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## A study to assess the effectiveness of study skill techniques to reduce stress and improve coping strategies among selected government higher secondary schools, Bastar, Chhattisgarh

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### Abstract

**Introduction:** Numerous strategies for boosting study skills assist students in learning how to study and help make their study time more constructive. In order to perform well in schools, one needs to study however fruitful study does not mean studying intensely for long periods but instead studying in a smart way. The study is not just for the night before an assignment's due or the night before an exam. It is never too early or too late to manifest good study habits. The sooner you get into a good study canal, the easier everything will be, and the more your opportunities of acquiring good marks will boost.

**Methods:** A Pre-Experimental One group pre-test and post-test design was adopted with convenient sampling technique was used for selecting the samples for the study. The sample consists of 60 students who met the inclusive criteria from the selected Govt. Higher secondary school. A pre-test was conducted using a modified academic stress scale and coping strategies scale. Study skill technique was administered through planned teaching programme then post-test was conducted by using the same modified academic stress scale and coping strategies scale.

**Result:** The researcher found that study skills technique to reduce stress and improve coping strategies is effective. The data was analysed and interpreted as per objectives and the research hypothesis stated. Descriptive and inferential statistics were used for data analysis. Result shows that there was significant difference between mean pretest and post-test stress knowledge score and planned teaching programme was very effective in improving the knowledge of the students regarding study skill technique with calculated t-test value 16.461 which is greater than table value with 0.01 level of significant. It was found that there is no significant association between pre-test SE score with selected demographic variables found as the p value obtained is greater than 0.05 level of significance.

**Conclusion:** The study reveals that study skill technique is effective in reducing the stress and improves coping strategies of students.

**Keywords:** Study skill technique, stress, coping strategy, school students, modified academic stress scale, simplified coping strategies scale

### Introduction

The right study skills and techniques target some of the most complex aspect of studying. Knowing how to study not only assist in enhancing the student's performance; however, it also assists in growing confidence and motivation to crack tests and exams. The right study skills and techniques are most important for any student's success in school as well as during his /her life.

To be a brilliant student requires desire, dedication and a lot of work. Some of the study skills and techniques comprised active listening, stress management, reading comprehension and many more. Good study skills and study techniques are vital for your academic success. Study skills refer to students' strategies to manage their time, organize their materials, and effectively prepare for and perform well on exams and assignments. They are the foundation of effective learning and critical for high school success and beyond.

Academic stress has been identified as the primary cause of these alarming figures. Lee & Larson (2000) explain this stress as an interaction between environmental stressors, student's appraisal and reactions for the same.

It has now become a grave reality that is termed as a “career stopper”. It therefore, becomes a significant cause of concern as it is symptomatic of rising mental health concerns in India.

### Background of the study

Academic stress refers to the pressure to perform well in final school examinations and competitive examinations that is experienced by higher secondary students. For some students, the experience of academic stress leads to a sense of distress, which is generally manifested in a variety of psychological and behavioral problems.

Most students experience significant amounts of stress. This can significantly affect their health, happiness, relationships, and grades. Learning stress management techniques can help these students avoid negative effects in this area.

Coping refers to mastering conditions that tax or exceed adaptive resources. Lazarus emphasized the key role of cognitive process in coping activities and the importance of coping in determination of quality and intensity of emotional reactions to stress. According to him we are constantly self-regulating our emotional reaction in various ways. We either postpone unpleasant situation, or change the threatening conditions or simply detach ourselves from unpleasant situations. Therefore, Lazarus emphasizes that the individual actively considers the situation and the unforeseen environmental condition which manipulate the individual's behavior. Coping strategy refers to a technique of coping adopted in a specific context. Over the period of time the individual develops a specific coping style. This refers to the way an individual responds to any stressful event.

