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Study Skill Techniques To Reduce Academic Stress And Improve Coping Mechanism.

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ABSTRACT

A study to evaluate the effectiveness of study skill techniques to reduce stress and improve coping strategies among higher secondary school students in melmaruvathur. A quasi experimental design was used and the conceptual frame work of the study was based on ludwing von bertalanffy general system theory, one group pre test post test design to explore in reducing stress and improve coping strategies by study skill techniques among higher secondary school students. The study was conducted in government higher secondary school at Sothupakkam, kanchipuram district. The population of the study includes of all adolescent boys and girls who were aged 13 -18 yrs and who met the inclusive criteria were selected as sample. A sample size was 60 adolescence between the age group of 13 -18yrs. Who met the inclusive criteria had been selected as sample. A simple random sampling technique (lottery method) was adopted for selecting the samples. The section consists of information about demographic variables such as age of the adolescents, religion, and care taker, educational status of primary care taker, family income, family system, and number of siblings, academic score and leisure time activity. Indicates that there is association with study skill techniques to reduce the stress and it will help to improve the coping strategies among higher secondary school students was find out that pre test stress - post test stress , pre coping strategies –post coping strategies was present in higher school students that (mean-51.85000,standard deviation 25.98684), post test coping - pre test coping was present in higher school students (mean - 27.40000,standard deviation- 6.15946), significant at $p < 0.05$. On the whole, the study confirmed that the assumption which was formulated to assess the effectiveness of study skill techniques to reduce stress and improve the coping strategies was significant in selected school at kanchipuram district

Keywords: Effectiveness, Study skill techniques, Academic stress, Coping Strategies

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INTRODUCTION

Stress is one of the body's natural responses to something that is threatening or frightening. It is something that we all experience from time to time. Success in examinations is just one indicator of learning having taken place[2]. The reality, however, is that it is perceived as the only one by many, particularly in competitive school entry, tertiary education admissions and the job market. So, as the examination pressures start to build for youngsters.

Whiten, et al., (2009) proposes that stress is an epidemic in the twenty first century that commonly affects all of us on a daily basis, when considering minor stress from environmental conditions. Stress as any circumstances that threaten or perceived to threaten one's well-being and there by tax one's coping abilities[1].

According to the American Health Association's (2009) survey, the one greatest health obstacle to higher secondary school students' academic performance was lead the students into academic stress. 97,357 higher secondary school students was participated in the survey, 32 percent reported that academic stress had resulted in an incomplete, a dropped course or a lower grade. Academic stress can be the ultimate career stopper. Study showed that students are experienced the highest levels of stress and anxiety, less coping strategies to overcome from the stress[3]. Youth suicide has been a serious problem in many countries over the past four decades; with school counselors, school personnel, psychologists and social workers attempting to prevent, detect and secure assistance for the students[7-9].

According to WHO (2011) Survey report revealed that every year 2 lacks teenagers worldwide commit suicide while about 4 million adolescents attempt it. In India about 20 students kill themselves every day due to the stress related to exams, wanting to secure seats in prestigious schools, according to the National Crime Records Bureau. South India is considered the world's suicide capital; especially Kerala, the first fully literate Indian state, has the highest number of suicides committed daily[4-6].

STATEMENT OF THE PROBLEM

Effectiveness of study skill techniques to reduce stress and improve coping strategies among higher secondary school students at Government higher secondary school, Sothupakkam, Melmaruvathur.

OBJECTIVES

- To assess the pre test stress level and pre test coping strategies among the higher secondary school students.
- To assess the post stress level and coping strategies of study skill techniques to reduce stress and improve coping strategies among higher secondary school students.
- To compare pre test stress level & coping strategies and post test stress level & coping strategies.
- To association of the effectiveness of study skill techniques to reduce stress and to improve coping strategies among higher secondary school students with demographic variables.

HYPOTHESIS

There will be a significant difference between the pretest and posttest score of stress and coping strategies by study skill techniques.

