges and the triumphs, I have learned and grown, and this accomplishment stands as a testament to my dedication and commitment.

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Abstract

The purpose of this research is to examine whether the expressive writing method is effective for lowering the stress level and improving the emotional wellbeing of the hostelite students of the age from 18 to 29. In its study, the researcher used the Randomized Controlled Trial (RCT) methodology. Initially, 50 university students from public and private hostels were recruited from a total of 150 students, based on their high stress levels and low emotional well-being by using the Perceived Stress Scale (PSS) and the WHO 5- Well-being index scale. However, four students declined to participate in the study due to personal reasons. The remaining 46 students were subsequently divided into two groups, with 23 students in the control group and 23 in the experimental group. Data supported the first hypothesis and suggested that the experimental group had lowered stress as compared to control group due to expressive writing. The second hypothesis received partial support and small positive changes regarding the emotional well-being, support the idea that the impact of expressive writing on the emotional health is moderate and might need longer interventions. The third hypothesis was supported; there was no significant difference between male and female students, thereby suggesting the generality of the intervention. This research adds to the growing evidence supporting expressive writing as a valuable tool for improving emotional well-being and lowering the stress level among hostelite students, with implications for enhancing mental health interventions in educational settings.

Keywords: Expressive writing Intervention, Stress reduction, Emotional well-being, Hostelite students, Randomized Controlled Trial (RCT), Experimental Study

Table Of Content

Approval For Examination	II
Plagiarism Undertaking	IV
Dedication	V
Introduction	1
1.1 Stress	6
1.2 Emotional Well-Being	7
1.3 Expressive Writing As An Intervention	8
1.4 Research Gap / Rationale	9
1.5 Objectives	11
1.6 Hypotheses	12
1.7 Significance Of Study	12
Literature Review	13
2.1 Theoretical Framework	18
2.1.1 Cognitive Behavioral Theory (Cbt)	18
2.1.2 Emotion Regulation Theory	18
2.1.3 Social Support Theory	19
2.1.4 Transactional Model Of Stress And Coping	19
2.1.5 Narrative Identity Theory	19
Research Method	21
3.1 Research Design	21
1.3 Inclusion Criteria	22
3.4 Exclusion Criteria	22

3.5 Unit of Analysis 22

3.7 Instruments 22

3.7.1 Perceived Stress Scale 22

3.7.2 WHO-5 Well-being Index 23

3.7.3 Expressive Writing Intervention: Overview and Implementation 24

3.8 Session Plan 27

3.9 Procedure 31

3.10 Sample Allocation chart 32

3.11 Session summary 33

3.11.1 Session 1 33

3.11.1 Session 2 34

3.11.2 Session 3 35

3.11.3 Session 4 36

3.11.4 Session 5 37

3.11.5 Session 6 38

3.11.6 Session 7 39

3.11.7 Session 8 40

3.11.8 Session 9 41

3.11.9 Session 10 41

3.12 Analysis Techniques 42

3.13 Ethical Consideration 42

Results 44

Discussion 55

5.1 Strengths 60

5.2 Limitations 61

5.3 Implications 62

5.4 Conclusion 66

References 68

Appendices 74

List Of tables

Table No		Page No
Table 4.1	Frequency (M), percentage (%) of demographics participant(n=46)	48
Table 4.2	Psychometric Properties of WHO-5 Well-being index and Perceived Stress scale	50
Table 4.3	Psychometric Properties of pre and post scores of WHO-5 Well-being index and Perceived Stress scale (N=46)	51
Table 4.4	Wilcoxon Signed Rank test for pre and post values of WHO-5 Well-being index and Perceived Stress scale in experimental group (N=23)	52
Table 4.5	Wilcoxon Signed Rank test for pre and post values of WHO-5 Well-being index and Perceived Stress scale in control group (N=23)	53
Table 4.6	Mann-Whitney U test showing the differences between experimental (N=23) and control (N=23) groups on the focal variables (WHO-5and PSS)	54
Table 4.7	Gender Differences in pre and post testing stress and emotional wellbeing Variables of the Present Study (N=46)	56

List of Symbols

Symbol	Full form
A	Alpha Cranach's Index of internal consistency
B	Standardized Coefficient
F	Frequency
M	Mean
SD	Standard Deviation
%	Percentage
R	Correlation Coefficient

List Of Abbreviations

Abbreviation	Full Form
APA	American Psychological Association
SPSS	Statistical package for the Social Sciences
PSS	Perceived Stress Scale
EW	Expressive Writing
CBT	Cognitive behavior Therapy

List of Appendices

Appendices		Page No
Appendix A	Permission from Author	76
Appendix B	Permission letter from Department Of Professional Psychology	78
Appendix C	Consent Form	79
Appendix D	Questionnaire	81
Appendix E	AI Report	84
Appendix F	Plagiarism Report	85