According to Moos and Billings (1982) <sup>[12]</sup>, there are many way to classify the coping process but the three main categories are: 1) Appraisal-focused coping strategies occur when the person modifies the way they think. 2) Problem-focused strategies are efforts to do something active to ease the stressful circumstances. People, who use problem-focused strategies, try to deal with the cause of the problem. They do this by finding information on the problem, learning new skills to manage the problem and rearrange their lives. 3) Emotional-focused strategies involve realizing pent-up emotions, distracting one self, managing hostile feeling, meditating, using systematic relaxation procedures, etc. This involves efforts to regulate the emotional consequences of stressful or potentially stressful events conducted a study on perceived stress and coping strategies among university students. The purpose of the study is to asses both perceived stress and coping strategies among university students in a specific cultural context. A sample of 223 undergraduate students from Qatar University responded to self-rating questionnaire, perceived stress scale (PSS) and Brief cope inventory adapted forms. Based on the perceived stress scale, the results show the data majority of participants evinced a moderate stress level (76%) followed by a high stress level (12%) and those girls are significantly more stressed than boys are. In addition, a high academic level is correlated with more perceived stress. Based on the brief cope inventory, most of the participants used religion and a positive coping strategy. These results reveal that the effect of stress depends on the way it is perceived. Coping strategies are influenced by social and cultural characteristics. Culture affects our stress perception and individual choice of coping strategies. Assessing student's problems may help prevent the bad effects of stress on

health and academic performance. Results also invite further study particularly in the form of a longitudinal follow-up. Conducted a study on stress management and coping strategies in undergraduates at a Midwestern state university. This qualitative interview study explored the experiences in a purposive sample of nontraditional and traditional undergraduate students, examining their current stressors and how coping strategies to manage stress developed. The study used Schlossberg's (1995) transition theory in conceptualizing experiences with stress and Lazarus and Folkman's (1984) transactional theory of stress and coping in defining coping strategies. Four themes emerged indicating that participants used a variety of coping strategies towards maintaining or improving their mental health. Implications for practice are provided to facilitate increased understanding by student affairs professionals of undergraduate students' coping strategies and stress management.

### Statement of the problem

A study to assess the effectiveness of Study Skill Techniques to Reduce Stress and Improve Coping Strategies among selected government higher secondary school, Bastar, Chhattisgarh

### Objectives

- To assess the pretest stress level and coping strategies among selected higher secondary school students.
- To assess the posttest stress level and coping strategies of study skill techniques to reduce
- Stress and improve coping strategies among selected higher secondary school students.
- To compare pretest and posttest of stress level & coping strategies among selected higher secondary students.
- To find out the association between studies skill techniques to reduce stress and to improve coping strategies among selected higher secondary school students with demographic variables.

### Hypothesis

**H0:** There will be no significant difference between the pretest and posttest scores of stress and coping strategies by study skill techniques.

**H1:** There will be a significant difference between the pretest and posttest scores of stress and coping strategies by study skill techniques.

**H2:** There will be a significant association between the pretest knowledge score with different demographic variables.

### Material and Methods

#### Research approach

In the present study “Quantitative Research approach” was used to accomplish the objective of the study and to determine the effectiveness of study skill technique to reduce stress and improve coping strategies among higher secondary school students in selected area Bastar, Chhattisgarh.

#### Research Design

A Pre experimental research design, one group pre-test post-test design opted for the study.

**Setting:** The Study was conducted in Government Higher Secondary School Jagdalpur, Bastar, Chhattisgarh.

**Population:** Students who were studying in class 11<sup>th</sup> and 12<sup>th</sup> standards

**Sample:** Sample comprised of students of Government Higher Secondary school Asna, Jagdalpur (C.G.)

**Sample Size:** Sample Size of Present Study is 60 Students.

**Sampling Technique:** Sample Selection was done using Convient Sampling Method.

**Data Collection Tools and Techniques**

**Section A**

In this study socio-demographic variables are -age in years, sex, religion, caretaker, educational status of care taker, occupational status of caretaker, family system, monthly income per month, number of siblings, and leisure time activity.