RESEARCH METHODOLOGY

The investigator had adopted quasi experimental design, one group pre test post test design to explore in reducing stress and improve coping strategies by study skill techniques among higher secondary school students. The study was conducted in government higher secondary school at Sothupakkam, kancipuram district. The population of the study includes of all adolescent boys and girls who were aged 13 -18 yrs and who met the inclusive criteria were selected as sample. A sample size was 60 adolescence between the age group of 13 -18yrs. Who met the inclusive criteria had been selected as sample. A simple random sampling technique (lottery method) was adopted for selecting the samples. The section consists of information about

demographic variables such as age of the adolescents, religion, and care taker, educational status of primary care taker, family income, family system, and number of siblings, academic score and leisure time activity.

SCORING KEY

A Academic Stress Scale had been used. The rating scale comprised of 40 questions.

- MILD STRESS LEVEL : 0-60
- MODERATE STRESS LEVEL : 61-120
- HIGH STRESS LEVEL : 121-160
- The total score is 160.

A Simplified Coping Style Questionnaire had been used. The rating scale comprised of 40 questions.

- MILD COPING LEVEL : 0-20
- MODERATE COPING LEVEL : 21-40
- HIGH COPING LEVEL : 41-60
- The total score is 60

ANALYSIS AND INTERPRETATION OF THE DATA

STATISTICAL METHOD:

Descriptive statistical analysis and inferential statistical analysis were used to find out the percentage, mean standard deviation, student’s’ test & chi-square.

S.NO	DATA ANALYSIS	METHODS	REMARKS
1	DESCRIPTIVE STATISTICS	The total number of score, percentage of score, mean and standard deviation	To assess demographic variables.
2	INFERENCEAL STATISTICS	student’ t ’ test Chi square	To compare the academic stress level and coping strategies among higher secondary school students with their demographic variable To assess the academic stress level and coping strategies with their demographic variable.

TABLE : to compare pre test stress level & coping strategies and post test stress level & coping strategies among higher secondary school students.

Paired sample statistics					
		mean	n	Std. deviation	Std .error mean
Pair 1	Pre test stress	111.1000	60	19.80387	2.55667
	post test stress	59.2500	60	17.62474	2.27534
Pair2	pre test coping	48.7333	60	6.74441	.87070
	Post test coping	21.3333	60	8.18984	1.05730

	Paired Differences				T
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
				Lower	

Pair 1	PRE TEST STRESS - POST TEST STRESS	51.85000	25.98684	3.35489	45.13689	58.56311	15.455*
Pair 2	Post TEST COPING - PRE TEST COPING	27.40000	6.15946	.79518	25.80884	28.99116	34.457*

significant at $p < 0.05$

- Indicates, in academic stress, pre test stress mean value of 111.1000 with standard deviation of 2.55667, post test stress mean value of 59.2500 with standard deviation of 17.62474.
- In coping strategies, pre test coping level mean value of 21.3333 with standard deviation of 8.18984, post test coping level mean value of 48.7333 with standard deviation of 6.74441.
- In pre test stress-post test stress mean value of 51.85000 with the standard deviation of 25.98684. In pre test coping- post test coping level mean value of 27.4000 with standard deviation of 6.15946.

DISCUSSION

The first objective was to assess the pre test stress level and coping strategies among the higher secondary school students.

- Indicates the study was conducted in higher secondary school students. 60 students who met the inclusive criteria were included in the study. Each student was assessed with questionnaire of demographic variable, and Academic Stress Scale. Each student was rated by using Academic Stress Scale. In assessment out of 60 students in pre test academic stress 36(60%) was in moderate academic stress, 24(40%) was in severe academic stress and in coping 44(73.3%) low level of coping, 16(26.7%) moderate level of coping.

The second objective of the study was to assess the post stress level and coping strategies of study skill techniques to reduce stress and improve coping strategies among higher secondary school students.

- Indicates that there is a high statistic significant association between the levels of academic stress reduced with following study skill techniques among higher secondary school students. At the time of assessment, out of 60 students in post academic stress 56 (93.3 %) was in mild academic stress, 4 (6.7%) was in moderate academic stress and it was changes present in the coping strategies, in post test coping strategies was out of 60 in that 6(10%) was moderate coping strategies, 54(90%) was have high coping strategies.

The third objective was to compare pre test stress level & coping strategies and post test stress level coping strategies among higher secondary school students.

- Indicates comparison of the level of coping strategies among higher secondary school students in selected school at Sothupakkam depicts that, indicates, in academic stress, pre test stress mean value of 111.1 with standard deviation of 19.8, post test stress mean value of 59.2 with standard deviation of 17.6. In coping strategies, pre test coping level mean value of 48.7 with standard deviation of 6.7, post test coping level mean value of 21.3 with standard deviation of 8.1.

