IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

LEVEL OF STRESS AND COPING STRATEGIES AMONG HIGH SCHOOL STUDENTS IN SELECTED SCHOOLS, NAGAON DISTRICT, ASSAM

[1]Atamjit Kour, [2] Dr. Ranjita Borah

[1]M.Sc.Nursing, Department of Child Health Nursing,

Regional College of Nursing, Guwahati-32, Assam, India

[2]Assistant Professor, Department of Child Health Nursing, Regional College of Nursing, Guwahati-32, Assam, India

Abstract

Backgrund: High school students experience stress due to exams, peer competition, family expectations, and concerns about the future. If not managed properly, this stress can lead to mental health issues like anxiety, depression, and poor academic performance. To handle stress, students use various coping strategies. **Aim**: To assess the level of stress and coping strategies among high school students in selected schools of Nagaon district, Assam. **Materials and Methods**: A quantitative approach with descriptive and correlational design was used. Two-stage sampling was adopted to obtain 256 students fulfilling the inclusion criteria. Data were collected using the PSS-10 and a structured selfadministered coping strategies questionnaire along with socio-demographic variables. Analysis was done using descriptive and inferential statistics to meet the study objectives. **Results**: Out of 256 high school students, the majority 197 (76.95%) experienced moderate stress, followed by 32 (12.5%) with high stress and 27 (10.55%) with low stress. In terms of coping, 179 (69.93%) had average coping, 39 (15.23%) good coping, and 38 (14.84%) low coping strategies. The overall mean stress score was 19.81 (SD ± 5.42), while the mean coping score was 25.49 (SD ± 5.69). Correlation analysis showed a weak positive relationship ($r = 0.095$, $p = 0.128$) between stress and coping strategies, which was not statistically significant. This suggests that although most students experienced moderate stress and average coping levels, their stress and coping strategies were not strongly related. **Conclusion**: The study revealed that high school students experienced a moderate level of stress and utilized average levels of coping strategies to manage it.

However, the findings indicate that there is no significant correlation between stress levels and coping strategies, suggesting that the use of coping strategies does not directly influence the students' stress.

Keywords: Level of stress ,coping strategies and high school students.

INTRODUCTION

Background of the study-

"Stress acts as an accelerator: it will push you either forward or backward, but you choose which direction"

-"Chelsea Erieau"

Stress is a biological process,stressors is associated with bad health effects, decreased ability to manage disease,a higher likelihood for disease-related complications and comorbidities. Stress has been considered the main factor in the etiology of many diseases like diabetes mellitus, cardiac diseases, and body aches .(1)

Stress is a general human phenomenon & a regular part of a person's life from which nobody can get out of it. It is normal in bad situations or any tentative environment, but it becomes difficult when environmental stresses increase a person's adaptive capacity to cope. Stress is not something that comes from outside the body.It depends on how people react to the things happening around them.

Adolescent stage is often accompanied by various primary and secondary physical changes linked to puberty, which contributes to the emotional experiences of the adolescent. The Department of Paediatrics, KMCT Medical College, Calicut, Kerala, India conducted a research study on academic stress and coping in high school adolescents on 01 January 2023.78% of the respondents reported experiencing stress due to competition, highlighting the pressure that adolescents face in academic and social environments,10% of the respondents felt stress regarding family.(2)

Stress is often seen as the main cause of various health problems in case of adolescents between the age of 10-19 it refers as physical, emotional, and mental strain or tension that young people experience due to various internal and external pressures. It is a time when teenagers face unique challenges and pressures including academic demands, social relationships, family dynamics, physical changes, personal expectations and future uncertainties.(3) This stage of development involves many big changes and challenges and making adolescents particularly susceptible to stress. Because, It happens so quickly that adolscents find it difficult to handle them. Stress can show up in many ways, such as anxiety, irritability, physical symptoms like headache, stomach ache, distruption in sleep, fatigue, behavioral changes like withdrawal, changes in eating habits etc.(4)

Therefore, effective recognition and management of adolescent stress are crucial for promoting mental health and overall well-being during this critical stage of development. During this period, support from parents and society is very important as it helps teenagers to grow into balanced and positive individual.(5)

As stress refers to the psychological and physical response of an individual when faced with demands or pressures that exceed their coping abilities.[6]

Coping is defined as the cognitive and behavioural efforts used to manage specific external order and/or internal demands appraised as taxing or exceeding the resources of the individual (Folkman and Lazarus, 1988). [6]

It is the process by which a person attempts to manage stressful demands. It is a vital part of any person's fast-paced healthcare environment which refers the ways of responding to stress in a way that reduces the threat and its effects includes what a person does, feels, or thinks in order to master, tolerate, or decrease the negative effects of a stressful situation.

Coping refers to the mental and physical efforts people make to handle situations that feel overwhelming or stressful. It involves trying to manage both the emotional reactions and the problems themselves.Experts describe two main types of coping. The first type is aimed at reducing emotional distress,this might include activities like taking to someone talking time to relax, or findings ways to express feelings.The second type focuses on directly dealing with the problem that is causing the stress such as making a plan,seeking help,or taking action to change the situation.Both types are important and can help a person feel more in control during challangeingtimes.[7]

There are three main types of coping mechanisms: problem-focused coping, which involves dealing with the issue directly (e.g., talking it out or seeking help), cognitive-focused coping, which changes how one thinks about the problem to reduce stress (e.g., minimizing its importance or focusing on rewards); and emotion-focused coping, which manages emotional responses using defense mechanisms like denial, suppression, or projection.[6]

A study was conducted on coping strategies used by Indian students the findingsof the survey revealed that 38% of respondents turn to prayer when stressed, with 52% of them being girls and 24% boys. Meanwhile, 22% prefer talking to a friend (32% boys and 12% girls), 18% choose to relax or sleep (20% boys and 16% girls), 12% watch TV or listen to music, and only 10% seek comfort by talking to their parents. Additionally, 48% of parents reported providing religious education to their children, and 72% of respondents stated that their daily activities are monitored by their parents.[8]

Need of the study-

Adolescents face many stressful situations such as the need for success, academic demands, homesickness, and lack of social support. The impacts of high stress during adolescence are significant and can affect both mental and physical health.[9]

Stress in adolescence and less coping strategies may lead to negative effect on adolescence life. As a result, adolescents face different behavioral problem like depression, anxiety, substance abuse, conduct disorder, oppositional defiant disorder, attention deficit hyperactivity disorder and eating disorders leading to problems such as anxiety, depression, sleep disturbances, and behavioral issues.[10] Effective coping

mechanisms and support from parents, educators, and communities are essential to help adolescents manage their stress. So, in this stage of life it is very necessary to find out the level of stress and coping strategies to overcome the stress.(11)

High school students often face considerable stress related to their studies, which arises primarily from academic pressure, frequent examinations, and concerns about their future goals and career aspirations. It is essential for students to adopt effective coping strategies. Practicing self-care such as maintaining a healthy lifestyle, getting adequate sleep, engaging in physical activity, and pursuing hobbies can help students recharge and maintain balance in their lives. Additionally, seeking emotional or academic support from family members, teachers, friends, or professional counselors can provide encouragement and practical guidance during challenging times.

According to a study conducted by Alsaleem SA,an investigation was carried out to explore the stressors and coping strategies among male students in secondary schools located in Abha city,Saudi Arabia.The study involved a total of 324 students, whose ages ranged from 15 to 20 years, with the average age being approximately 17 years (±0.9 years).The findings revealed several significant insights regarding the students' stress level and their coping mechanism.44.4% of the students experienced either no stress and 26.5% of the students reported experiencing high levels of stress. 77.8% demonstrated a moderate ability to cope with stress. High level of coping ability, suggesting the need for interventions or support mechanisms to enhance students' stress management skills.(1)

After reviewing the literature the investigator felt the need of further study on the level of stress and coping strategies among high school students. Moreover, few studies were found to be conducted on it in Assam. With this background so that having the insight of stress among adolescence and inappropriate coping mechanisms to handle stress which may have negative impact on both physical and mental health, the investigator intended to conduct a study to assess thelevel of stress and coping strategies among high school students in selected schools, Nagaon District, Assam.

Statement of the problem-

A study to assess the Level of Stress and Coping Strategies among High School Students in Selected Schools,Nagaon District, Assam.

Objectives of the study-

The objectives of the study are as follows:

1) To assess the level of stress among high school students in selected schools of Nagaon district, Assam.

2) To assess the level of coping strategies among high school students in selected schools of Nagaon district, Assam.

3) To find out the association between the level of stress and selected socio-demographic variables among high school students in selected schools of Nagaon district, Assam.

4) To find out the association between the level of coping strategies and selected socio-demographic variables among high school students in selected schools of Nagaon district, Assam.

5) To correlate the level of stress and coping strategies among high school students in selected schools of Nagaon district, Assam.

Operational definitions-

Stress-

In this study,Stress is measured by a standardized scale i.e"Perceived Stress Scale"which defines the degree to which high school students perceive their stress.The severe of the students score on PSS can range from 0-40 with higher score indicating higher perceived stress.

Coping Strategies-

In this study, it refers the actions or thought process used by the high school students to meet a stressful or unpleasant situation like relaxation techniques, enjoy nature, seeking support from friends and family, and professional counseling etc,which will be measured by a structured self administered scale on coping strategies.

High school students:-

In this study, it refers to the high school students both boys and girls of 8^{th} and 9^{th} standard in selected schools of Nagaon District, Assam.

Hypotheses-

Hypotheses at 0.05 level of significance .

H_1-There is a significant association between the level of stress among high school students and selected socio-demographic variables.

H_2- There is a significant association between the level of coping strategies among high school students and selected socio-demographic variables.

H_3- There is asignificant correlation between the level of stress and coping strategies among high school students.

Assumption-

1) High school students face different levels of stress.

2) Adapts different levels of coping strategies.

3) Levels of stress and coping strategies vary among high school students.

Delimitation-

The study is delimited to:

High school students of 8^{th} and 9^{th} standard in selected Govt. high schools of Nagaon district, Assam.

Conceptual framework-

A conceptual framework is a written or visual representation of an expected relationship between variables,developed based on a literature review of existing studies and theories.[12] Which the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001),and is linked with concepts,empirical research,and important theories used in promoting and systemizing knowledge(Peshkin,1993),[13]comprising a set of interrelated concepts that symbolically represent and convey only a mental image of the phenomenon by dealing with concepts (abstractions) assembled due to their relevance to a common theme (Pilot DF and Beck CT 2008).[14]

The conceptual framework of the present study was constructed based on Transactional model of stress and adaptation (FIG 1). It was developed by Lazarus and Folkman (1984).

This study is supported by the theoretical perspectives of **Transactional model of stress and adaptation** which evaluates how precipitating events impact on emotions with the emphasis on cognitive appraisal and coping with stress. The major concepts are

Precipitating event: A precipitating event is a stimulus arising from the internal or external environment and perceived by the individual in a specific manner.Determination of an event as stressful depends on the individual's cognitive appraisal of the situation.

In the present study, precipitating events areinability to control important things,unable to dealing with unexpected events,struggling to handle problems and losing control over irritation. **Predisposing factors**: Different factors can shape the way a person views and reacts to stress.These influences can determine wheather their response is healthy or harmful. Types of predisposing factors include:

•Genetic influences (family history of physical and psychological conditions and temperament)

•Past experiences (previous exposure to stressor, learned coping responses and degree of adaptation to previous stressors)

•Existing conditions (Age, gender, place of residence, type of family, birth order, total number of children in the family, extra curricular activities etc.)

The cognitive appraisal consists of a primary appraisal and a secondary appraisal.

Primary appraisal:This refers to how individuals assess whether a situation is irrelevant, positive, or stressful. According to Lazarus and Folkman (1984), stressful situations can involve harm/loss, threat, or challenge. When stress is perceived, a secondary appraisal follows to evaluate coping options.

In this study, primary appraisal helps high school students to recognize stressors that may threaten or challenge their resources.

Secondary appraisal:Secondary appraisal: This is the evaluation of a person's skills, resources, and knowledge to handle a situation. It includes the availability, effectiveness, and personal confidence in using coping strategies.

In this study, high school students use secondary appraisal to assess if a stressor is a threat or challenge. They evaluate their ability and available resources like skills, patience, and past experiences to manage the stress.

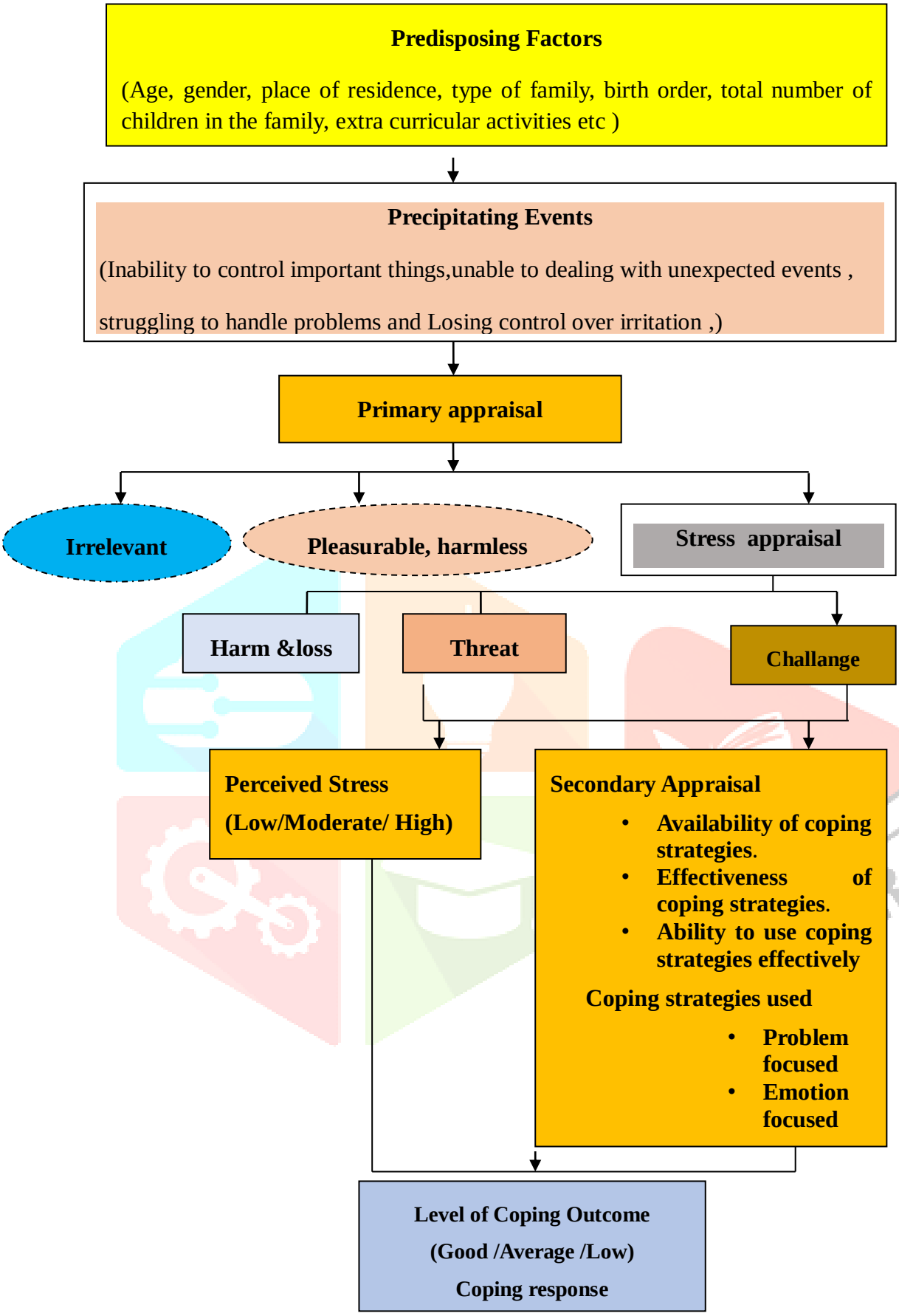


Fig 1-Modified Transaction model stress and adaption round dotted(……)boxes are part of the model which are not included in the present study.

Summary

The first chapter dealt with background of the study, need for the study, problem statement,objectives, operational definition of terms, hypothese,assumption, delimitation , and conceptual framework.

REVIEW OF LITERATURE

Review of literature is the key step in research process.A review of literature is a description and analysis of the literature relevant to a particular field or topic.It provides an overview of what work already has been carried out. Literature Review is a broad comprehensive, in depth in systematic review of scholarly publications, unpublished printed or audio-visual materials and personal communication.(15)

Literature review seeks to describe, summarize, evaluate, clarify and /or integrate the content of primary reports. A crucial elements of all research degree is the review of relevant literature. So important is this chapter that its omission represents a void or absence of a major elements in research. - Aflolabi M.1992.(16)

For the present study, extensive review of the relevant literature on the level of stress and coping strategies among high school students in selected schools, Nagaon district, Assam. The review of literature was conducted to determine the similarities in the research that can be used to predict stress and coping strategies among high school students.