**Section B**

The data was collected through the modified academic stress scale. It consists of 40 questions. There are five alternatives' responses ranging from no stress, slight stress, moderate stress, high stress, extreme stress. Total score 160 this was further divided arbitrarily as follows,

**Scoring interpretation**

Level of stress	Score
Mild stress level	0-60
Moderate stress level	61-120
Severe stress level	121-160

**Section C:** This part consists of 20 questions on simplified coping style questionnaire scale was used. There are four alternative responses ranging from never, occasionally, often, always. Total score 60, this was further divided arbitrarily as follows,

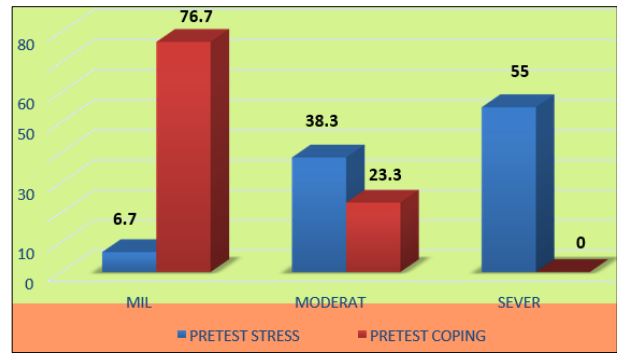
**Scoring interpretation**

Coping scale	Score
Mild coping scale	0-20
Moderate coping scale	21-40
High coping scale	41-60

**Result**

**Section 1:** Findings related to assessment of the pretest stress level and coping strategies among the higher secondary school student N=60

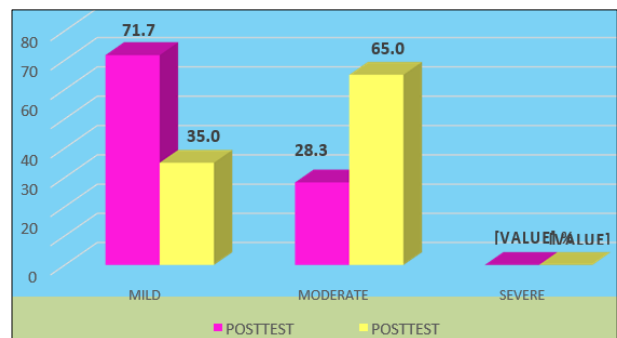
Domain	Pretest stress		Domain	Pretest coping	
	Frequency	Percent		Frequency	Percent
Mild	4	6.7	Mild	46	76.7
Moderate	23	38.3	Moderate	14	23.3
Severe	33	55.0	High	0	0.0



**Fig 1:** Pre-test stress and coping level

**Section 2:** Findings related to assessment of posttest stress level and coping strategies among the higher secondary school student N=60

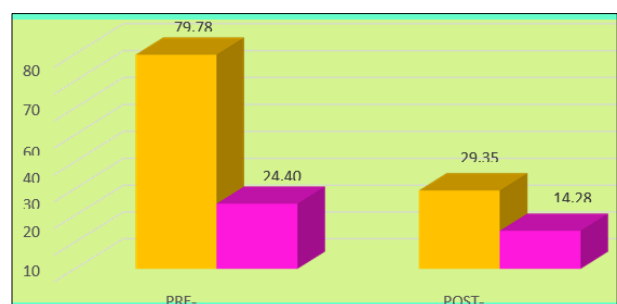
Domain	Posttest stress		Domain	Posttest coping	
	Frequency	Percent		Frequency	Percent
Mild	43	71.7	Mild	21	35.0
Moderate	17	28.3	Moderate	39	65.0
Severe	0	0.00	High	0	0.0