Forth objective of the study was mean and standard deviation of improvement score of study skill techniques to reduce stress and improve coping strategies among higher secondary school students.

- In pre test stress-post test stress mean value of 51.8 with the standard deviation of 25.9. In pre test coping- post test coping level mean value of 27.4 with standard deviation of 6.1, significant at $p < 0.05$.

The five objective of the study was to association of the effectiveness of study skill techniques to reduce stress and to improve coping strategies among higher secondary school students with demographic variables among higher secondary school students.

- Indicates that there is association with study skill techniques to reduce the stress and it will help to improve the coping strategies among higher secondary school students was find out that pre test stress

- post test stress , pre coping strategies –post coping strategies was present in higher school students that (mean-51.85000,standard deviation 25.98684), post test coping - pre test coping was present in higher school students (mean - 27.40000,standard deviation- 6.15946), significant at $p < 0.05$.

On the whole, the study confirmed that the assumption which was formulated to assess the effectiveness of study skill techniques to reduce stress and improve the coping strategies was significant in selected school at kanchipuram district

RECOMMENDATIONS:

- Based on the research findings of study the following recommendations can be made
- A comparative study to assess the academic stress level among higher secondary school students in urban and rural.
- A descriptive study to assess the prevalence rate of academic stress.
- A comparative study to assess the academic stress and coping strategies among male and female.
- A study to assess the effectiveness of planned teaching program on creating awareness regarding adolescent academic stress and coping strategies among parents can be conducted

NURSING IMPLICATIONS:

The findings of the study revealed the implications on nursing service, nursing education, nursing administration and nursing research.

NURSING SERVICE

- The present study focused on the need for working to create awareness for their motivation to reduce academic stress and improving coping strategies among higher secondary school students.
- Nurses can collaborate with the other health team members in providing study skill techniques to reduce academic stress with higher secondary school students.
- Nurses need to be trained to provide psycho education for higher secondary school students with high academic stress and low coping stress.

IMPLICATIONS FOR NURSING EDUCATION:

- Student nurses can be given education regarding awareness, psycho educational techniques to higher secondary school students with academic stress and low coping level.
- Staff nurses can be given in service education regarding importance of study skill techniques to the higher secondary school students with high level academic stress and low level of coping.
- A psycho education program can be conducted for the parents, teachers and significant members involved in the care higher secondary school students with high level academic stress and low level of coping.

IMPLICATIONS FOR NURSING ADMINISTRATION:

- The findings could be utilized as a basis for in-service education programs for nurses and health professionals, who are working in hospital and community, set up.
- In-service education program, conferences, workshop can be organized on various aspects of academic stress and coping strategies.
- Budget need to be allocated to organize various services and programs to reduce academic stress and improve coping strategies in the adolescences.
- Incentives and reward can be given can be given to motivate the nurses to implement and participate in community psycho education.

IMPLICATIONS FOR NURSING RESEARCH:

- The study findings will reveal the health status adolescent with academic stress and coping strategies has to improve the extent to which the health status should be improved.
- This study will motivate other investigators to conduct future studies regarding the adolescent adjustment problem.
- This study will motivate other investigators to conduct future studies regarding this topic.

CONCLUSION

In pre test, out Of 60 students academic stress 36(60%) was in moderate level of academic stress, 24(40%) was in severe level of academic stress. In Coping strategies 44 (73.3%) was in low coping strategies, 16(26.7%) was in moderate coping strategies. In post test, academic stress 56 (93.3 %) was in mild academic stress, 4 (6.7%) was in moderate academic stress. coping strategies 6(10%) was moderate level of coping strategies, 54(90%) was have high level coping strategies. The data was analyzed by using descriptive and inferential statistical analysis. Assessment was done with the Academic Stress Scale, Simplified Coping Style Questionnaire to analyze the level of academic stress and coping strategies among higher secondary school students. Level of academic stress among higher secondary school students in selected school at Sothupakkam depicts that, pre test stress - post test stress was present in higher school students than (mean-51.85000,standard deviation 25.98684), post test coping - pre test coping was present in higher school students (mean - 27.40000,standard deviation 6.15946), significant at $p < 0.05$

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