Alsaleem S A et al.,(2024) conducted a study to assess the stressors and coping strategies among 324 (15 and 20 years) secondary school, male students from Abha city, Saudi Arabia. Across-sectional correlational approach and a multistage cluster sampling method was applied. Holmes–Rahe Stress Inventory for youth and COPE Inventory were used to assess the stress and coping skills. Mean age of 17±0.9 years, approximately one-third (33%) of the participants were enrolled in the first grade. Stress level (44.4%) exhibits either no stress or only minimal levels of stress. However significant proportion (26.5%) were found to be experiencing high levels of stress. Regarding their coping abilities, the findings indicated that (77.8%) of moderate level of coping while none of them exhibited a high capacity for coping with stress. Over half of them experienced significant stress, with one in four facing major stress.(1)

Ali A et al., (2024) conducted a study to assess the stress and coping strategies among 1,344 adolescents age 14 to 18 years in Medina city, Saudi Arabia. A cross-sectional descriptive design was used and two tools were used to assess stress (DASS-42) and coping methods (Brief COPE Inventory). Results showed that more than 2/3 of the had stress, among them 22.8% had moderate stress, 43.0% had severe stress and 16.8% had extremely severe stress. Stress level were negatively linked with some coping methods. These were active coping ($r_=$ -0.183), self distraction ($r_=$ -0.19), acceptance ($r_=$-0.14) and religion ($r_=$0.0097). The statistical model showed that 15 years olds were more likely to have stress than 18 years old. Parent's education and lower income levels also affected stress level, many reported moderate to severe stress, they used coping methods like religion, support systems, and humor. The findings emphasize the urgent need for mental health services among them.(17)

Karanath M et al., (2024) conducted a study to assess the stress and coping strategies in medical students and its association with salivary IL-6 Levels among 76 students in Muller medical college,Mangalore. A descriptive study was used and sample selection was done by using simple random sampling technique, to assess the stress and coping strategies Cohen's perceived stress scale, Brief COPE quetionnaaire and

Diaclone human IL-6 ELISA kit were used. 59 (77.6%) were female and 17 (22.4%) were male. Mild stress was seen in 9 students, moderate in 53 and severe in 14. Most students used "appproach coping" to deal with stress. This method helps people respond better to challenges, stay healthy,and control emotions. (18)

Rathore k et al.,(2024) conducted a study to assess the stress and coping strategies among 100 young adults in Greater Noida, UP. A descriptive research design and a convenience sampling technique were used (50 males and 50 females, aged between 18 and 25 years). PSS and Holahan and Moos's scale were used to assess the stress and coping Strategies. 47.4% of participants were sometimes upset by unexpected events and 41.2% reported that they sometimes felt that challenges were piling up to the point of being insurmountable. Stress linked to feelings of helplessness and a loss of control. 48.5% of participants reported that they "mostly" try to understand what happened when faced with a problem, while 45.4% said they "mostly" consider multiple alternatives for handling an issue. 32% of participants reported that they "mostly" wait for problems to resolve themselves and 30.9% used exercise, hobbies or meditation to cope with stress. These responses suggested that while cognitive and emotional strategies are prominent. (19)

Handayani F et al.,(2024) conducted a study to assess the coping strategies in overcoming academic stress among 20 high school students who were selected by purposive sampling technique in Palu,Indonesia. A qualitative phenomenological approach was used in-depth and contextual understanding. In-depth interview technique was used to collect data, who were identified as experiencing academic stress. They faced various pressures from academics, peers, and personal expectations. They used coping method such as problem-solving, relaxation, exercise, journaling, and seeking support. The importance of supporting students through effective stress management approaches. By adopting suitable strategies, students can build mental resilience and stay focused under pressure. These coping skills also prepare students to handle future stress both in and beyond academic environments.(20)

Mishra P et al.,(2024) conducted a study on gender difference in academic stress among 575 students selected by multistage sampling method from the class 11th of different CBSE schools,Varanasi district. A Descriptive survey method was used. A self constructed Academic stress scale was used which comprised of 47 items and technique was self reported, mean score of male students is 119.78 which is greater than the mean score of female counterparts i.e 115.09. It means level of academic stress of female is lesser than the level of academic stress.21 % males and 13.9 females were showing high level of stress. Similarly 11.8 % female students were in low stress but 18.5 % males were showing low level of stress. The study concluded that a moderate level of academic stress among students with males experiencing higher stress than females. (21)

Fernandes S et al.,(2024) conducted a study on perceived stress and coping strategies among 205 adolescent girls on pubertal changes in a selected schools, Mangaluru by using descriptive survey design and convenient sampling technique. Data were collected by using self-developed stress rating scale and standardized brief-COPE. The study findings showed that the majority of the adolescent girls attained

menarche at the age of 12 to 13 years and 72.7% of the adolescent girls perceived less level of stress, while 98% of the adolescent girls employed ineffective coping strategies on pubertal changes. The study findings also found that there was a moderate positive correlation between perceived stress and coping strategies (r=0.480) among adolescent girls on pubertal changes.The study concluded that adolescent girls have less stress on pubertal changes and employ ineffective coping strategies during pubertal changes.[22]

Kumar N et al.,(2024) conducted a study to assess the level of stress resilience and coping among 120 high school students in Trichy, Tamil Nadu. Descriptive cross sectional research design and purposive sampling techniques were used to conduct the study. Nicholson McBride Resilience Questionnaire (NMQ), Brief COPE Inventory were used to assess stress resilience and coping strategies. Analysing age groups, those aged 15 had a mean score of 39.41, rising to 43.29 at age 16 and 40.39 at age 17. Combining all ages, the average is 41.73 15 exhibit a mean avoidant focused coping score of 45.41, while those aged 16 showed a slightly lower mean of 42.29, individuals aged 17 display a mean score of 39.39. The overall mean for all age groups is 42.73.The study explored stress resilience and coping across demographics, showing consistent stress resilience across age groups, with no major differences among individuals aged 15, 16, and 17.[23]

Gottschlich D et al.,(2024) conducted a study to assess the experiences of academic stress and coping mechanisms among 21 high achieving students in Ontario, Canada. A qualitative research design, semi-structured interviews were chosen to allow for an in-depth understanding of participants' personality. Among the participants, 12 (57%) were female, and 9 (43%) were male. The age of participants ranged from 18 to 24 years with a mean age of 21 years. In terms of academic standing, 8 (38%) were sophomores, 6 (29%) were juniors, and 7 (33%) were seniors. Additionally, 15 participants (71%) reported being involved in extracurricular academic activities, such as research projects, academic clubs, or competitive scholarships and this study provides valuable insights into the experiences of academic stress and the coping mechanisms employed by high-achieving students. The study concluded that by understandingthe sources and impact of academic stress, as well as the coping strategies used by students, educators and institutions can develop effective interventions and support systems that enhance student well-being and academic success.[24]

Angelika A et al.,(2023) conducted a study to assess the level of school stress, factors influencing it and coping strategies among 200 high school students (70 girls and 130 boys) in Lubin ,German. A descriptive cross sectional research study and simple random sampling technique were used. A standardized Inventory for measuring Coping with Stress – Mini – COPE were used to assess stress and coping strategies . According to the analysis, the level of perceived stress among school children ($p > 0.05$) walking outside (65 people) and listening to music (92 people) were the most popular ways to unwind. Up to 89 respondents said they never used any kind of relaxation techniques. The study concluded that the three most popular techniques for managing stress are self-focus, active coping ,and acceptance.[25]

Abdullah A et al.,(2023) conducted a study on stress factors, stress levels, and coping mechanisms among university students in Jordon. A descriptive cross-sectional and random sampling technique were used to

select 400 participants among 16,000 students.The sample size was calculated using Slovin's formula (n = N/(1 + N e2), where n = number of participants, N = total population, and e = margin of error (0.05). Data were gathered using an online questionnaire, almost three-quarters of the students suffered from moderate stress 75.1%, reported severe stressors 13.5% and only 11.4% reported mild stress. This study concurs with others that university students are prone to distress. Some of the employed coping and associated factors could be used to lay the groundwork for evidence-based prevention and mitigation.(26)

Pradeep C et al.,(2023) conducted a study on stress and coping strategies among 450 undergraduate medical students of a South Indian city. It was a cross sectional study and they were included in the study through the purposive sampling method. Stressor questionnaire, Brief Coping Orientation Problems Experienced (COPE) inventory were used to assess the stress and coping strategies. Result of the study is a total of 278 out of the 450 students completed the questionnaire and returned it, yielding an overall response rate of 61.78% of which 175 (62.95%) women respondents made up the majority of the study participants. The mean age of the participants was 20.15±2.8 years. 45.32% (n = 126) of the study participants belonged to the first year of their study, whereas 23.02% (n = 64) belonged to the second year of their research. Academic stress was the primary stressor. The predominant coping strategies used were problem-focused and emotion-focused coping with stress. The study concluded that a variety of stress management techniques should be offered to help the students in better handling of the demanding professional course.(27)

Jenifer L et al., (2023) conducted a study on academic stress, mental well being and coping strategies among 130 higher secondary students in Mizoram. It was a cross sectional study. In this study data were collected from an online survey of students. The research study aims to examine the relationship between academic stress and mental well-being ,while no significant relationship was found between coping strategies and either academic stress or mental well-being . Additionally, the study revealed that no gender differences in academic stress and mental well-being, however differences were observed in the coping strategies used by male and female students. (28)

Sreekanth P et al., (2023) conducted a study on prevlance and coping strategies of depression, anxiety and stress among 430 (13–17 years) high school adolscents in Johor, Malaysia. It was a cross sectional study. Purposive sampling techniques was done. Results stated that 22.9% had mild, 76% had moderate and 1.9% had severe levels of stress. 37.4 of students had mild, 19.3% had moderate and 9.3% severe level of depression. The interesting value is that only 2.8% students were reported with anxiety. Most commonly used coping strategy against stress was avoidance focused followed by problem focused and emotion oriented. Various factors such as gender, type of educational institution and class were significantly correlated with the depression and anxiety is correlated with the class. The study concluded that coping mechanisms are the particular psychological and behavioural techniques used by individuals to control minimize the stressful situation. (29)

Singh G et al.,(2022) conducted a cross sectional study to assess the academic stress and resilience levels among 200 co-education private schools students in Lucknow, Uttar Pradesh and Agra cities. Utilizing a

purposive sampling method and the Scale for assessing academic stress measured stress factors, while the Brief Resilience Scale gauged resilience level. Reults indicated a significance difference in academic stress between male and female students ($p=.004, p<0.05$), particularly in physical ($p=0.05, P<0.05$) and motivational ($P=0.04, P<0.05$). However no significant variation was observed in Academic Stress Resilience levels between Lucknow and Agra. The study further identified a notable negative relationship between academic stress factors and resilience.(30)

Kamarzaly M et al.,(2021) conducted a study to assess the stress level and coping strategies: case study on quantity surveying among 100 students in private Taylor's university, Malaysia. The perceived stress scale was used to study the stress level.The results showed that 71% of students have moderate stress, 23% have high stress and only 6% have low stress. Students must manage both personal and study life, which causes a moderate level of stress. For environmental stress was the biggest cause for anxiety, followed by being in unfamiliar situations, transportation issues, and family problems were less common. The academic stress was common because students spent a lot of time studying,doing assignments, and preparing for exams. The study also showed that students cope with stress by doing leisure activities, thinking positively, getting support from family and friends, exercising,meditating or praying.(31)

Abdul K S et al.,(2019) conducted a cross sectional study to assess the coping strategies among 350 secondary students against stress and anxiety in Chennai,Tamil Nadu. A purposive sampling method was used. Almost half of the students (49.90%) preferred to deal with stress by doing something positive and active. They often talked about two main ways to handle stress, one way was focusing on solving the problem directly and the other was trying to avoid the stressful situation. The study also showed that they joined sports or extracurricular activities,walked away from stressful situation, faced problems directly or thought carefully before reacting to stress. The second most common way the students dealt with stress was by trying to escape or avoid the situation this includes ignoring the problem, distracting themselves or avoiding tasks and responsibilities altogether.(32)

Yikealo D et al.,(2018) conducted a descriptive study to assess the level of stress and coping strategies among 123 college students in Eritrea Institute of Technology, Mainefi . Quantitative data were collected using the survey method. To draw the sample, random sampling technique was applied.A self-developed, 15-items self-report questionnaire was used to assess stress and coping strategies. The result of this study majority of them did not use negative stress coping strategies and only 11.4% of them have said that they rarely take alcohol when they are under the feeling of stress. 91.9% were found never practice smoking as a stress coping techniques, 78.9% of respondents make fun to deal with the stress and 60.1% over eat to cope with their stress level. The majority of them were found to engage more in positive stress coping strategies than negative ones. Commonly practiced positive coping mechanisms included getting enough sleep and rest, chatting with friends, sharing problems with parents, friends, or teachers, engaging in prayer, and watching movies or comedies for entertainment.(33)

Shindi S et al.,(2017) conducted a descriptive study to assess the level of stress and coping strategies adopted among 500 adolescents aged 12-17 due to parental expectations in selected educational settings in

Pune city. A convenient sampling method was used and self made questionnaire with a five-point Likert scale was used to assess stress and coping strategies. Data were analyzed using percentages, frequency, mean and Fisher's Exact Test. Result of the study showed that 77 % of adolescent experienced severe stress while 23% had moderate stress due to parental expectation. 31% adolescents were using relaxation as a coping strategy, 52% adolescents agreed that they required social support and 31 % adolescents agree that they express their feelings to reduce stress. Most students used problem-focused coping strategies. Few used emotion focused strategies. Stress levels were found to be related to the gender of students and the education level of parents.(34)

Sagar P et al., (2017) conducted a descriptive study to examine the level of academic stress among 10 higher secondary school students in Bareilly district. Descriptive survey method of research and was used. 180 Students were selected by using stratified random sampling techniques. The data were collected though self constructed Academic Stress Scale Self (ASS). It was found that male students had more academic stress (M= 96.19) than counterparts female students (M=87.75). The study concluded that Academic stress is a serious and widespread issue in India, often leading to mental health problems and even suicides among them. In addition to time management, parental support, social encouragement, and participation in co-curricular activities were essential in helping students cope with and overcome academic stress. (35)

Bhattarai S et al., (2016) conducted a descriptive study to focused on understanding the level of stress and the coping strategies used by adolescents studying in a private school in Chitwan, Nepal. A total of 50 students were selected through a non probability purposive sampling method. Perceived Stress Scale (PSS), Adolescent Coping Orientation for Problem Experiences (ACOPE) were used to assess the stress and coping strategies. Result showed that 50 and 48% respondents had high level of stress and 14% respondents had low level of stress. 30 (60%) respondents said that most of the time they used to be closed with someone whom they care about and regarding avoiding, 28 (56%) respondents said that most of the time they try to see the good things. The average age of the students were 15.26 years with a standard deviation of 0.96 years,which showed that most students were around 15 years old. The study found that 48% of the students were experiencing a high level of stress. Stress levels among the students were significantly associated with some specific factors these included the student's sex with a statistical significance of (P =0025), the type of place they lived in (P=0.049) and their father's education level (P=0.045).The study concluded that many adolescents in the school had a high level stress. However,they were using different coping strategies to deal with it.(36)

Leonard N R et al., (2015) conducted a study that is to examine among 128top high school student's stress and coping mechanisms in Northeast United States. Data were collected by using purposive sampling technique. A semi-structured qualitative, interview method were used. Result showed that almost half of all students about 49% said that they feel very stressed every day, 31% said that they feel a little stressed an about 60% of girls reported high stress compared to 41% of boys. Girls said that they feel more stress than boys.The main reasons for stress in both boys and girls were extracurricular activities, academic

grades, homework and getting ready for school. The study concluded that schools should support families by offering training to help them better support their children, and substance use, and fostering open conversations about achievement and broader definitions of success to help students thrive in private school settings.(37)

Mathew N et al.,(2015) conducted a descriptive correlational cross-sectional study to assess stress and coping among 360 adolescents in selected schools in the south zone of Delhi capital city of India. Life Event Stress Scale and Brief Cope and Youth Self Report were using to assess stress and coping strategies. Stress related to uncontrollable events such as family events, relocation events, accident events, ambiguous events and controllable events such as sexual events, deviance events and autonomy events was significantly higher compared to distressful events ($p<0.0$) such as death of a pet, arguments with friends, appearing for exam,failure or low grades. The most frequently used coping strategies by adolescent were positive reframing, planning, active coping, instrumental support. In this study 150 were identified as having psycho-social morbidity,including 59 borderline cases and 91 high risk cases.(39)

Dutta G et al.,(2014) conducted a descriptive study to assess the level of stress and coping behavior and to evaluate the effectiveness of selected coping strategies module among higher secondary school students in selected schools in Bhopal. Data were collected from 60 number of students by using non probability purposive sampling techniques. The study results revealed that 30 (50%) of higher secondary school students had moderate stress and high stress equally and none of them had low stress. In case of coping strategies 52 (86.7%) adapts poor coping, 8 (13.3%) moderate coping strategies and nobody had good coping .(40)

Summary

This chapter deals with review of related literature. The literature has been done under single heading of: review of literature related to assessment of level of stress and coping strategies among high school students. It has provided a better understanding and also broadened the investigator's outlook which is a prerequisite for the research study. It has also helped the investigator to establish the need of the study, the conceptual framework, research design and the development of the tool. All the related literature was arranged in chronological order, from recent to older. The literature review in this section was gathered from research publications, internet sources and medical as well as nursing journals.

RESEARCH METHODOLOGY

Research methodology is a systemic way to solve the research problem. It includes the step that researcher adopts to study his problem with the logic behind. It indicates the general pattern of organizing the procedure of gathering valid and reliable data for an investigation (Treece and Treece, 1977).[41]

"Methodology is the philosophical framework within which the research is conducted or the foundation upon which the research is based." (Brown, 2006).[42]

The present chapter deals with the research methodology under the heading of adopted to assess the level of stress and coping strategies among high school students in selected schools, Nagaon District, Assam.

Research approach

Research approach is plan and the procedure for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation.[42] Quantitative approach is a structured approach where data produced are always numerical, and they are analyzed using statistical methods.

For the present study, the data collected were directly transformed into numerical data and then statistical methods were adopted for analysis. So, the present study followed Quantitative Approach and was found to be most suitable for studying the problem under study and accomplish the set objectives.

Research design

The formidable problem that follows the task of defining the research problem is the preparation of the design of the research project, popularly known as the "research design". Decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design.

"A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure" (Kothari CR 203).[43] In fact, research design is the conceptual structure within which research is conducted: it constitutes the blue print for the entire research.

Descriptive research design includes accurate description of characteristics of individual, situation or group, and the frequency with which a certain phenomenon occurs in natural setting without imposing any control or manipulation. [44]

For the present study, the level of stress and coping strategies were assessed including the accurate description of characteristics of the high school students. Thus, descriptive design.

A correlational research design is a type of descriptive research used to examine the relationship or association between two or more variables without manipulating them. It aims to determine whether a relationship exists, the direction (positive or negative) of the relationship, and the strength of the

association. This design does not imply causality but helps in identifying trends and patterns between variables in a natural setting.(45)

The research design adopted for the present study was Descriptive Correlational Research Design, with the intention of assessing the level of stress and coping strategies among high school students studying in 8th and 9th standard of selected schools, Nagaon district, Assam.

This design enabled the researcher to observe and measure the existing relationship between stress and coping strategieswithout introducing any intervention between the level of stress and coping strategies were assessed.

Moreover, self- reported data were collected from sample with the purpose of describing population on some variables of interest (46) and this study is based on self-reported data.Thus, the research design for the present study was descriptive research design.

Setting

The research setting denotes the specific location or environment where data are collected.

According to Pilot and Beck (2008) (47) setting is the physical location and conditions in which data collection takes place in a study. It is most important to select an appropriate setting where the study will be feasible in terms of co-operation of the other members, transportation facility, availability of the of the subjects from whom data will be collected. There are 232 no.s of Govt.high school in Nagaon district, Assam. The present study was conducted in 05 no.s of high schools of Nagaon district, Assam.These were namely Dakhinpat H.S school, Barkola H.S school, Dakarghat high school,Chakalaghat H.S school and Madhab Dev high school.

Population

Polit and Hungler (1991)(48) defined a population as the totality of all subjects that confirm to a set of specifications, comprising the entire group of persons that is of interest to the researcher and to whom the research results can be generalized.

Target population is the entire population in which researcher is interested to generalize the results of the study. In this present study, total number of target population were 640 high school students studying in 8th and 9th standard of selected schools,Nagaon district, Assam.

Sample

"A sample is a finite part of a statistical population whose properties are studied to gain information about the whole."(Webster 1985). When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of the study.(49)

In the present study, sample consists of high school students studying in 8th and 9th standard of selected schools, Nagaon district, Assam.

Sample size

Sample may be defined as representative unit of a target population. Sample size should be adequate to represent the population (Sharma SK, 2015).[50]

In the present study, the sample size is calculated by using Raosoft (sample size calculator).

$$\eta = \frac{Nz^2p(1-p)}{(N-1)e^2 + z^2 \cdot p(1-p)}$$

Here,

Where, n = Sample size

N = Population size (640 for 5 schools)

Z = Z-value (1.96 for 95% confidence level)

p= Estimated proportion of the population (0.5 for maximum variability)

e = Margin of error (5%)

$$n = \frac{640 \times 1.96 \times 1.96 \times 0.5(1-0.5)}{(640-1) \times 0.05 \times 0.05 + 1.96 \times 1.96 \times 0.5(1-0.5)} = \frac{614.656}{2.5579}$$

Sample size will be (n) = **240≈256**

Thus ,for the present study sample size is 256.So, 256 high school students studying in 8th and 9th standard were selected who met the inclusion and exclusion criteria residing in selected schools of Nagaon District ,Assam.

Sampling technique

Sampling is the process of selecting representative segment of the population under study. In research studies, it is not always possible to study an entire population. Therefore, the investigator draws a representative part of a population through sampling process. It is the process of obtaining information regarding a phenomenon about the entire population by examining a part of it. (Sharma SK. 2015).[50]

In the present study, two stage random sampling technique was used. The researcher obtained the list of total blocks and high schools under the blocks from directorate of elementary education, Assam (Kahilipara,Guwahati).