**Fig 2:** Post-test stress and coping level

**Section 3:** Comparison of pretest and posttest stress level score among the higher secondary school students. N=60

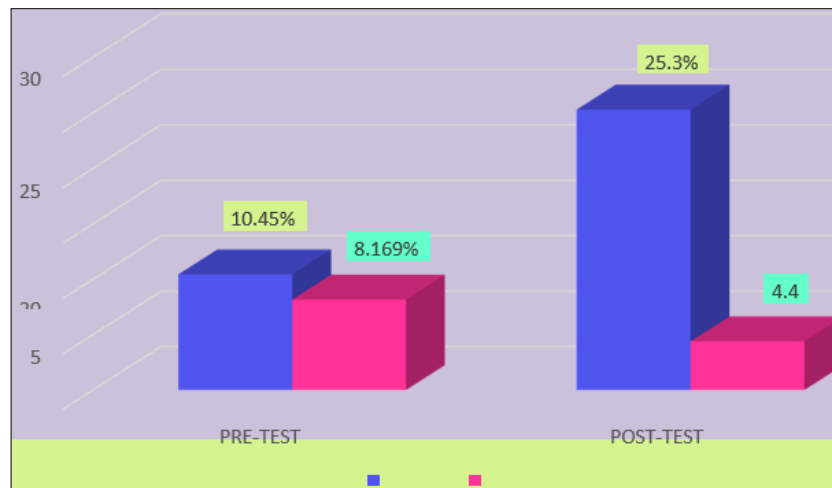
	Mean	N	Std. Deviation	t-value	DF	Significant
Pre-test	79.78	60	24.408	24.820	59	0.01 significant level
Post-test	29.35		14.289			



**Fig 3:** Compare pre-test and post-test stress level

**Section 4:** Comparison of pretest and posttest coping strategies among the higher secondary school students N=60

	Mean	N	Std. Deviation	t-value	DF	Significant
Pre-test	10.45	60	8.169	16.461	59	0.01 significant level
Post-test	25.30		9.457			



**Fig 4:** Compare pre-test and post-test coping strategies

**Section 5:** Association between study skill techniques to improve coping strategies among higher secondary school students with demographic variables N=60

Age	Slight stress level	Moderate stress level	High-stress level	Extreme stress level	Value	DF	P-Value	Significant/Non-Significant at p<0.05
13-15 Years	3	5	7	0	5.716	2	5.991	Non- Significant
16-18 Years	1	18	26	0				
Sex					1.214	2	5.991	Non- Significant
Male	1	6	13	0				
Female	3	17	20	0				
Religion					0.832	2	5.991	Non- Significant
Hindu	4	23	32	0				
Muslim	0	0	1	0				
Christian	0	0	0	0				
Others	0	0	0	0				
Care Taker					5.613	4	9.488	Non- Significant
Parents	3	22	30	0				
Single Parents	1	0	3	0				
Relatives	0	1	0	0				
Other Specify	0	0	0	0				
Educational status of care taker					5.008	6	12.592	Non- Significant
Illiterate	0	1	6	0				
Primary Level	3	10	16	0				
Higher Secondary	1	10	9	0				
Graduate and above	0	2	2	0				
Occupational status of care taker					4.571	6	12.592	Non- Significant
Unemployed	0	5	3	0				
Daily Wages	3	9	19	0				
Self Employed	1	6	6	0				
Government Employed	0	3	5	0				
Family System					1.706	2	5.991	Non- Significant
Nuclear Family	2	5	7	0				
Joint Family	2	18	26	0				
Broken	0	0	0	0				
Family Income					7.888	4	9.488	Non- Significant
Below 10000	2	11	21	0				
10001-20000	2	8	3	0				
20001 and above	0	4	9	0				
Number of Sibling					4.653	4	9.488	Non- Significant
0	0	0	0	0				
1	0	0	4	0				
2	1	12	13	0				
3 and above	3	11	16	0				
Leisure Time Activity					3.76	6	12.592	Non- Significant
Reading book	3	14	19	0				
Listening Music	1	7	10	0				
Indoor games	0	0	3	0				
Other specify	0	2	1	0				