Two Stage Random sampling technique was used to select 256 sample for the study.

1) Selection of block –

There are 09 blocks in Nagaon district, among which 01 block, i.e., Khagarijan block was selected by using simple random sampling technique.

2) Selection of schools-

There are 32 no.s of schools in Khagarijan block, among which 05 no.s of schools were selected by using simple random sampling method. The name of the schools were Dakhinpat H.S school, Barkola H.S school, Dakarghat high school, Chakalaghat H.S school and Madhab Dev high school.

3) **Selection of samples**-

There are total 640 no.s of students studying in 8th and 9th standard in that 5 no.s of school. Therefore, to get the adequate sample size of 256, a proportionate random sampling technique at 40% for each class was used for the study. At last, by following systematic random sampling technique as 2nd (kth), 256 sample were selected from 640 target population.

Table1- List of blocks, schools and number of samples selected for the study.

Sl No.	Selected Block	No. of the schools	Selected schools	Name of the schools	No. Of The Class 8th And 9th Standars Students	No.os samplesSelected by proportionate random sampling (40%)
1.	Khagarijan	32	5	Dakhinpat H.S school	8th= 37	15
					9th= 86	34
				Barkola H.S school	8th= 62	25
					9th= 63	25
				Dakarghat high school	8th= 47	19
					9th= 52	21
				Chakalaghat H.S school	8th= 73	29
					9th= 86	34
				Madhab Dev high school	8th= 62	25
					9th= 72	29
Total					**640**	**256**

Criteria for sample selection

Inclusion criteria

- High school students whose parents were willing to provide consent.
- Studying in 8th and9th standard.

Exclusion criteria

- High school students who were sick at the day of data collection.

Variables

Variables are qualities, properties, or characteristics of person, things or situations that change or vary. They are the attributes that varies. Chinn and Kramer stated that variables are concepts at different level of abstraction that are concisely defined to promote their measurement or manipulation within study.(51)

The variables under the present study were as follows-

Demographic variables: The characteristics and attributes of the study subjects are considered demographic variables.

In the present study, the socio-demographic variables were age, gender, religion, place of residence, birth order, type of family, education of the father, education of the mother, occupation of the father, occupation of the mother,monthly family income, total number of children in the family, living with and extracurricular activities **.**

Research variables: These are the qualities, properties or characteristics which are observed or measured in a natural setting without manipulating and establishing cause effect relationship. In the present study, research variable were stress and coping strategies among high school students studying in 8th and 9th standard.

Data collection tools and Techniques

Development of Tool

Treece and Treece (1977) (41) stated that "The instruments selected in research should. as far as possible, be the vehicle that would best elicit data for drawing conclusion to the study and at the same add to the body of knowledge in the discipline." Tool is the vehicle that would be the best to obtain data pertinent to the study. The following steps were undertaken to select and develop the tool for data."

- An extensive review of research and non-research literature
- Discussion with guides and experts
- Development of blue print
- Development of a standardized and a structured self administered questionnaires based on the problem statement and the objectives.
- Content validity
- Pre-testing of the tool
- Reliability was computed
- Final draft was be prepared.

Description of the Tool

Based on the objectives of the study, the tool was developed and divided into three sections.

Section A: This part was prepared to collect the socio- demographic data of the high school students studying in 8th and 9th standard including age, gender, religion, place of residence birth order,type of family, education of the father,education of the mother, occupation of the father,occupation of the mother,monthly family income, total number of children in the family,living with and extracurricular activities**.**

Section B: A standardized tool i.e.,Perceived Stress Scale (PSS-10), to assess the level of stress among high school students studying in 8th and 9th standard of selected schools,Nagaon district ,Assam.The description of the tool is as follows-

TOTAL ITEM=10

SCORE - Score can range from (0-40)

Figuring PSS scores-

Reverse scores for questions **4,5,7 and 8,** i.e.,these 4 questions, the scores changes like :**0-4, 1-3, 2-2,3-1,4-0**

At last, adding up the add up the scores for each item to get a total.

Individual scores on the PSS (Perceived Stress Scale) can range from 0-40 with higher score indicating higher perceived stress.

- Scores ranging from **0-13** would be considered low stress.
- Scores ranging from **14-26** would be considered moderate stress.
- Scores ranging from **27-40** would be considered high perceived stress.

Section C: A structured self administered questionnaire to assess the level of coping strategies among high school students studying in 8th and 9th standard of selected schools,Nagaon,district Assam. The description of the tool is as follows-

TOTAL ITEM=16

SCORE - Score can range from (0-48)

Figuring scores-

Reverse scores for questions **11,13,14 and 16.** i.e.,these 4 questions, the scores changes like : **0-3, 1-2, 2-2,3-0**

At last, adding up the add up the scores for each item to get a total.

- Question no. (11,13,14,16) emotion focused coping
- Question no. (1,2,3,4,5,6,7,8,9,10,15) problem focused coping

Individual scores can range from 0-48 with higher score indicating good coping strategies

Classification is done as per the formula of Mean plus minus Standard deviation (Mean ± SD)

- **Low coping**: Less than Mean – SD **(0-19)**
- **Average coping**: Between Mean -SD and Mean + SD **(20- 31)**
- **Good coping** :Greater than Mean + SD **(32- 48)**

Content validity of the Tool

To ensure content validity, the tool were given to 07 experts from different field i.e., 02 Experts were Nursing faculties from Mental Health Nursing, 03 Nursing faculties from Child Health Nursin,01 Doctor from Psychiatry department and 01 Doctor from paediatric department .

The experts were requested to judge the tool in terms of relevancy, adequacy and appropriateness. There were some modification and addition of the item given in the socio-demographic and coping strategies part of the tool. The tool was modified and prepared again as per experts opinion and verified.

Translation of Tool

The socio-demographic,stress and coping strategies questionnaires were translated into Assamese language and validated by Assamese language experts.

Accordingly, the tool were modified and final draft was prepared as per suggestions and advices given by the experts and verified.

Reliability of the Tool

Reliability of the study tool was computed with Cronbach's Alpha Method using IBM SPSS software and the reliability was as found for the stress tool 0.702 and for coping strategies 0.701 Hence the tools used in the study were reliable.

Pilot study

The pilot study aimed at determining the adequacy of the study methods and procedures, finding out the feasibility of conducting the study, assessing the appropriateness and quality of instruments and deciding the plan of statistical analysis.

It is a trial carried out before a research design is finalized to assist in defining the research question or to test the feasiblity and validity of the proposed study.[48]

After obtaining administrative approval from the Inspector of Schools, Nagaon, the pilot study was conducted in 01 school i.e., Sonaighat high school under Khagorijan block within the given period of time on 11/09/2024 to 19/09/2024 . The study was conducted among 30 numbers of high school students. The investigator introduced herself to the participants. The purpose of the study was explained and written consent was obtained from the parents/guardian of each participants. The subjects were selected by using proportionate and systematic sampling techniques. The average time taken for data collection was 20 - 30 minutes.All the participants cooperated during the data collection process, which was terminated after thanking the students for their cooperation and patience. Collected data were tabulated, analyzed and

statistically calculated. The tool was found to be effective and feasible to conduct the final study. Findings of the pilot study revealed that the study was feasible and practicable to conduct the main study.

The data collection for the main study was done after excluding the school in the pilot study.

Ethical considerations-.

1) Ethical clearance was obtained from the Institutional Ethics committee of Regional College of Nursing, Guwahati, Assam.

2) Permission was taken from the Inspector of schools Nagaon district, Assam, as well as from the head of the selected institutions for conducting the study.

3) Informed consent was obtained from the subjects parents/ guardian before conducting the study.

4) The subjects were assured of confidentiality of the data obtained.

5) Privacy and respect of the study subjects were ensured.

Data collection procedure

The most important aspect of any investigator is the collection of appropriate information, which provides necessary data to answer the questions raised in the study.

Prior to data collection, permission was obtained from the concerned authority for conducting the study i.e., Inspector of Schools, Nagaon and the head of the respective institutions. Further, the investigator also obtained the permission from the parents/ guardian of each participants. The investigator herself collected the data from 27/01/2025 to 22/02/2025.

Before collecting the data, the purpose of the study was explained to the high school students studying in 8^{th} and 9^{th} standard in selected schools, Nagaon district, Assam with self-introduction. The procedure of data collection is mentioned below-

- Privacy was maintained
- Subjects were made comfortable and relaxed.
- General information was collected related to socio- demographic data as per schedule.
- Questionnaires were provided regarding stress and coping strategies.
- Questionnaires were recorded in the rating scale during the schedule.
- Time taken for obtaining information from one class is 20 - 30 minutes.
- Each participant was co-operative with the investigator during the data collection process which was terminated by thanking the participants.

Problem faced during data collection

No significant problem was faced while conducting the pilot study.

Plan for data analysis and interpretation

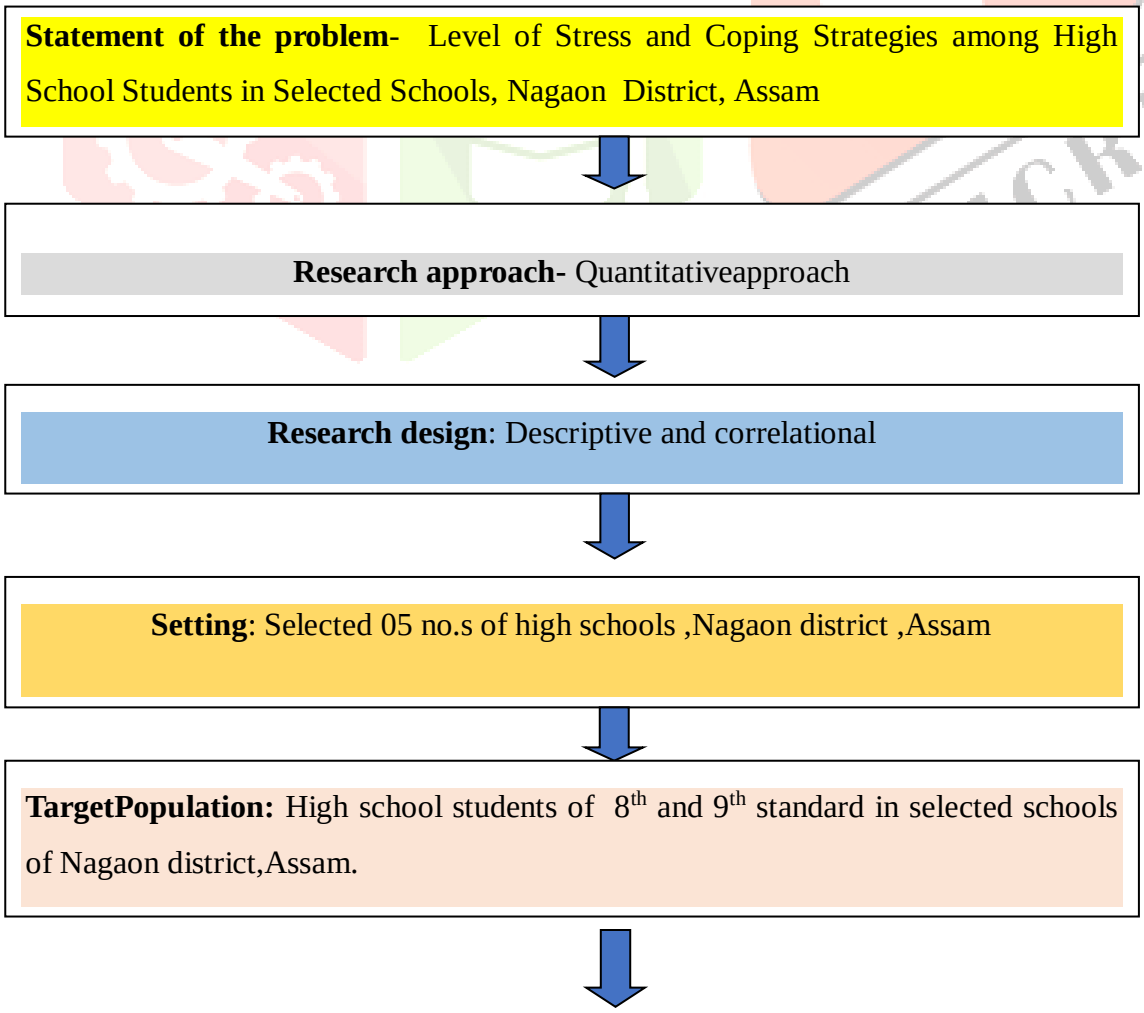
Analysis is the process of organizing and synthesizing the data as to answer research questions and test hypotheses.(47) The analysis of data was done by using descriptive and inferential statistics based on the objectives of the study.

The data were transferred on a master data sheet for all the three sections i.e.,Section A, Section B, and Section C.

The analysis and interpretation of data for the present study were categorized under 6 sections as follows:

- Section I: Frequency and percentage distribution of high school students according to the selected socio-demographic variables.
- Section-II: Frequency and percentage distribution of high school students on the basis of level of stress.
- Section-III: Frequency and percentage distribution of high school students on the basis of level of coping strategies.
- Section-IV: Association between the level of stress and selected socio-demographic variables among high school students.
- Section-V: Association between the level of coping strategies and selected socio-demographic variables among high school students.
- Section-VI: Co-relation between the level of stress and coping strategies among high school student.

SCHEMATIC DIAGRAM OF THE RESEARCH DESIGN



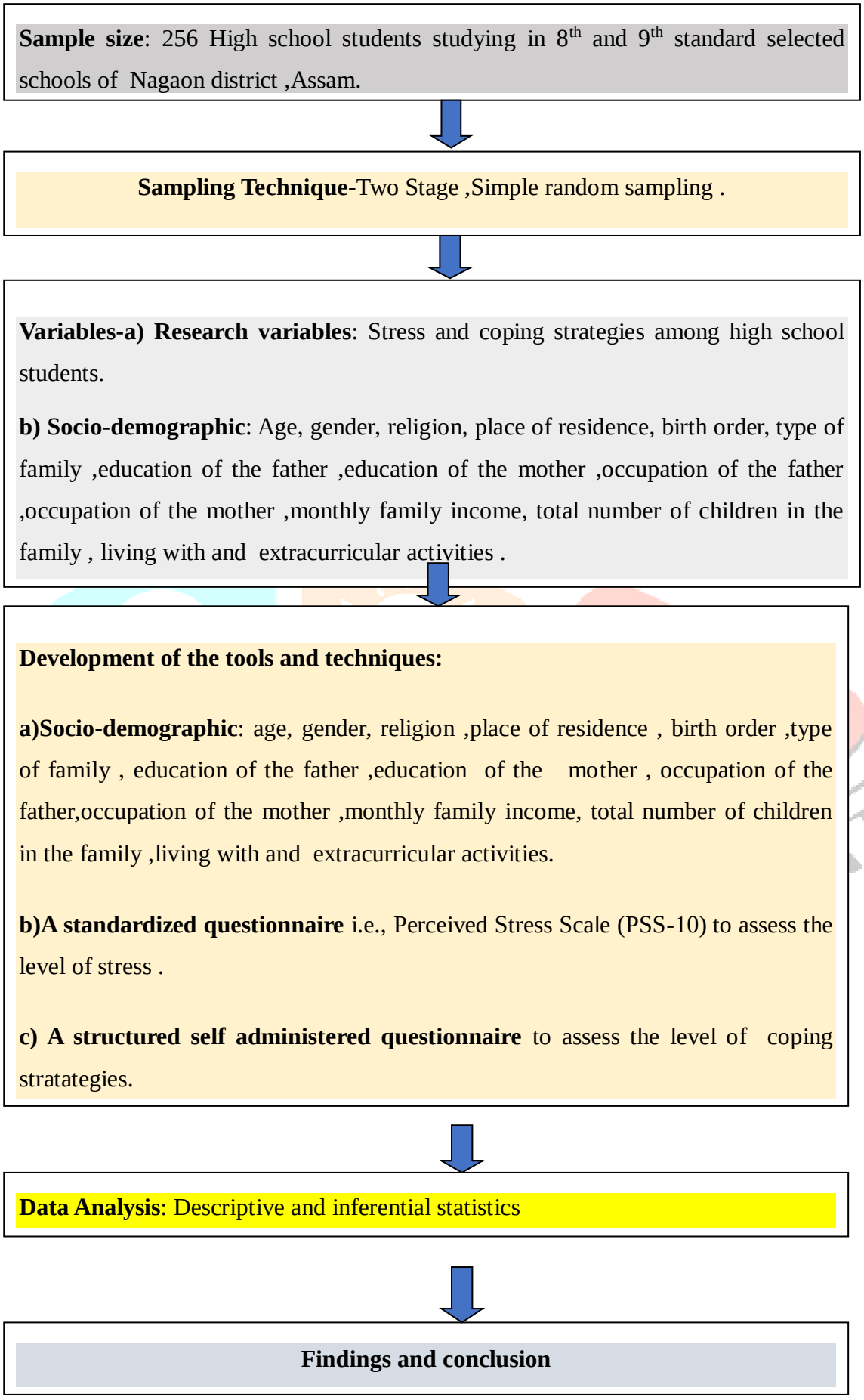


Fig 2- Schematic diagram of the study

Summary-

This chapter deals with the description of research approach, research design, setting of the study, study population, sampling technique and size, sampling criteria, variables,data collection tools and techniques,development of the tool, description of the tool,reliability of the tool,pilot study, ethical considerations,data collection procedure and plan for data analysis.

ANALYSIS AND INTERPRETATION

"The goal is to turn data into information, and information into insight"

-Carly Fiorina

Analysis and interpretation of data includes compilation, editing, coding, classification and presentation of data.

This chapter focuses on the analysis and interpretation of data acquired from 256 high school students in selected school of Nagaon district, Assam .

The data collected is organized, tabulated and analyzed in accordance to the objectives by using descriptive and inferential statistics.

Objectives of the study-

The objective of the study are as follows:

1) To assess the level of stress among high school students in selected schools of Nagaon district, Assam.
2) To assess the level of coping strategies among high school students in selected schools of Nagaon district, Assam.
3) To find out the association between the level of stress and selected socio-demographic variables among high school students in selected schools of Nagaon district,Assam.
4) To find out the association between the level of coping strategies and selected socio-demographic variables among high school students in selected schools of Nagaon district, Assam.
5) To correlate the level of stress and coping strategies among high school students in selected schools of Nagaon district, Assam.

Hypotheses-

At the significant level is $p<0.05$

H_1-There is a significant association between the level of stress among high school students and selected socio-demographic variables.

H_2- There is a significant association between the level of coping strategies among high school students and selected socio-demographic variables.

H_3- There is asignificant correlation between the level of stress and coping strategies among high school students.

Organization and presentation of the study findings

Analysis of the study findings were categorized,Organized and presented under the following sections -

- Section I: Frequency and percentage distribution among high school students according to the selected socio-demographic variables.
- Section-II: Frequency and percentage distribution among high school students on the basis of level of stress.
- Section-III: Frequency and percentage distribution among high school students on the basis of level of coping strategies.
- Section-IV: Association between the level of stress and selected socio-demographic variables.
- Section-V: Association between the level of coping strategies and selected socio-demographic variables.
- Section-VI: Co-relation between the level of stress and coping strategies among high school students.

SECTION I: FREQUENCY AND PERCENTAGE DISTRIBUTION AMONG HIGH SCHOOL STUDENTS ACCORDING TO THE SELECTED SOCIO-DEMOGRAPHIC VARIABLES.

This section includes frequency and percentage distribution among 256 high school students on the basis of descriptive statistics according to age, gender, religion, place of residence,birth order,type of family, education of the father, education of the mother, occupation of the father, occupation of the mother,monthly family income, total number of children in the family, living with and extracurricular activities**.**

Table 2.1

Frequency and percentage distribution among high school students on the basis of age in years.

n=256

Age in years	**Frequency (f)**	**Percentage (%)**
≤14	92	35.94
15	124	48.44
16	37	14.45
≥17	03	1.17
Total	256	100

Table 2.1 depicts that out of 256 high school students maximum numbers i.e., 124 (48.44%) belongs to the age group of 15 years, followed by 92 (35.94%) belongs to the age group of 14 years or less, 37 (14.45%) belongs to the age group of 16 years and minimum numbers i.e.,03 (1.17%) belongs to the age group of 17 years or more.

n=256

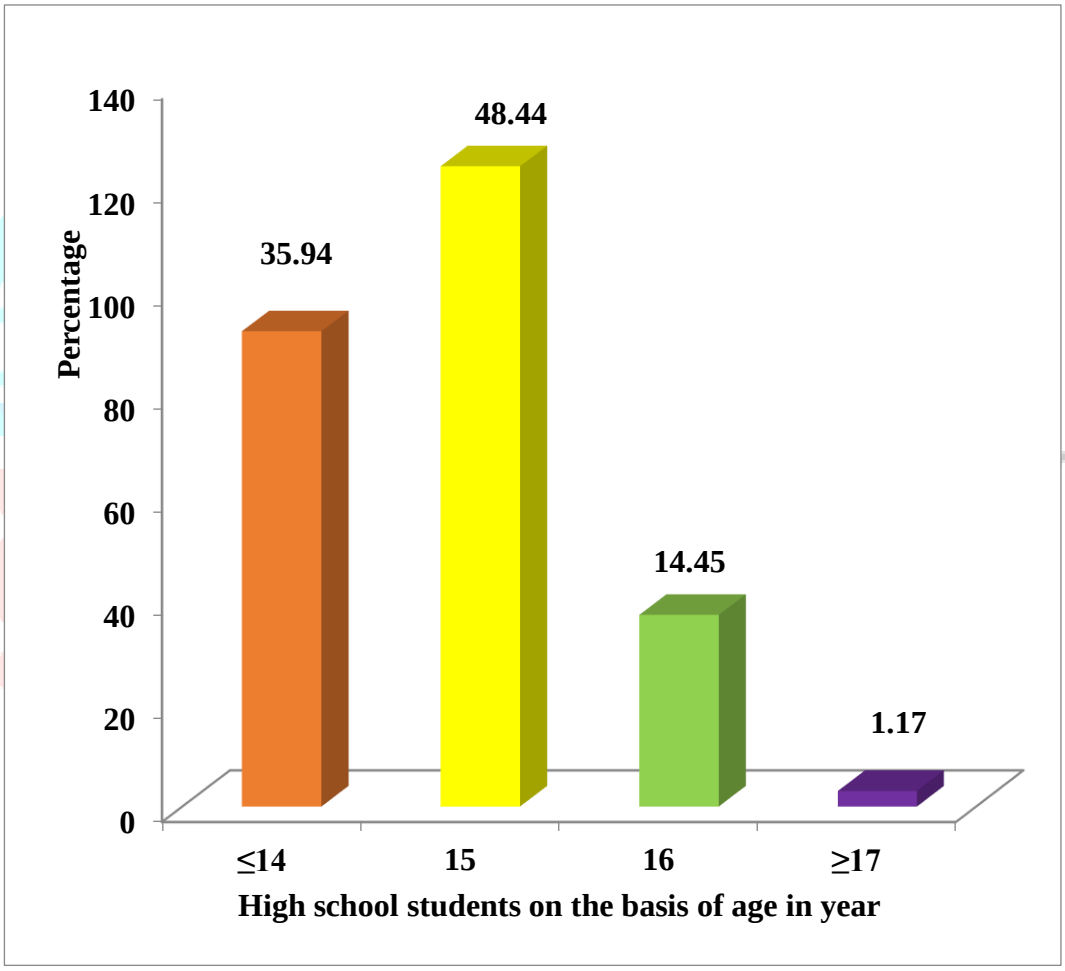


Fig 3.1 Bar diagram representing percentage distribution among high school students on the basis of age in years.

Table 2.2

Frequency and percentage distribution among high school students on the basis of gender.

n=256

Gender	Frequency (f)	Percentage(%)
Male	122	47.66
Female	134	52.34
Total	**256**	**100**

Table 2.2 depicts that out of 256 high school students maximum numbers i.e., 134 (52.34%) are female and 122 (47.66%) are male.

n=256

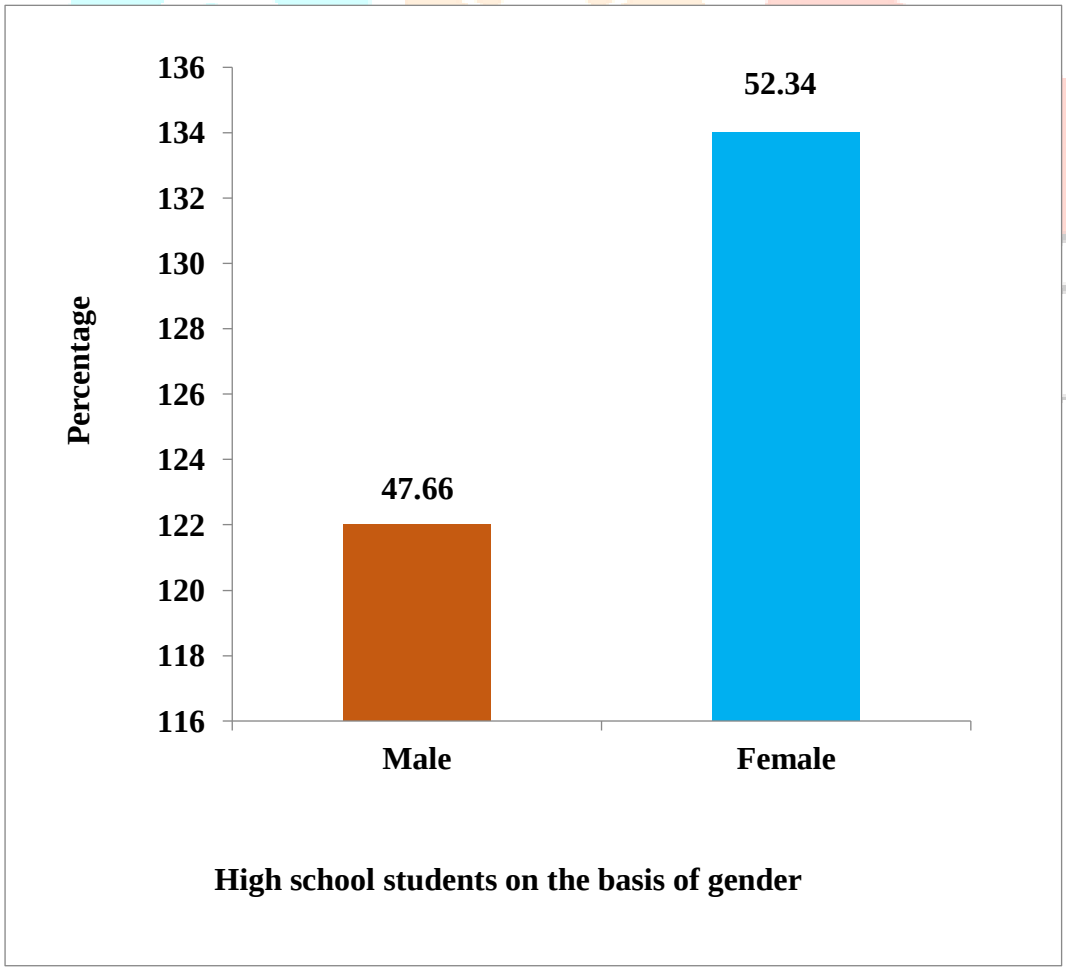


Fig 3.2 Bar diagram representing percentage distribution among high school students on the basis ofgender.

Table 2.3

Frequency and percentage distribution among high school students on the basis of religion.

n = 256

Religion	Frequency (f)	Percentage (%)
Hinduism	220	85.94
Islam	24	9.37
Sikhism	12	4.69
Total	**256**	**100**

Table 2.3 depicts that out of 256 high school students maximum numbers i.e., 220 (85.94%) are hinduism followed by 24 (9.37%) are Islam and 12 (4.69%) are Sikhism.

n = 256

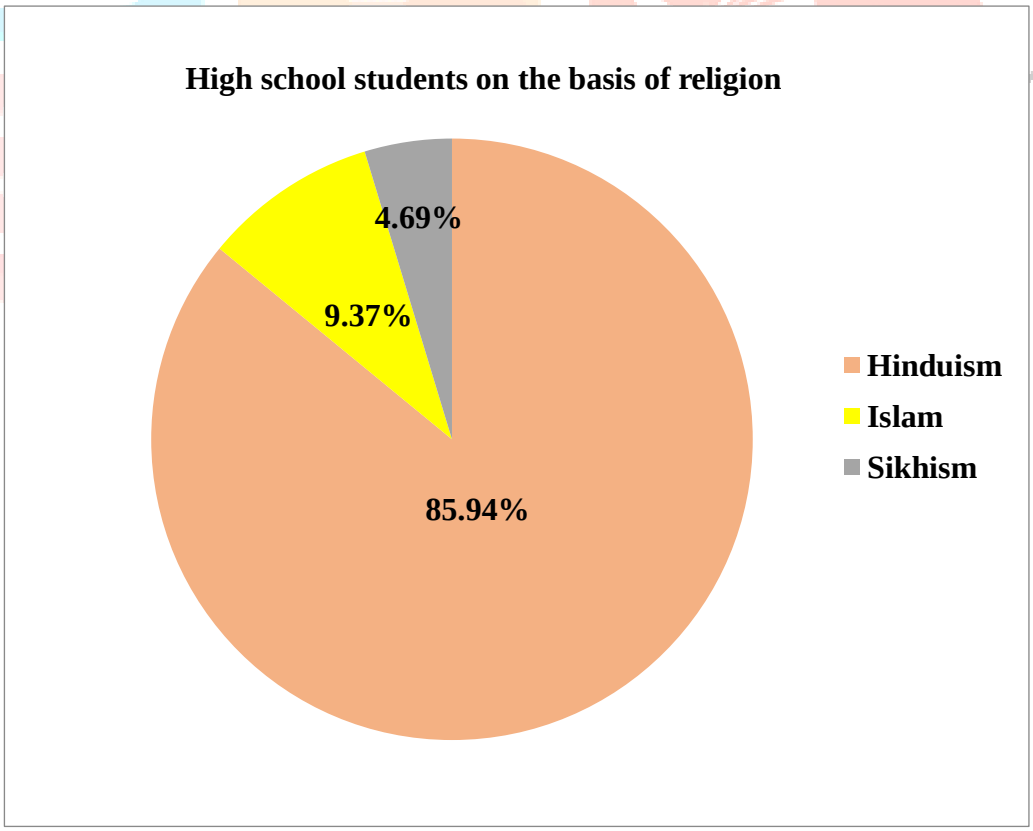


Fig3.3 Pie diagram representing percentage distribution among high school students on the basis of religion.

Table 2.4

Frequency and percentage distribution among high school students on the basis of place of residence.

n = 256

Place of residence	**Frequency (f)**	**Percentage (%)**
Urban	39	15.23
Rural	217	84.77
Total	**256**	**100**

Table 2.4 depicts that out of 256 high school students , place of residence maximum numbers i.e.,217 (84.77%) are rural and only 39 (15.23 %) are Urban .

n = 256

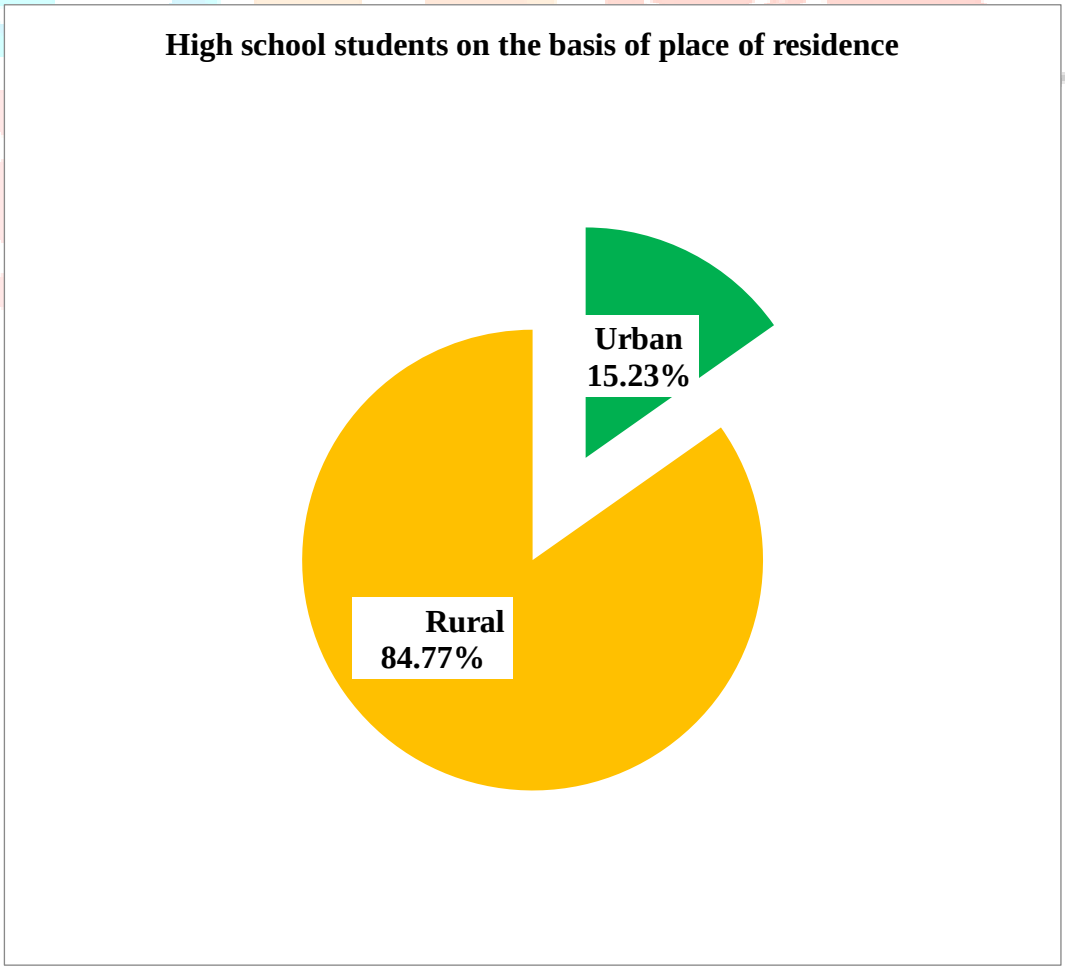


Fig 3.4 Pie diagram representing percentage distribution among high school students on the basis of place of residence .

Table 2.5

Frequency and percentage distribution among high school students on the basis of birth order.

n = 256

Birth order	**Frequency (f)**	**Percentage (%)**
1st	141	55.07
2nd	87	33.98
≥3rd	28	10.95
Total	**256**	**100**

Table 2.5 depicts that out of 256 high school students maximum numbers i.e., 141 (55.07%) whose birth order are 1st followed by 87 (33.98%) students birth order are 2nd, 28 (10.95%)are 3rd or more.

n= 256

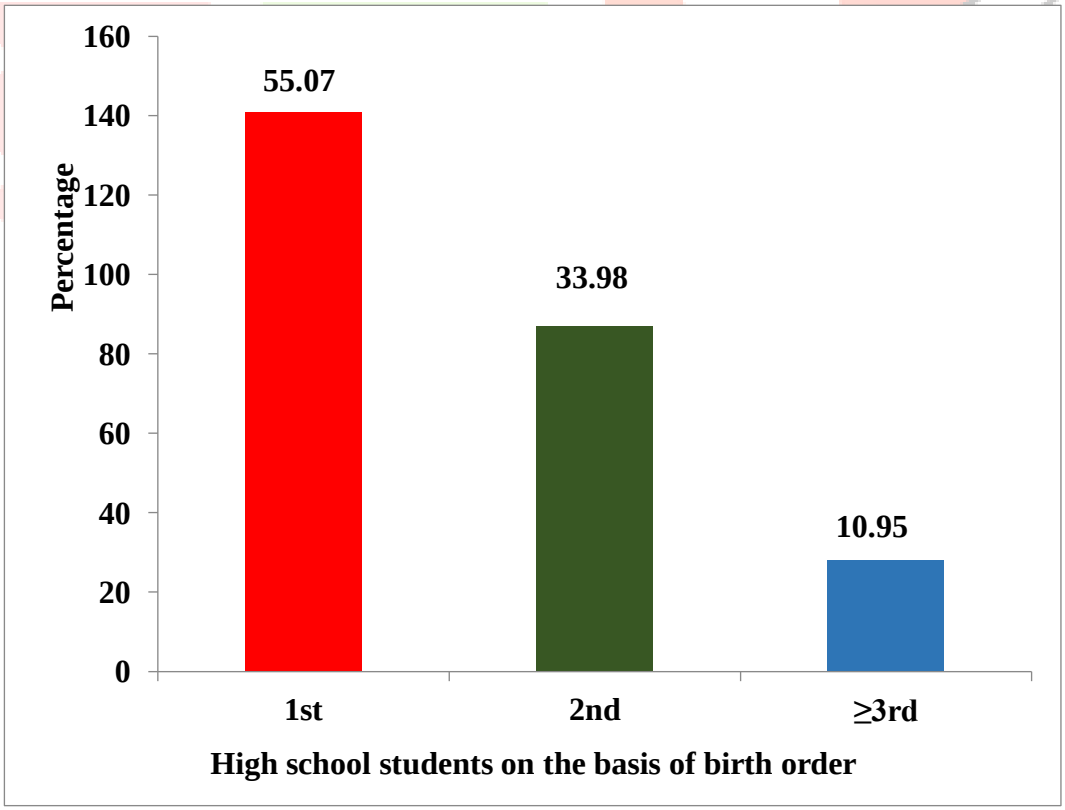


Fig3.5 Bar diagram representing percentage distribution among high school students on the basis of birth order.