**Section 6:** Association between study skill techniques to reduce stress and improve coping strategies among higher secondary school student with demographic variable N=60

Age	Mild coping style	Moderate coping style	Severe coping style	Value	DF	P-Value	Significant/Non- Significant at p<0.05
13-15 Years	3	12	0	1.978	1	3.841	Non- Significant
16-18 Years	18	27	0				
Sex				8.242	1	3.841	Significant
Male	12	8	0				
Female	9	31	0				
Religion				0.548	1	3.841	Non- Significant
Hindu	21	38	0				
Muslim	0	1	0				
Christian	0	0	0				
Others	0	0	0				
Care Taker				8.372	2	5.991	Significant
Parents	17	38	0				
Single Parents	4	0	0				
Relatives	0	1	0				
Other Specify	0	0	0				
Educational status of care taker				2.969	3	7.815	Non- Significant
Illiterate	3	4	0				
Primary Level	7	22	0				
Higher Secondary	9	11	0				

Graduate and above	2	2	0				
Occupational status of care taker				0.149	3	7.815	Non- Significant
Unemployed	3	5	0				
Daily Wages	11	20	0				
Self Employed	4	9	0				
Government Employed	3	5	0				
Family System				3.936	1	3.841	Significant
Nuclear Family	8	6	0				
Joint Family	13	33	0				
Broken	0	0	0				
Family Income				0.918	2	5.991	Non- Significant
Below 10000	11	23	0				
10001-20000	4	9	0				
20001 and above	6	7	0				
Number of Sibling				0.349	2	5.991	Non- Significant
0	0	0	0				
1	1	3	0				
2	10	16	0				
3 and above	10	20	0				
Leisure Time Activity				7.741	3	7.815	Non- Significant
Reading book	10	26	0				
Listening Music	6	12	0				
Indoor games	3	0	0				
Other specify	2	1	0				

**Discussion**

The present study was focused on the effectiveness of study skill technique to reduce stress and improve coping strategies among Government higher secondary School Students of Asna, Jagdalur. Number of studies has been included in the chapter dealing with review of literature. Conducted a study on stress in high school students. School is a competitive place where people have many duties and responsibilities. This requires coping abilities to manage academic stress efficiently. Objectives area Determine the general level of stress among high school students, identify the students' main sources of stress, identify the students' main responses to stress, determine if students have protections against or risk factors for stress. Materials & methods in the study is the stress levels and the main responses to stress of 335 high school students, aged 15–19 years, were surveyed using Nowack's Stress Profile. Result

Most of the students reported normal (54%) or lower (39%) stress levels, but women reported significantly higher stress levels than men ( $p<0.05$ ). The main sources of stress were examinations, choosing a career path, and family troubles. The students' main responses to stress were listening to music, talking with someone about the problem, and exercise. Regehr C, *et al.*, (2012) conducted a study on intervention of study skills to reduce academic stress in adolescence students. Study revealed that concerning rates of stress, depression and anxiety among secondary students. Meta-analysis was conducted to examine the effectiveness of interventions aimed at reducing academic stress, study participants to experimental or control groups was by random allocation design was used, 1431 higher secondary school students were included in the meta-analysis. Cognitive, behavioral, and mindfulness interventions were associated with decreased symptoms of academic stress.

Study concluded that review provides evidence that study skills cognitive, behavior and mindfulness interventions are effective in reducing academic stress, encouraged to make programs available to the higher secondary school students and future work should focused on developing academic stress reduction programs that attract adolescence students.

### Conclusion

The main aim of the study was to assess the study skill technique to reduce stress and improve coping strategies among higher secondary students to improve their concept about the topic. The study skill technique to reduce stress and improve coping strategies among higher secondary students was reduced by a source-structured teaching program.

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#### How to Cite This Article

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