Table 2.6

Frequency and percentage distribution among high school students on the basis oftypes of family.

n = 256

Types of family	Frequency (f)	Percentage (%)
Nuclear	176	68.75
Joint	80	31.25
Total	**256**	**100**

Table 2.6 depicts that out of 256 high school students maximum numbers i.e.,176 (68.75%) belongs to nuclear family, and only 80 (31.25%) belongs to joint family.

n = 256

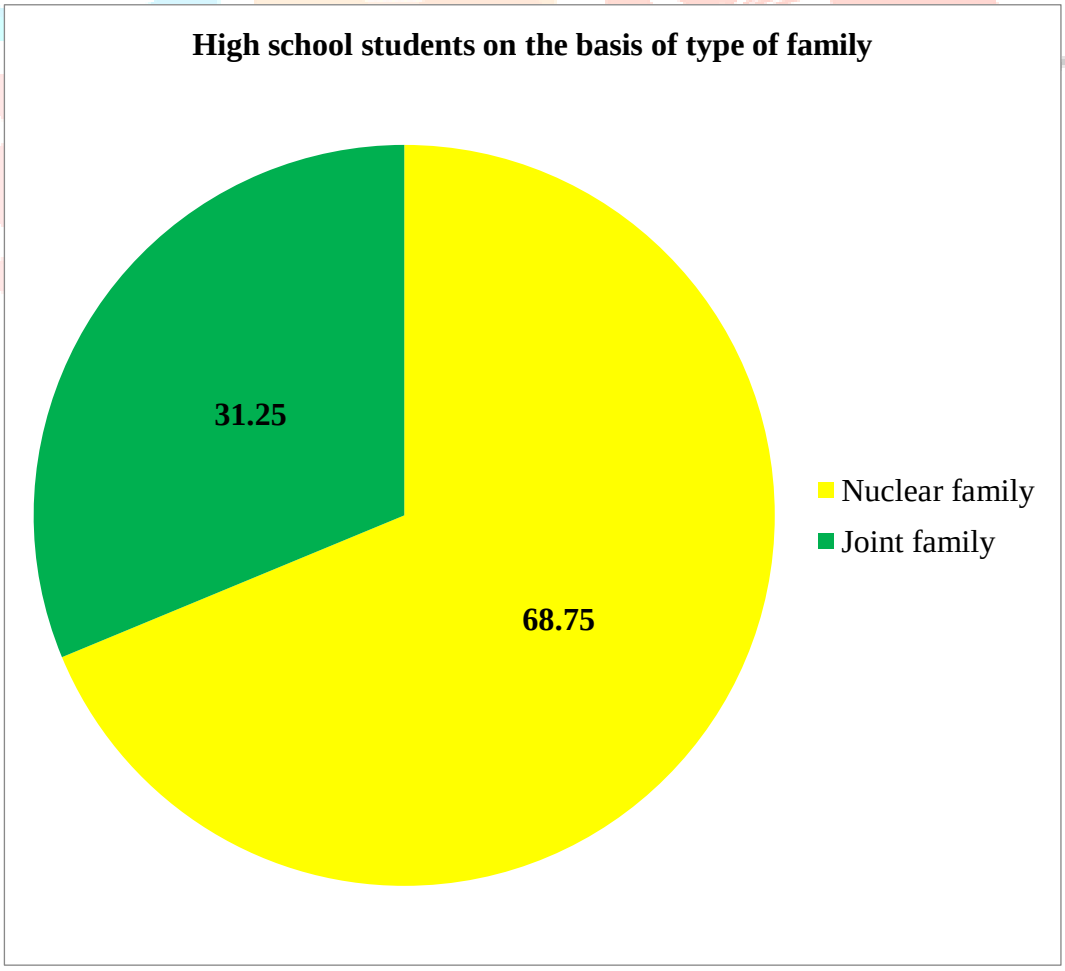


Fig 3.6 Pie diagram representing percentage distribution among high school students on the basis of type of family.

Table 2 .7

Frequency and percentage distribution among high school students on the basis of education of the father.

n = 256

Education of the father	**Frequency (f)**	**Percentage (%)**
Illiterate	16	6.25
Can read and write	44	17.19
Primary school education	22	8.59
Middle school education	69	26.95
High school	41	16.02
Higher secondary	45	17.58
Graduate and above	19	7.42
Total	**256**	**100**

Table 2.7 depicts that out of 256 high school students maximum numbers i.e., 69 (26.95%) fathers whose highest level of education is middle school, followed by 45 (17.58%) completed higher secondary education,44 (17.19%) can read and write, 41 (16.02%) fathers with high school education, 22 (8.59%) with primary school education,19 (7.42%) are graduates or above and 16 (6.25%) are illiterate fathers.

n= 256

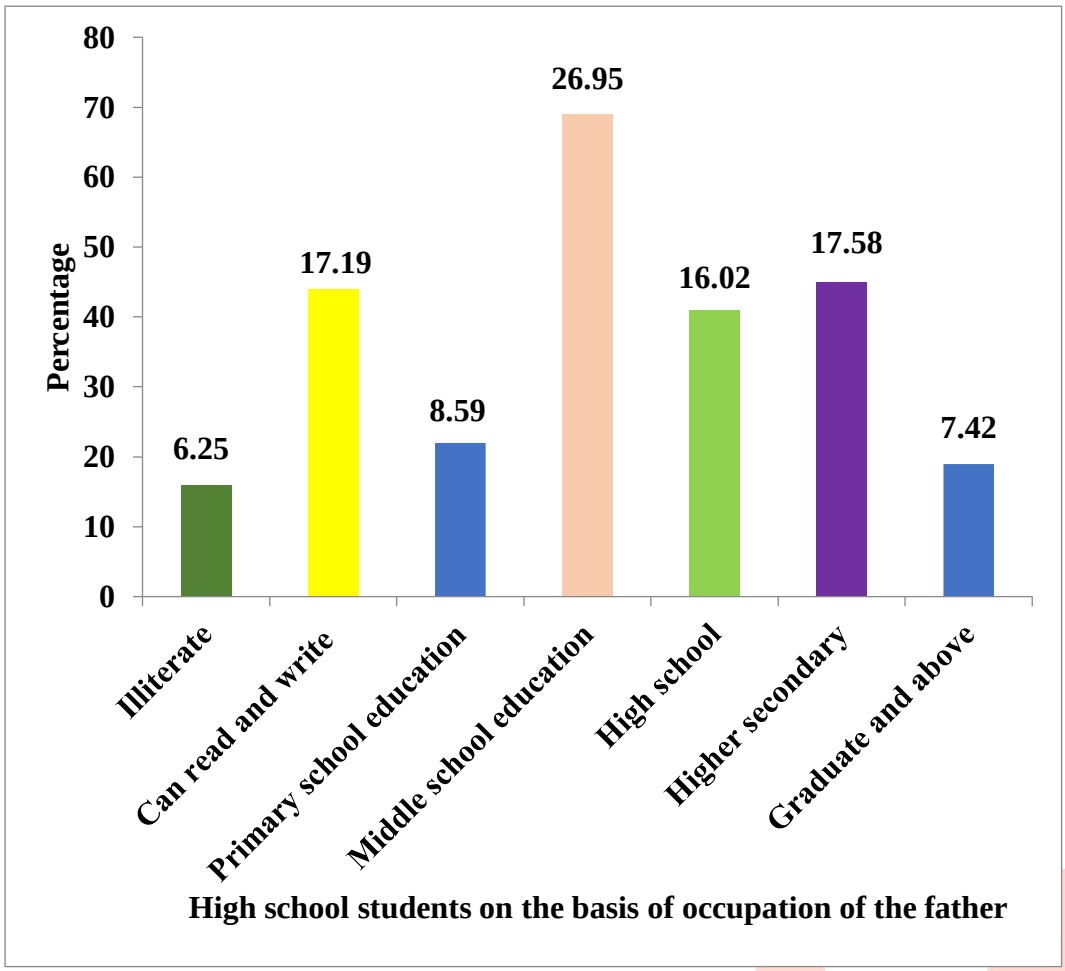


Fig3.7Bar diagram representing percentage distribution among high school students on the basis of education of the father.

Table 2.8

Frequency and percentage distribution among high school students on the basis ofeducation ofthe mother.

n = 256

Education of the mother	**Frequency (f)**	**Percentage (%)**
Illiterate	12	4.69
Can read and write	43	16.80
Primary school education	09	3.52
Middle school education	80	31.24
High school	39	15.23
Higher secondary	62	24.22
Graduate and above	11	4.30
Total	**256**	**100**

Table 2.8 depicts that out of 256 high school students maximum numbers i.e.,80 (31.24) mothers whose education level is middle school, followed by 62 (24.22%) have completed higher secondary, 43 (16.80%) can read and write, 39 (15.23%) are with a high school education, 12 (4.69%) are illiterate, 11 (4.30%) are graduate and above and 09 (3.52%) mothers have completed primary school education.

n= 256

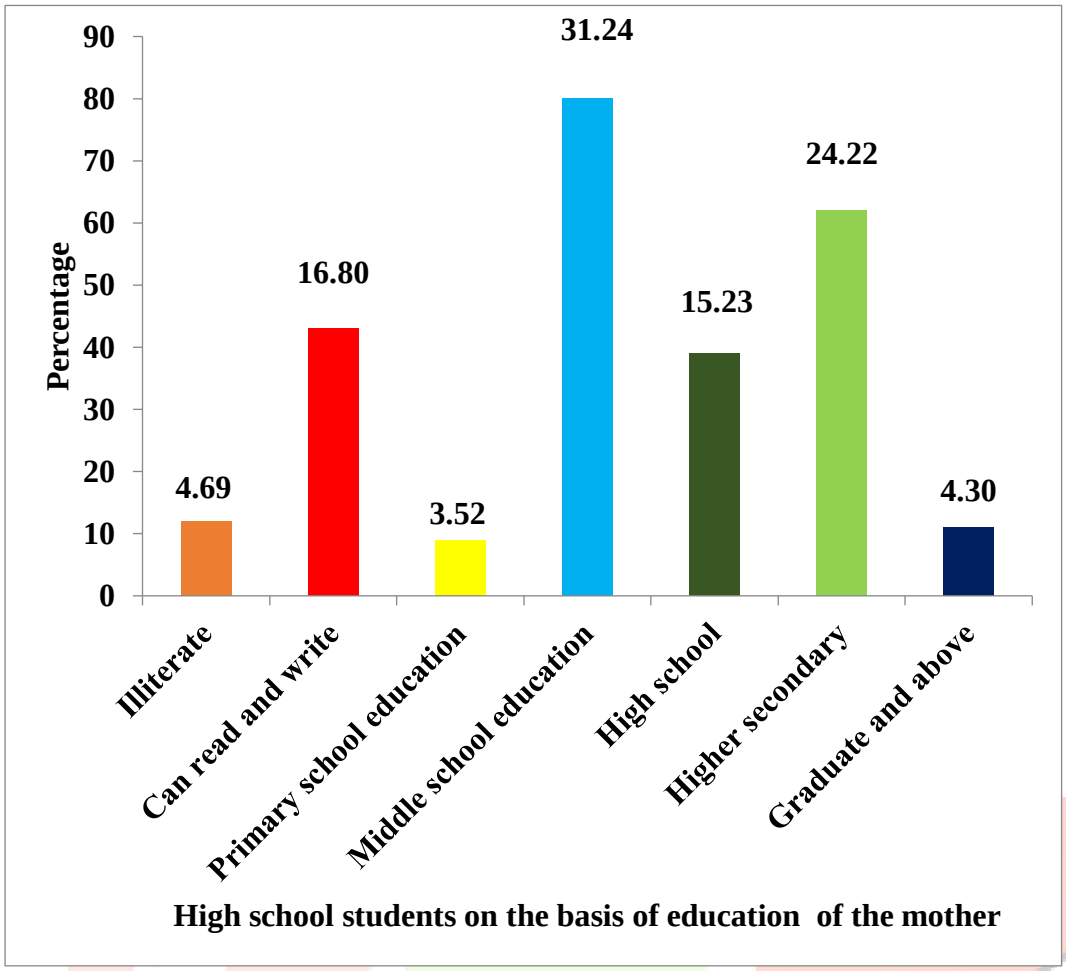


Fig3.8 Bar diagram representing percentage distribution among high school students on the basis of education of the mother.

Table 2.9

Frequency and percentage distribution among high school students on the basis of occupation of the father.

n = 256

Occupation of the father	**Frequency (f)**	**Percentage (%)**
Daily wager	41	16.02
Business/Self employed	70	27.35
Farmer	80	31.25
Govt.service/sector	39	15.23
Pvt.service/sector	20	7.81
Any other (Religious workers ,fishermen and domestic helper)	06	2.34
Total	**256**	**100**

Table 2.9 depicts that out of 256 high school students maximum numbers i.e., 80 (31.25%) fathers are farmer,followed by 70 (27.35%) are in business or self-employed, 41 students (16.02%) are daily wager, 39(15.23%) are in government service or sector, 20 (7.81%) work in the private sector and only 06 (2.34%) are belongs to other occupations like religious workers ,fishermen and domestic helper.

n = 256

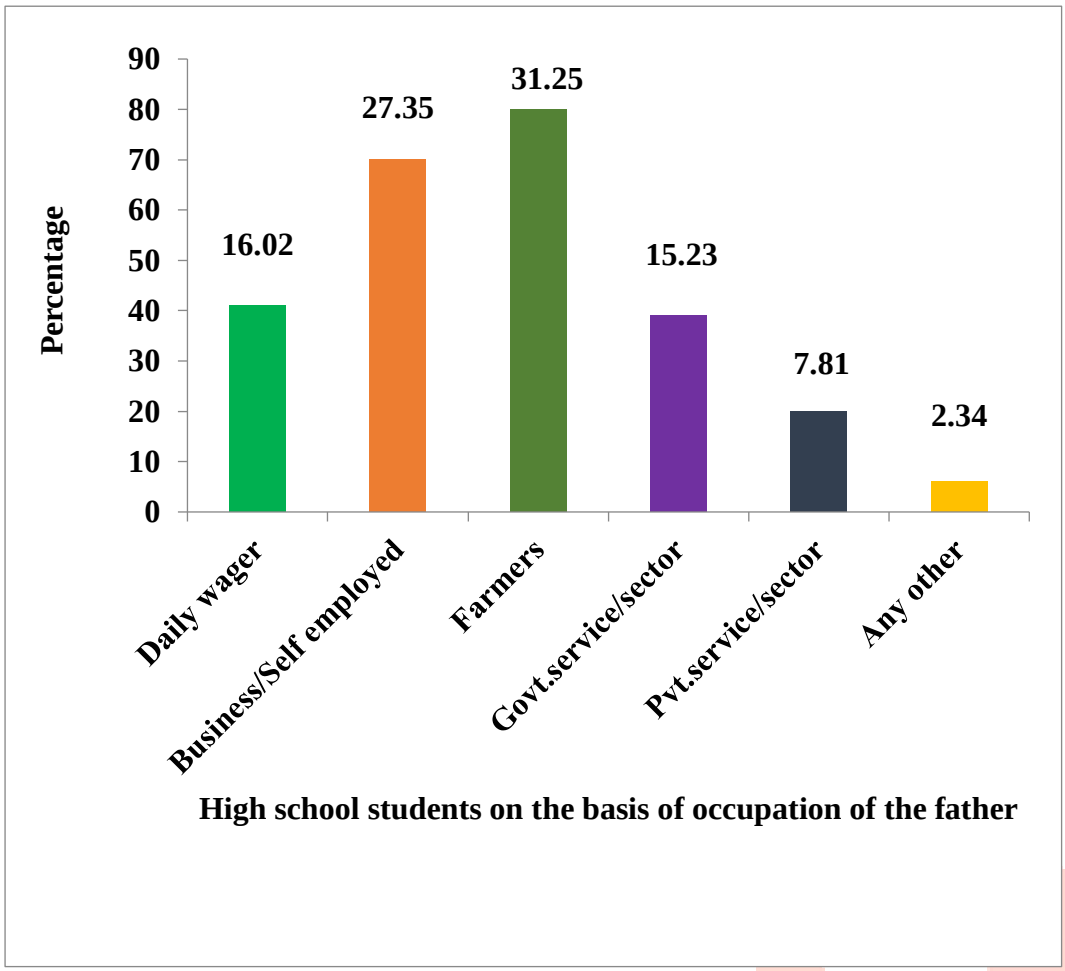


Fig 3.9 Bar diagram representing percentage distribution among high school students on the basis of occupation of the father.

Table 2.10

Frequency and percentage distribution among high school students on the basis of occupation of the mother.

n= 256

Occupation of the mother	**Frequency (f)**	**Percentage (%)**
Home maker	206	80.47
Daily wager	07	2.73
Business/Self employed	06	2.35
Govt.service/sector	20	7.81
Pvt.service/sector	12	4.69
Any Others (Temple cleaner, participants in Self –Help- Groups)	05	1.95
Total	**256**	**100**

Table 2.10 depicts that out of 256 high school students maximum numbers i.e., 206 (80.47%) occupation of the mothers are home makers,followed by 20 (7.81%) are employed in Govt service/ sector,12 (4.69%) are employed in Pvt.service/sector,07 (2.73%) are daily wagers, 06 (2.35%) are engaged in business/Self employed,05 (1.95%) are engaged in other occupations like temple cleaning , participants in Self –Help-Groups.

n= 256

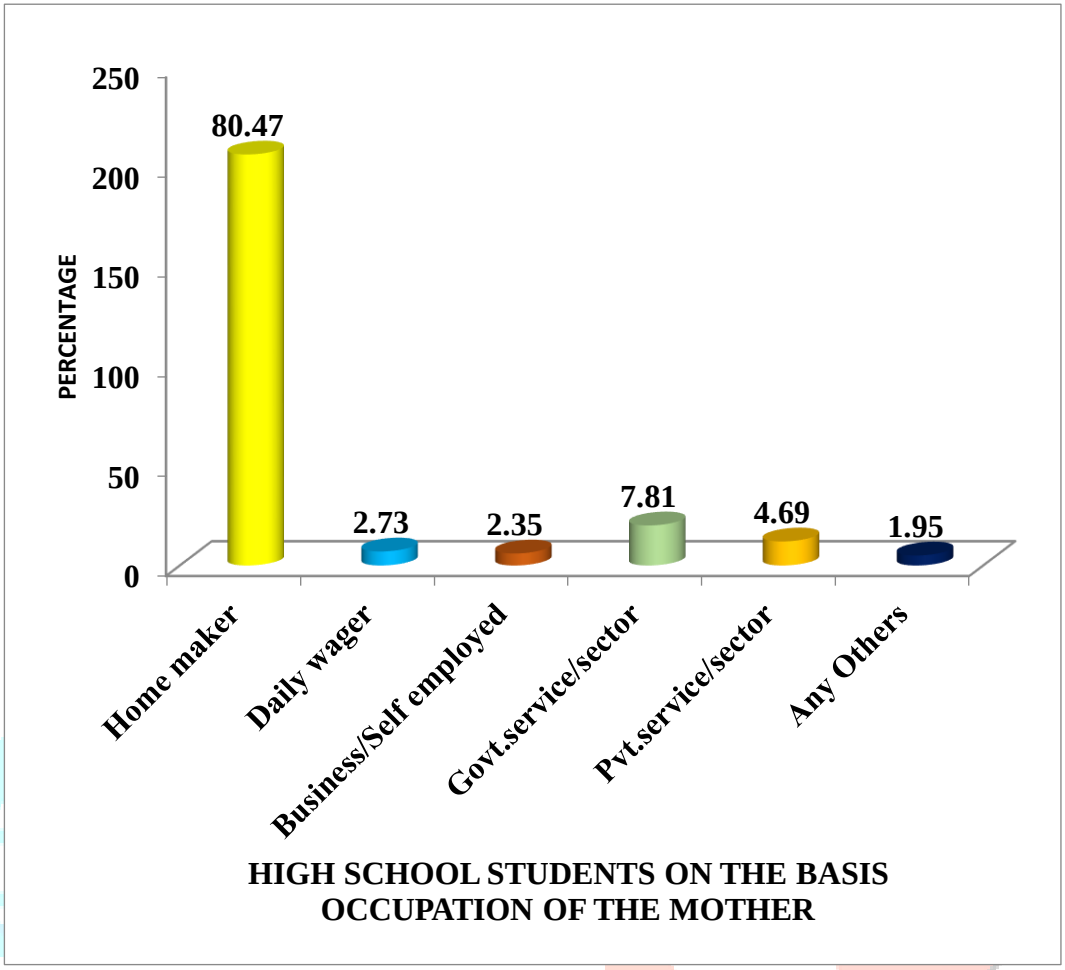


Fig 3.10 Bar diagram representing percentage distribution among high school students on the basis of occupation of the mother.

Table 2.11

Frequency and percentage distribution among high school students on the basis ofmonthly family income.

n=256

Monthly family income (in Rs)	Frequency (f)	Percentage (%)
≥ 185,895	04	1.56
92, 951 – 185,894	04	1.56
68,535 – 92,950	11	4.30
46,475 – 68,534	06	2.34
27,883 - 46,474	30	11.72
9,308 - 27,882	92	35.94
≤ 9,307	109	42.58
Total	**256**	**100**

Table 2.11 depicts that out of 256 high school students maximum numbers i.e., 109 (42.58%) students have monthly family income of Rs≤ 9,307, followed by 92 (35.94%) students have Rs9,308 - 27,882, 30 (11.72%) of Rs27,883 - 46,474, 11 (4.30%) of Rs68,535 – 92,950, 04 (1.56%) ofRs92, 951 – 185,894 and ≥ 185,895 respectively.

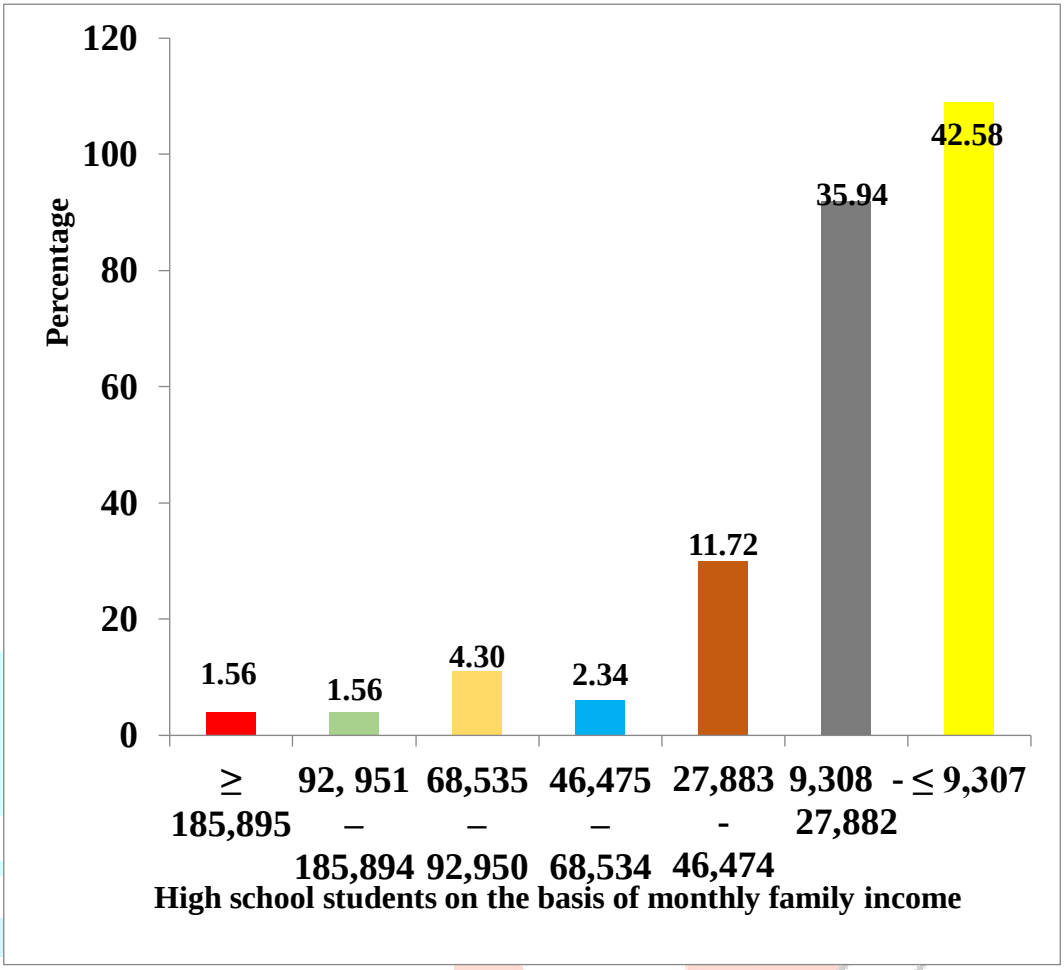


Fig 3.11 Bar diagram representing percentage distribution among high school students on the basis ofmonthly family income .

Table 2.12

Frequency and percentage distribution among high school students on the basis oftotal numbers of children in the family.

n=256

Total numbers of children	**Frequency (f)**	**Percentage (%)**
1	75	29.30
2	108	42.18
≥3	73	28.52
Total	**256**	**100**

Table 2.12 depicts that out of 256 high school students maximum numbers i.e., 108 (42.18%) have 2 no.s of children in the family,followed by 75(29.30%) have 1 child and 73(28.52 %) have 3 or more children.

n = 256

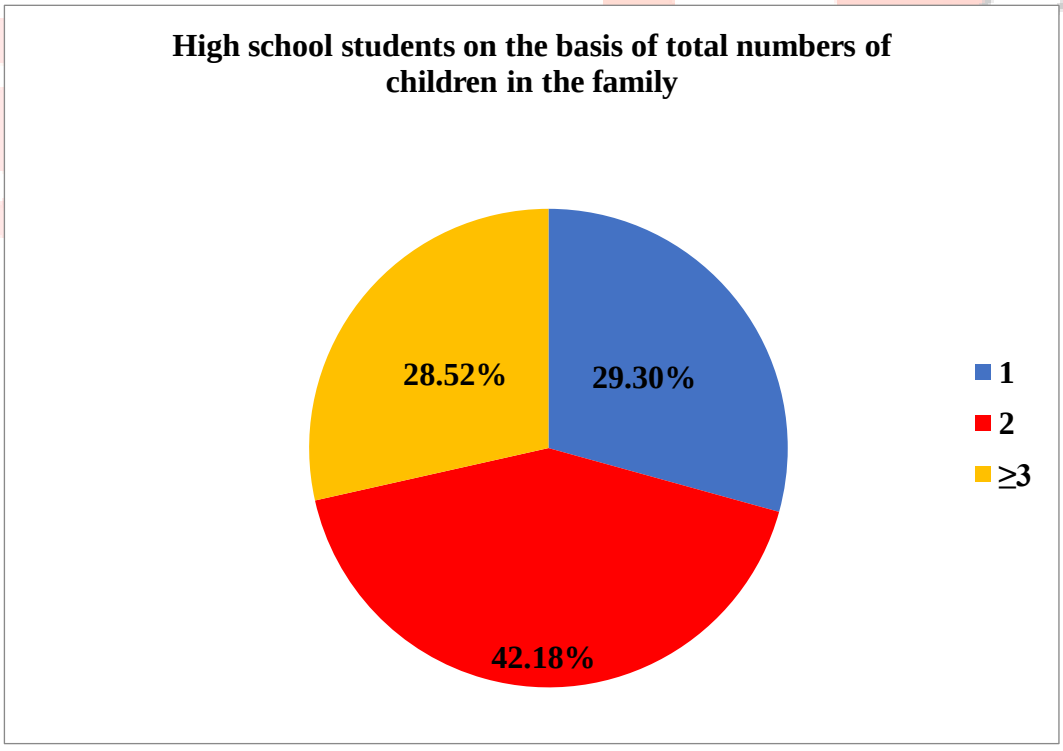


Fig 3.12 Pie diagram representing percentage distribution among high school students on the basis of total numbers of children in the family.

Table 2.13

Frequency and percentage distribution among high school students on the basis of living with .

n= 256

Living with	**Frequency (f)**	**Percentage (%)**
Both parents	216	84.38
Mother only	28	10.94
Father only	07	2.73
Any other like (Grandmother, uncle and aunty)	05	1.95
Total	**256**	**100**

Table 2.13 depicts that out of 256 high school students maximum numbers i.e.,216 (84.38%) are living with both parents followed by 28 (10.94%) are living with mother only, 07 (2.73%) are living with fathers only and 05(1.95%) living with others like grandmother,uncle and aunty .

n= 256

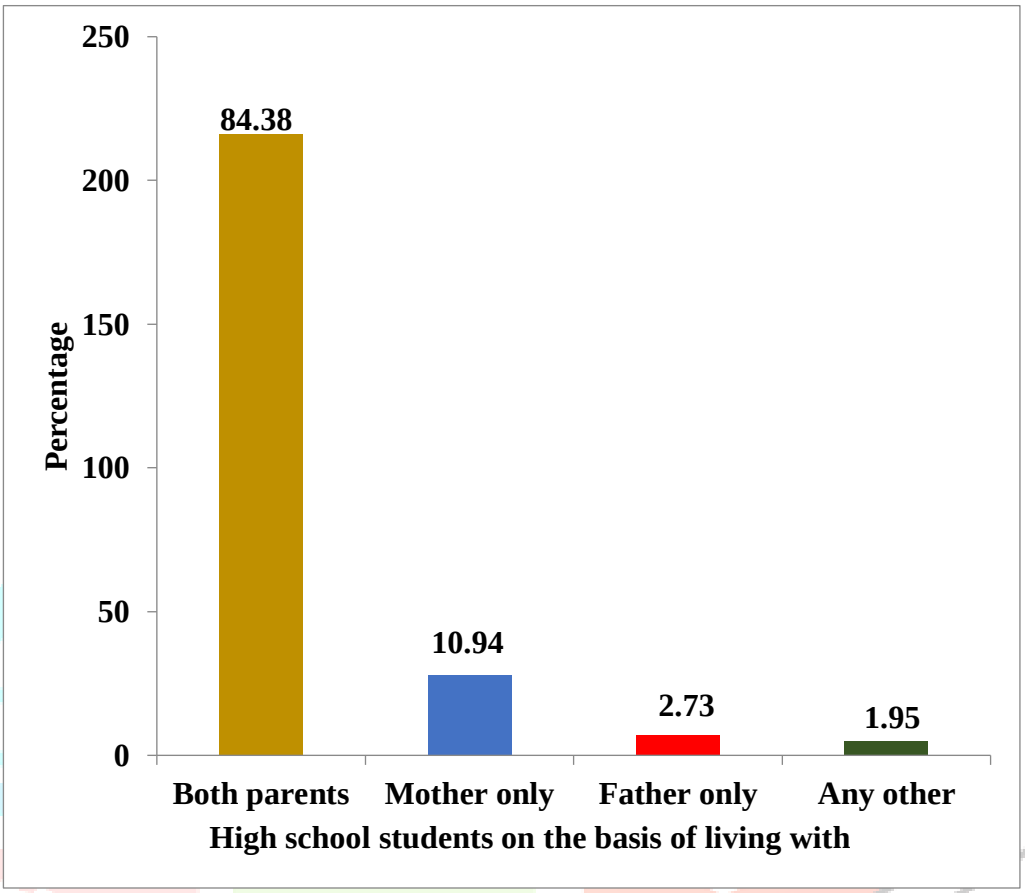


Fig 3.13 Bar diagram representing percentage distribution among high school students on the basis of living with .

Table 2.14

Frequency and percentage distribution among high school students on the basis of extracurricular activities.

n= 256

Extracurricular activities	**Frequency (f)**	**Percentage (%)**
Yes	100	39.06
No	156	60.94
Total	**256**	**100**

Table 2.14 depicts that out of 256 high school students maximum numbers i.e.,156 (60.94%) do not haveextracurricular activities and 100 (39.06 %) have extracurricular activities.

n= 256

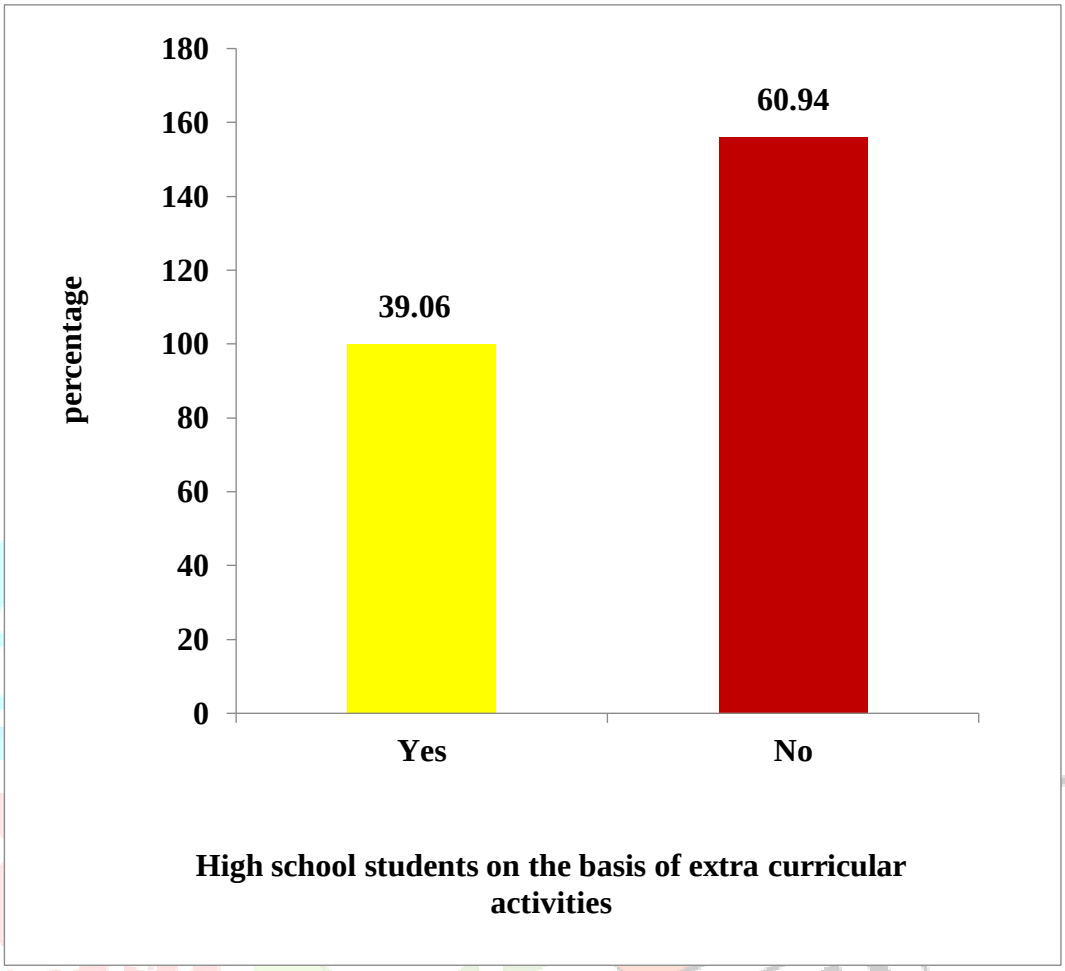


Fig 3.14 Bar diagram representing percentage distribution among high school students on the basis of extracurricular activities .

SECTION II : FREQUENCY AND PERCENTAGE DISTRIBUTION AMONG HIGH SCHOOL STUDENTS ON THE BASIS OF THE LEVEL OF STRESS.

This part covers the frequency, percentage, mean and standard deviation among high school students on the basis of stress. It present descriptive statistics, including the, maximum score, minimum score, range, mean and standard deviation (SD) of the level of stress among high school students.

Section B of the tool consists of standardized tool which is PSS (Perceived Stress Scale). It consist of total 10 no. of questions to assess the level of stress among high school students.This tool can range from 0-40 with higher score indicating higher perceived stress. Scores ranging from 0-13would be considered low stress, 14-26 would be considered moderate stress and 27-40 would be considered high perceived stress.

Table 3. 1 Descriptive statistics showing maximum score ,minimum score, range, mean, median, mode and SD of the level of stress among high school students.

n=256

Level of stress						
Maximum score	**Minimum score**	**Score range**	**Mean**	**Median**	**Mode**	**SD**
34	09	25	19.81	19	20	5.42

Table 3.1 depicts that the level of stress among high school students. Findings from the table reveals that, the mean level of is found to be 19.81,median 19 and mode 20 with standard deviation 5.42. The maximum score for stress 34 and minimum score is 09.

Table 3.2

Frequency and percentage distribution among high school students on the basis of level of stress.

n=256

Level of Stress	**Score range**	**Frequency (f)**	**Percentage (%)**
Low	0-13	27	10.54
Moderate	14-26	197	76.96
High	27-40	32	12.5
Total		256	100

Table 3.2 depicts that, majority 197 (76.95%) of the participants have moderate level of stress followed by 32 (12.5%) have high level of stres and 27 (10.55%) have low level of stress.

n=256

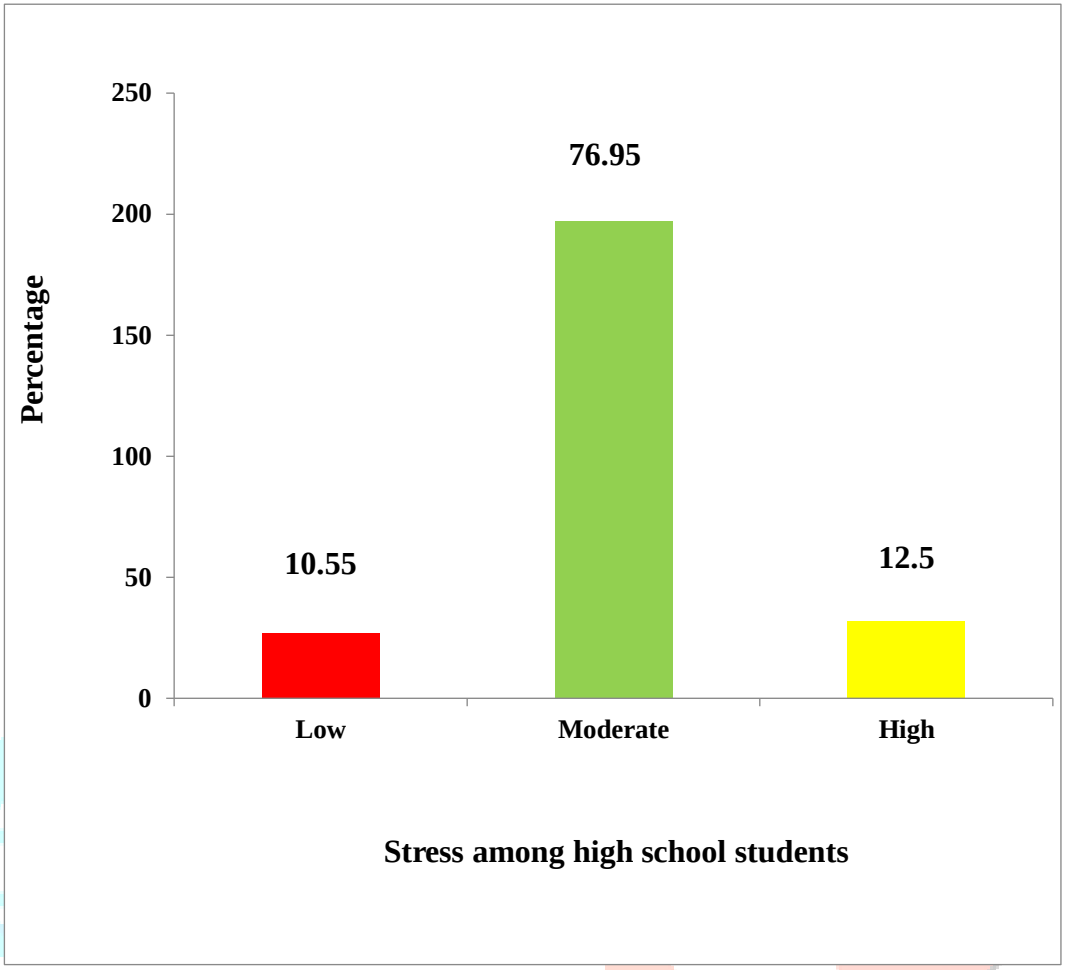


Fig 4Bar diagram representing percentage distribution among high school students on the basis of level of stress.

SECTION III: FREQUENCY AND PERCENTAGE DISTRIBUTION AMONG HIGH SCHOOL STUDENTS ON THE BASIS OF LEVEL OF COPING STRATEGIES.

This part covers the frequency, percentage, mean and standard deviation among high school students on the basis of level of coping strategies. It present descriptive statistics, including the maximum score, minimum score, range, mean and standard deviation (SD) of the level of coping strategies among high school students.

Section C of the tool is consist of a structured self administered questionnaire. It consist of total 16 no. of questions to assess the level of coping strategies among high school students. This tool can range from (0-48). The overall coping strategies among high school students computed in terms of frequency and percentage and is categorized into three categories i.e., 'Low', 'Average', and 'Good'. Classification is done as per the formula of Mean plus minus Standard deviation (Mean ± SD)".

Table 4.1

Descriptive statistics showing maximum score,minimum score, range, mean, median, mode and SD of the level of coping strategies among high school students.

n =256

Level of Coping strategies						
Maximum score	**Minimum score**	**Score range**	**Mean**	**Median**	**Mode**	**SD**
40	11	29	25.49	25.5	27	5.69

Table 4.1 depicts that the level coping strategies among high school students findings from the table reveals that, the mean level of is found to be 25.49 , median 25.5 and mode 27 with standard deviation 5.69. The maximum score for coping strategies 40 and minimum is 11.

Classification of the level of coping strategies according to score range

Level of coping Category

Less than Mean-SD (0-19) Low coping

Between Mean – SD and Mean + SD (20-31) Average coping

More than Mean + SD (32-48) Good coping

Table 4.2

Frequency and percentage distribution among high school students on the basis of level of coping strategies.

n=256

Level of Coping strategies	**Score range**	**Frequency (f)**	**Percentage (%)**
Low	0-19	38	14.84
Average	20- 31	179	69.93
Good	32- 48	39	15.23
Total		**256**	**100**

Data on table 4.2 depicts the frequency and percentage distribution of coping strategies among high school students. Results reveal that majority 179 (69.93%) of the participants have average coping, followed by 39 (15.23%) have good coping and 38 (14.84%) have low coping

n=256

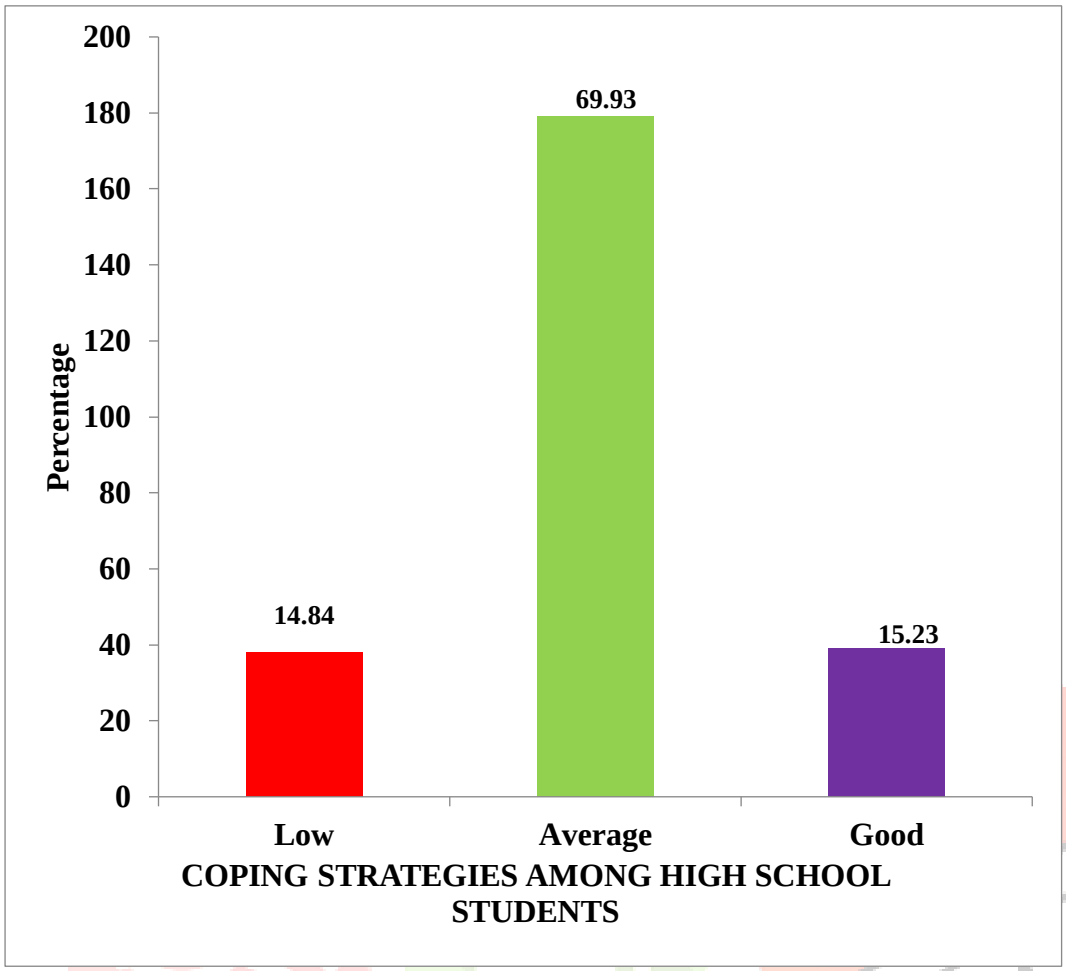


Fig 5 Bar diagram representing percentage distribution among high school students on the basis of level of coping strategies.

SECTION IV: ASSOCIATION BETWEEN THE LEVEL OF STRESS AND SELECTED SOCIO-DEMOGRAPHIC VARIABLES AMONG HIGH SCHOOL STUDENTS.

The section deals with the association between the level of stress and selected socio-demographic variables (age, gender, religion, place of residence, birth order,type of family, education of the father,education of the mother, occupation of the father,occupation of the mother,monthly family income, total number of children in the family,living with and extracurricular activities**)** is depicted in table 5

For this section, a null hypothesis (H_{01}) is formulated against the research hypothesis (H_1) at 0.05 level of significance.

H_1: There is a significant association between the level of stress and selected socio-demographic variables among high school students.

H_{01}: There is no significant association between the level of stress and selected socio-demographic variables among high school students.

To see whether there is any association between the level of stress among high school students with selected socio demographic variables, a chi-square test' and

'Fisher's exact test' of attributes is carried out.

Table 5

Association between the level of stress and selected socio-demographic variables among high school students.

n=256

Sl No.	Socio-demographic variables	Level of Stress			Chi square value(χ^2)/ Fischers exact value	df	P value
		Low	Moderate	High			
1.	**Age**				6.769	6	0.273
	≤14 years	7	73	12			
	15 years	12	98	14			
	16 years	8	23	6			
	≥17 years	0	3	0			
2.	**Gender**				5.824	2	0.054
	Male	9	102	11			
	Female	18	95	21			
3.	**Religion**				6.050	4	0.148
	Hinduism	21	170	29			
	Islam	2	19	3			
	Sikhism	4	8	0			
4.	**Place of residence**				3.456	2	0.156
	Urban	1	34	4			
	Rural	26	163	28			
5.	**Birth order**				2.372	4	. 0.684
	1st	15	106	20			
	2nd	9	67	11			
	≥3rd	3	24	1			

Sl No.	Socio-demographic variables	Level of Stress			Chi square value(χ^2)/ Fischers exact value	df	P value
		Low	Moderate	High			
6.	**Type of family**						
	Nuclear	16	143	17	6.120	2	0.047*
	Joint	11	54	15			
7.	**Education of the father**						
	Illiterate	1	15	0			
	Can read and write	5	31	8	14.488	12	0.234
	Primary school	1	20	1			
	Middle school	6	52	11			
	High school	8	26	7			
	Higher secondary	5	35	5			
	Graduate and above	1	18	0			
8.	**Education of the mother**						
	Illiterate	0	12	0			
	Can read and write	5	30	8			
	Primary school	1	7	1	7.616	12	0.809
	Middle school	9	58	13			
	High school	5	30	4			
	Higher secondary	6	50	6			
	Graduate and above	1	10	0			
9.	**Occupation of the father**						
	Daily wager	6	33	2			
	Business/self employed	3	54	13	11.870	10	0.242
	Cultivation	8	64	8			
	Govt.service/sector	7	27	5			
	Pvt.Service/sector	2	15	3			
	Any others..	1	4	1			
10.	**Occupation of the mother**						
	Home maker	19	162	25			
	Laborer	0	7	0	15.147	10	0.055
	Business/self employed	1	5	0			
	Govt. service/sector	1	15	4			
	Pvt.Service/sector	5	5	2			
	Any other….	1	3	1			

Sl No.	Socio-demographic variables	Level of Stress			Chi square value(χ^2)/ Fischers exact value	df	P value
		Low	Moderate	High			
11.	**Monthly family income (in Rs)**						
	≥ 185,895	1	1	2			
	92, 951 – 185,894	1	3	0	23.209	12	0.004*
	68,535 – 92,950	0	11	0			
	46,475 – 68,534	2	4	1			
	27,883 - 46,474	5	17	7			
	9,308 - 27,882	6	72	14			
	≤ 9,307	12	89	8			
12.	**Total number of children in the family**						
	1	10	51	14	7.815	4	0.099
	2	7	91	10			
	≥3	10	55	8			
13.	**Living with-**						
	Both Parents	23	164	29			
	Mother only	4	21	3	1.898	6	0.945
	Father only	0	7	0			
	Any others	0	5	0			
14.	**Extracurricular activities**						
	Yes	7	73	20	9.675	2	0.008*
	No	20	124	12			

***p <0.05 level of significance**

A Chi-square test and Fisher's exact test is conducted to check whether there is any associationbetweenthe level of stress and selected socio-demographic variables. The above table 5 depicted that there is a significant association ($p<0.05$ level of significance) between the level of stress and socio-demographic variables among high school students i.e., type of family($p=0.047$), monthly family income($p=0.004$),and extracurricular activities ($p=0.008$). On the other hand no significant association between the level of stress and socio demographic variables i.e.,age($p=0.273$), gender ($p=0.054$), religion($p=0.148$), place of residence($p=0.156$),birth order ($p=0.684$), education of the father ($p=0.234$), education of the mother ($p=0.809$) ,occupation of the father($p=0.242$), occupation of the mother($p=0.055$),total number of children in the family ($p=0.099$)and the child living with ($p=0.945$).

Therefore, the research hypothesis(H_1) is accepted in terms of level of stress and socio-demographic variables i.e.,type of family, monthly family income, and extracurricular activities and null hypothesis(H_{01}) is accepted in terms of age, gender, religion, place of residence, birth order, education of the father, education of the mother,occupation of the father, occupation of the mother, total number of children in the family and the child living with.

SECTION V: ASSOCIATION BETWEEN THE LEVEL OF COPING STRATEGIES AND SELECTED SOCIO-DEMOGRAPHIC VARIABLES AMONG HIGH SCHOOL STUDENTS.

The section deals with the association between the level of coping strategiesand selected socio-demographic variables (age, gender, religion, place of residence, birth order, type of family, education of the father, education of the mother, occupation of the father,occupation of the mother,monthly family income, total number of children in the family,living with and extracurricular activities**)**is depicted in table 6

For this section, a null hypothesis (H_{02}) is formulated against the research hypothesis (H_2) at 0.05 level of significance.

H_2: There is a significant association between the level of coping strategies and selected socio-demographic variables among high school students.

H_{02}: There is no significant association between the level of coping strategiesand selected socio-demographic variables among high school students.

To see whether there is any association between the level of coping strategiesamong high school students with selected socio demographic variables, a chi-square test' and 'Fisher's exact test' of attributes is carried o

Table 6

Association between the level of coping strategies and selected socio-demographic variables among high school students.

n=256

Sl No.	Socio-demographic variables	Level of Coping Strategies			Chi square value(χ^2)/ Fischers exact value	df	P value
		Low	Average	Good			
1.	**Age**						
	≤14 years	19	60	13			
	15 years	10	92	22	12.779		
	16 years	7	26	4		6	0.027*
	≥17 years	2	1	0			
2.	**Gender**						
	Male	24	88	10			
	Female	14	91	29	11.401	2	0.003*
3.	**Religion**						
	Hinduism	35	151	34			
	Islam	2	18	4	1.403	4	0.863
	Sikhism	1	10	1			
4.	**Place of residence**						
	Urban	3	28	8			
	Rural	35	151	31	2.450	2	0.294
5.	**Birth order**						

Sl No.	Socio-demographic variables	Level of Coping Strategies			Chi square value(χ^2)/ Fischers exact value	df	P value
		Low	Average	Good			
	1st	20	103	18			
	2nd	10	57	20	11.207	4	0.024*
	≥3rd	8	19	1			
6.	**Type of family**						
	Nuclear	27	121	28			
	Joint	11	58	11	0.373	2	0.830
7.	**Education of the father**						
	Illiterate	6	7	3			
	Can read and write	12	26	6			
	Primary school	5	10	7	33.608	12	0.001*
	Middle school	5	55	9			
	High school	4	35	2			
	Higher secondary	5	34	6			
	Graduate and above	1	12	6			
8.	**Education of the mother**						
	Illiterate	7	2	3			
	Can read and write	11	26	6			
	Primary school	2	4	3	32.064	12	0.000**
	Middle school	9	60	11			
	High school	2	33	4			
	Higher secondary	5	47	10			
	Graduate and above	2	7	2			
9.	**Occupation of the father**						
	Daily wager	6	34	1			
	Business/self employed	12	43	15	20.148	10	0.012*
	Cultivation	17	55	8			
	Govt.service/sector	2	27	10			
	Pvt.Service/sector	1	15	4			
	Any others..	0	5	1			
10.	**Occupation of the mother**						
	Home maker	31	145	30			
	Laborer	4	2	1			
	Business/self employed	1	4	1	11.638	10	0.219
	Govt. service/sector	2	15	3			

Sl No.	Socio-demographic variables	Level of Coping Strategies			Chi square value(χ^2)/ Fischers exact value	df	P value
		Low	Average	Good			
	Pvt.Service/sector	0	9	3			
	Any others….	0	4	1			
11.	**Monthly family income**				24.607	12	0.004*
	≥ 185,895	1	3	0			
	92, 951 – 185,894	0	4	0			
	68,535 – 92,950	2	6	3			
	46,475 – 68,534	1	2	4			
	27,883 - 46,474	0	22	7			
	9,308 - 27,882	10	71	11			
	≤ 9,307	24	71	14			
12.	**Total number of children in the family**				5.006	4	0.287
	1	10	53	12			
	2	12	77	19			
	≥3	16	49	8			
13.	**Living with-**				9.289	6	0.090
	Both Parents	30	154	32			
	Mother only	3	20	5			
	Father only	2	4	1			
	Any others	3	1	1			
14.	**Extracurricular activities**				3.047	2	0.218
	Yes	10	74	16			
	No	28	105	23			

***p <0.05 level of significance**

A Chi-square test and Fisher's exact test is conducted to check whether there is any association between the level of coping strategies and selected socio-demographic variables among high school students. The above table 6 depicted that there is a significant association($p<0.05$ level of significance) between the level of coping strategies and socio-demographic variables among high school students i.e., age ($p=0.027$),gender ($p= 0.003$), birth order ($p=0.024$), education of the father ($p= 0.001$), education of the mother ($p=0.000$),occupation of the father ($p=0.012$), and monthly family income ($p=0.004$).On the other hand no significant association between the level coping strategies and socio demographic variables i.e. religion ($p=0.863$), place of residence ($p=0.294$), type of family($p=0.830$),occupation of the mother ($p=0.219$),total number of children in the family ($p=0.287$), the child living with ($p=0.090$) and extracurricular activities ($p=0.218$).

Therefore, the research hypothesis (H_2) is accepted in terms of level of coping strategies and socio-demographic variables among high school students i.e., age, gender, birth order, education of the father,

education of the mother, occupation of the father, and monthly family income, and null hypothesis (H_{02})is accepted in terms religion, type of family, occupation of the mother, place of residence,total number of children in the family, the child living with and extracurricular activities

SECTION VI: CORRELATION BETWEEN THE LEVEL OF STRESS AND COPING STRATEGIES AMONG HIGH SCHOOL STUDENTS.

This section deals with the correlation between the level of stress and coping strategies among high school students Pearson correlation coefficient was used to measure the correlation.

The hypothesis related to the correlation between the level of stress and coping strategies among high school students is stated below:

Hypothesis is tested at 0.05 level of significance.

H_3: There is a significance relation between the level of stress and coping strategies among high school students.

H_{03}: There is no significance relation between the level of stress and coping strategies among high school students

Table 7: Correlation between the level of stress and coping strategies among high school students.

n = 256

Correlation	Mean	SD	R value (Pearson)	P value
Level of Stress	19.81	5.42	0.095	0.128
Level of Coping strategies	25.49	5.69		

p > 0.05 level of significance

The above table no.7 depicted that the correlation between the level of stress and coping strategies among high school students, which is tested using Pearson Correlation Coefficient. Findings shows that the value of correlation between "stress "and "coping strategies" is r= 0.095 and p value is 0.128. This indicates very weak positive relationship which is not significant between the level of stress and coping strategies among high school students.

Therefore the null hypothesis (H_{03}) is accepted and research hypothesis (H_3)is rejected i.e., there is no relationship between stress and coping strategies among high school students.

n =256

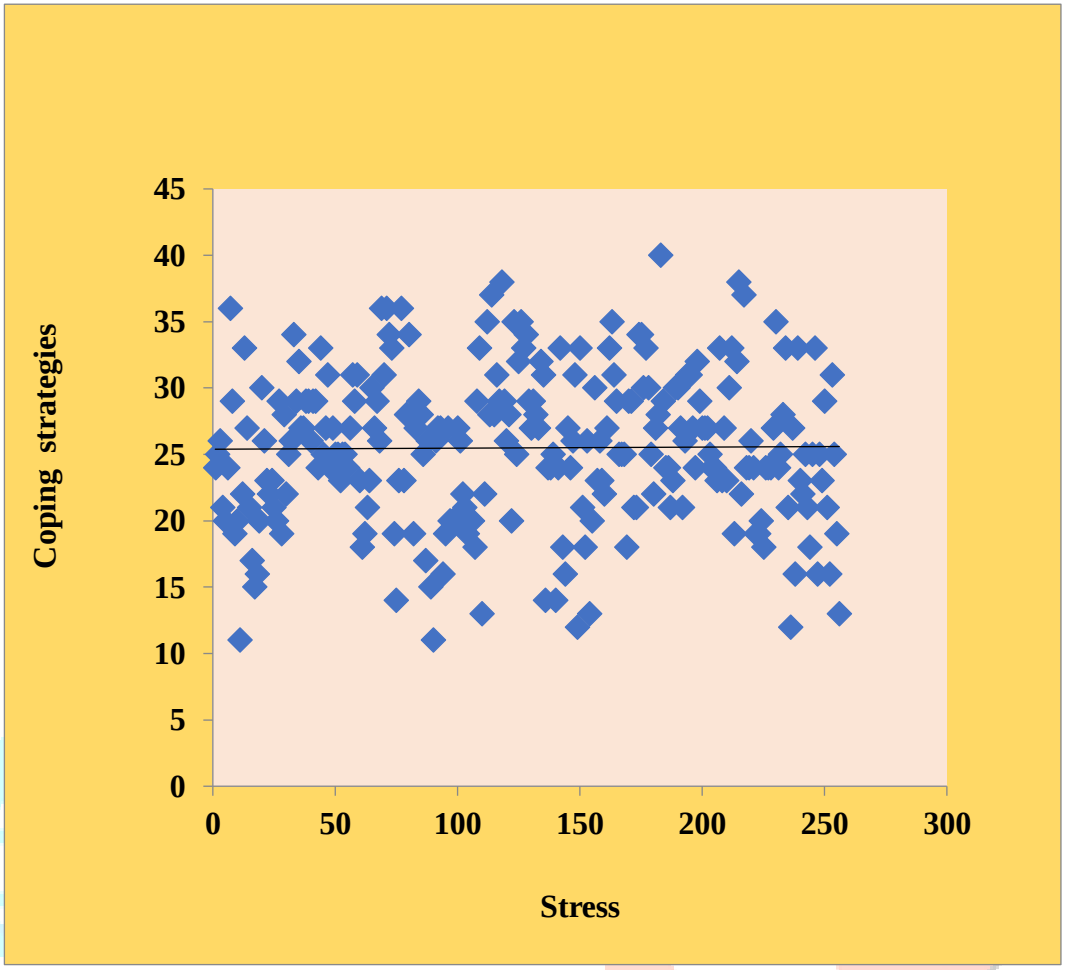


Fig 6 Scatter diagram representing correlation between the level of stress and coping strategies among high school students.

Summary

This chapter deals with the analysis and interpretation of data collected from 256 high school students in selected schools of Nagaon district, Assam. The analysis and interpretation are divided into 6 sections showing the findings related to the socio-demographic variables among high school students, findings related to the level of stress and coping strategies scores among high school students, findings related to the association between the level of stress and selected socio- demographic variables among the high school students, findings related to the association between the level of coping strategies and selected socio- demographic variables among high school. students and lastly the finding of correlation between the level of stress and coping strategies among the high school students.

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter included an overview of the study's summary, results, discussion compared with some of the relevant studies done in different settings, its implications in nursing practice, nursing education, nursing administration and nursing research, the conclusion, limitations and recommendations for further research on a variety of topics.

SUMMARY

High school students commonly experience stress due to academic pressure, peer issues, family expectations, and future concerns. They use various coping strategies such as problem-solving, seeking support, relaxation, or emotional release. Students with strong family or peer support tend to manage stress better, while those who avoid problems may struggle more. Encouraging open communication, stress management techniques, and a supportive environment can help students cope more effectively.

The present study aimed at assessing the level of stress and coping strategies among high school students in selected schools, Nagaon district, Assam.

The objectives of the study were to:

1) To assess the level of stress among high school students in selected schools of Nagaon district, Assam.
2) To assess the level of coping strategies among high school students in selected schools of Nagaon district, Assam.
3) To find out the association between the level of stress and selected socio-demographic variables among high school students in selected schools of Nagaon district, Assam.
4) To find out the association between coping strategies and selected socio-demographic variables among high school students in selected schools of Nagaon district, Assam.
5) To correlate the level of stress and coping strategies among high school students in selected schools of Nagaon district, Assam.

The study attempted to test hypotheses at 0.05 level of significance

H_1- There is a significant association between the level of stress among high school students and selected socio-demographic variables.

H_2- There is a significant association between the level of coping strategies among high school students and selected socio-demographic variables.

H_3- There is asignificant correlation between the level of stress and coping strategies among high school students.

The assumptions of the underlying study were:

•High school students face different levels of stress.
•Adapts different levels of coping strategies.
•Level of stress and coping strategies vary among high school students.

The present study was delimited to:

- High school students of 8th and 9th standard in selected Govt. high schools of Nagaon district, Assam

The conceptual framework of the present study was constructed based on Transactional model of stress and adaptation.It was developed by Lazarus and Folkman (1984).

Review of literature of the present study

Literature related to the level of stress and coping strategies among high school students.

A descriptive quantitative approach and correlational design was adopted for the study. The target population in the study consisted of high school students of 8th and 9th standard in selected Govt. High schools of Nagaon district, Assam.

Sample size for the present study was 256. The desired sample size of the present study was selected through proportionate and systematic sampling techniques.

In order to conduct the study, a socio-demographic, a standardized i.e.,Perceived Stress Scale (PSS-10) and a structured self administered questionnaires were prepared and divided into 3 sections:

Section A: Socio-Demographic variables which consists of 14 questions to collect the background information of the high school students of 8th and 9th standard.

Section B: A standardized i.e., Perceived Stress Scale (PSS-10). It consisted 10 questions, to assess the level of stress among high school students studying in 8th and 9th standard of selected schools, Nagaon district ,Assam.

Section C: A structured self administered questionnaires. It contained total 16 questions to assess the level of coping strategies among high school students studying in 8th and 9th standard of selected schools, Nagaon district, Assam.

For ensuring the content validity, the tool along with the statement of the problem, objectives, hypotheses, socio-demographic and coping strategies tools and validation certificate were given to 07 experts. Among them 07 experts from different field i.e., 02 Experts were Nursing faculties from Mental Health Nursing, 03 Nursing faculties from Child Health Nursing,01 Doctor from Psychiatry department and 01 Doctor from Paediatric department .

The experts were requested to give their valuable opinion and suggestions regarding relevance, appropriateness and degree of agreement to the tool. Modifications were made on the basis of recommendations, suggestions of experts with consultation of guide and accordingly final draft were accepted with 100 percent agreement on all the items.

Initially, the tool was prepared in English and was translated to Assamese language. Then the tool was validated by an Assamese language expert and modifications were made as per suggestion of experts.

The Reliability of the study tool was computed with **Cronbach's Alpha Method** using IBM SPSS software and the reliability was as found for the stress tool 0.702 and for coping strategies 0.701. Hence the tools used in the study were reliable.

Pilot study was conducted 01 school i.e.,Sonaighat high school under Khagorijan block,Nagaon district,Assam within the given period of time on 11/09/2024 to 19/09/2024,to ensure the feasibility of carrying out the main study in a comparable scenario.

Data for the final study was collected from 27/01/2025 to 22/02/2025 with Prior to data collection, permission was obtained from the concerned authority for conducting the study i.e., Inspector of Schools, Nagaon and the head of the respective institutions. Further, the investigator also obtained the permission

from the parents/ guardian of each participants studying in 8th and 9th standard in selected schools, Nagaon district, Assam.

Based on the objectives and hypotheses of the study, collected data were compiled and tabulated for analysis and interpretation. Data were coded and organized in a master sheet. The data were analyzed using descriptive and inferential statistics.

MAJOR FINDINGS OF THE STUDY

The major findings of the study were as follows:

1. Based on selected socio- demographic variables:

Out of 256 high school students studying in 8th and 9th standard in selected schools, Nagaon district, Assam

- Maximum number of high school students i.e., 124 (48.44%) belongs to the age group of 15 years.
- Maximum number of high school students i.e., 134 (52.34%) are female.
- Maximum number of high school students i.e., 220 (85.94%) belongs to Hinduism religion.
- Maximum numbers of high school students i.e.,217 (84.77%) live in rural place of residence.
- Maximum numbers of high school students i.e., 141 (55.07%) birth order are 1st .
- Maximum number of high school students i.e., 176 (68.75%) belongs to nuclear family
- Maximum numbers of high school student's i.e., 69 (26.95%) father's whose highest level of education is middle school.
- Maximum numbers of high school student's i.e., 80 (31.24%) mother's education level are middle school.
- Maximum number of high school student's i.e., 80 (31.25%) fathers are engaged in cultivation.
- Maximum number of high school student's i.e., 206 (80.47%) mother's occupation are home maker.
- Maximum number of high school student's i.e., 109 (42.58%) monthly family income is Rs. ≤ 9,307.
- Maximum numbers of high school student's i.e., 108 (42.18%) have 2 no.s of children in the family.
- Maximum numbers of high school students are i.e.,216 (84.38%) living with both parents.
- Maximum numbers of high school students i.e., 156 (60.94%) do not engaged in extracurricular activities.

2. Majority,i.e.,197 (76.95%) of the high school students have moderate level of stress.

3. Majority i.e., 179 (69.93%) of the high school students have average level of coping strategies.

4. There is a significant association between the level of stress and selected socio-demographic variables like type of family, monthly family income, and extracurricular activities of high school students.

5. There is a significant association between the level of coping strategies and socio-demographic variables like age, gender, birth order, education of the father, education of the mother, occupation of the father, and monthly family income of high school students.

6. The correlation between the level of stress and coping strategies among high school students was found to be (r= 0.095), which was not statistically significant at

(p = 0.128).

DISCUSSION

The result and discussion of the study was based on the findings obtained from the statistical analysis.

The findings of the study were compared and contrasted with those of other similar studies. The findings of the study have been discussed according to the socio-demographic variables and objectives of the study.

1. Distribution of high school students according to Socio-demographic Variables

In the present study out of 256 high school students, maximum number i.e., 124 (48.44%) belongs to the age group of 15 years, 134(52.34%) are female, 220 (85.94%) belongs to Hinduism, 217 (84.77%) live in rural place of residence, 141 (55.07%) are in 1stbirth order, 176 (68.75%) belongs to nuclear family, 69 (26.95%) father's highest level of education is middle school, 80 (31.24%) mother's education level is middle school, 80 (31.25%) fathers are engaged in cultivation, 206 (80.47%) occupation of the mothers are home maker, 109 (42.58%) are in monthly family income of Rs. ≤ 9,307, 108 (42.18%) have 2 no.s of children in the family, 216(84.38%) living with both parents, and 156 (60.94%) do not have extracurricular activities.

In a similar study conducted by**Hameed . R .et al, (2024)** inuniversity of the Punjab revealed that majority (46%) of the study participants belonged to the age group of 16-20 years.[52] In another study conducted by**Pillai. J.et al, (2023)** in Kerala showed that maximum participants i.e., (52.3%) were female.[2] The data were also supported by Similar study conducted by **Ragesh G et.al.,(2015) in Kerela** revealed that majority (66%) participants belonged to Hindu religion , most of them belonged to 1st birth order (49%), maximum of them belonged to nuclear family and majority (96.7%) of them living with both parents.[53] Similarly in another study conducted by **Alsaleem SA.et.,(2024) in Abha City,Saudi Arabia** showed that maximum number (65.4%) of high school students mothers were house wife .[1]

In contrast, a study conducted by **Hameed R .et al, (2024)** inuniversity of the Punjab showed that majority of (46%) University student's education of the fathers and mothers were Metric to FA passed and most (34.5%) of them monthly family income was between Rs. 26000 to 50000. [52] A study conducted by by **Alsaleem SA et al.,(2024) in Abha City, Saudi Arabia** ,showed that majority (66.7%)of high school students fathers were engaged in Military Service. [1]Another study conducted by **Gottschlich .D. et al.,(2024) in Ontario, Canada** showed that maximum (71%) of high school students had engaged in extracurricular activities.[24]

2. Level of stress among high school students.

The current study findings showed that majority of the high school students 197 (76.95%) had moderately stress followed by 32(12.5%) had high stress and 27(10.55%)had low stress among high school students**.**

These findings were supported by study conducted by**Kamarazaly M et al. 2021 taylor's university, Malaysia,** showed that majority of students had moderate stress 71%, 23% had high stress and only 6% had low stress. [(31)] Similarly, a study conducted by **Karanath M et al. 2024, Muller medical college, Mangalore**, showed that majority of the students had moderate stress 69.74%, 18.42% had severe stress and 11.84% had mild stress.[(18)]

In contrast, a study conducted by **Poonam, Dixit K.(2019), Dehradun**, that majority of adolescent students showed mild stress 50.7%, 30.7% had stress, and 18.6% had moderate stress, and no one had extreme stress.[(54)]

3. Level of coping Strategies among high school students .

The current study findings showed that majority of high school students 179 (69.93%) had average coping followed by 39 (15.23%) had good coping and 38 (14.84%) had low coping strategies.

These findings were supported by study conducted by **Alsaleem SA**, **et al., (2024) in Abha City, Saudi Arabia** ,showed that majority of students had 58.3% moderate coping , 23.4% showed good coping, and 18.3% showed low coping. [(1)]

In contrast a study conducted by **Nair V V. (2023) Kottayam, Kerala**, showed that majority 38.33% of the students exhibited inadequate coping strategies, 36.67% showed moderate coping, and 25% had adequate coping strategies.[(55)]

4. Association between the level of stress and selected socio-demographic variables among high school students

The present study shows that there is a significant association ($p<0.05$ level of significance) between the level of stress and socio-demographic variables among high school students i.e., type of family ($p=0.047$), monthly family income ($p=0.004$),and extracurricular activities ($p=0.008$). But no association was found between the level of stress and socio demographic variables i.e., age($p=0.273$), gender ($p=0.054$), religion($p=0.148$), place of residence($p=0.156$),birth order($p=0.684$), education of the father($p=0.234$), education of the mother ($p=0.809$),occupation of the father($p=0.242$), occupation of the mother($p=0.055$),total number of children in the family ($p=0.099$)and the child living with ($p=0.945$).

5. Association between the level of coping strategies and selected socio-demographic variables among high school students

The present study shows that there is a significant association ($p<0.05$ level of significance) between the level of coping strategies and socio-demographic variables of high school students i.e., age (p=0.027), gender (p= 0.003), birth order (p=0.024) ,education of the father (p= 0.001), education of the mother(p=0.000),occupation of the father (p=0.012), and monthly family income (p=0.004). But no association was found between the level of coping strategies and selected socio-demographic variables i.e. religion (p=0.863), place of residence (p=0.294), type of family (p=0.830),occupation of the mother (p=0.219),total number of children in the family (p=0.287), the child living with (p=0.090) and extracurricular activities (p=0.218) .

6. Correlation between stress and coping strategies

The current study findings showed that there was a very weak positive correlation between the level of stress and coping strategies (r=0.095), which was statistically not significant (p=0.128).

Similar to this study findings,**Frandes et al., 2024, Mangalore**, showed that there was no statistically significant, Correlation exists between stress and coping strategies (r= -0.065, p=0.35).

Another study findings, **Kho et al., 2021, Vasak, Lapu-Lapu City, Philippines**, showed that there was no statistically significant correlation exists between stress and coping mechanism (r=0.13, p=0.08).

Contrary to that, a study was conducted by **Joseph N. et al., (2021), Large Midwestern University**, showed that a moderate positive correlation was existed between coping strategies and academic stress among medical undergraduate students.[57] (r= 0.467, p=0.001).

IMPLICATIONS

The scope of the present study brought out the implications for nursing in the areas of practice, education, administration and research.

Nursing practice

- The nurse will be able to identify common stressors among adolescents.
- The nurse will be able to identify the level of stress that the adolescents experience.
- Adolescents will be able to adopt various coping strategies to overcome stress.
- The relationship between stress and coping strategies will be able to be identified.
- Nurses will be able to plan interventions to reduce stress among adolescents .

Nursing administration

- The nurse administrator should supervise, educate, motivate and advise other nursing personnels under her supervision to assess the level of stress and coping strategies among adolescents.
- She can conduct awareness programs in community regarding management of stress and various coping strategies among adolescents .
- She also should organize staff development program to update the knowledge of the nurses regarding stress and coping strategies.

Nursing Education

- Stress management will be implemented in the nursing curriculum through theory and practice.
- Stress management programs will be implemented through workshops, seminars, and awareness campaigns.
- Counseling services and peer support groups will be implemented to help students manage stress effectively.
- Stress-relieving activities like yoga, meditation, and relaxation sessions will be implemented alongside academic training.
- Stress management activities will be implemented in both academic and clinical components of nursing education.

Nursing research

- Management and administrative authorities should give encouragement, motivation and support to do research on stress and coping.
- Existing research should be reviewed and analyzed with reference to stress and coping.
- Research has a significant and vital role in nursing. The findings of the study can be published so that the other members of the nursing community can utilize and also help the professional nurses and students to develop inquiry for further research.
- Further research can be built on these databases and involve comparison of these variables in high school students with other demographic variables.

Conclusion

It was observed from the present study that majority of the high school students had moderate level of stress and used average level of coping strategies, there should be counseling sessions in the community and school so that the stress of the high school students and other people of the community can be managed.

Limitation

- The study was limited to a small sample size. So, there is a difficulty in generalization of the study findings.
- The level of stress and coping strategies among high school students were assessed by twoquestionnaires which may not reflect the actual level of stress and coping strategies among high school students.

Recommendation

- Same study can be replicated on larger sample of the same for generalization.
- Same study can be conducted among different age groups.

- It is recommended that high school students should be provided education and counseling about coping strategies to minimize stress.

SUMMARY

In this chapter summary, discussion, implications of the study in nursing were presented. The chapter also dealt with the conclusion, limitations, and recommendations for further studies. It was found that the majority of high school students had moderate level of stress and average level of coping strategies. The research findings will help the nursing personnel to identify the gaps and take appropriate interventions to address the health issues associated.

BIBLIOGRAPHY

1) Alsaleem SA, Al-Qahtani AH, Al-Qahtani EH, AlKhaldi YM. Stressors and coping strategies among secondary school male students in Abha City, Saudi Arabia. Front Psychol. 2024;15:1303721. doi:10.3389/fpsyg.2024.1303721.

2) Pillai J, Jose S, Velukutty BA, Riyaz A. Academic stress and coping in high school *adolescents. Int J Contemp Pediatr.* 2023 Feb;10(2):153–7. doi:10.18203/2349-3291.ijcp20230027

3) ReachOut Content Team. Stress management techniques for teens [Internet]. 2023 Nov 24 [cited 2025 Mar 14].Available from: https://au.reachout.com/articles/stress-management-techniques-for-teens

4) Kizilbash SJ, Ahrens SP, Bruce BK, Chelimsky G, Driscoll SW, Harbeck-Weber C, Lloyd RM, Adolescent fatigue, POTS, and recovery: A guide for clinicians. PM R. 2014;6(6):472–481. doi:10.1016/j.pmrj.2014.01.006.

5) World Health Organization. Adolescent mental health [Internet]. 2021 [cited 2025 March14]. Available form : https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health.

6) Lazarus RS, Folkman S. Stress, appraisal, and coping. New York: Springer Publishing Company; 1984.

7) Carver CS, Scheier MF, Weintraub JK. Assessing coping strategies: a theoretically based approach. J Pers Soc Psychol. 1989;56(2):267–83.

8) Sharma R, Mehta S. Coping strategies among Indian students: A survey on stress management techniques [Internet]. New Delhi: India Education Review; 2023 [cited2025March14]. Available from:https://www.indiaeducationreview.in/coping-strategies-indian-students.

9) Thurber CA, Walton HC. Homesickness and adjustment across the first year of college. J Couns Psychol. 2017;64(3):256–70.

10) Cardi V, et al. The relationship between anxiety, coping, and disordered-eating in youth: maladaptive internalizing coping mediates anxiety–eating attitudes in adolescent girls. Int J Eat Disord. 2023;56(1):99–110.

11) Smith I, Johnson A. Coping strategies among adolescents with working and non-working mothers. *J Adolesc Psychol*. 2020;25(3):123–35. doi:10.1234/jap1234566.

12) Conceptual framework. [Intrernet] [cited 7th December 2015] Available from: https://www.scribbr.com/methodology/conceptual-framework.

13) Theoretical and conceptual framework mandatory ingredients of a quality reseah. [Internet][Cited on 2nd January 2018]. Available from: https://www.researchgate.net/publication/322204158.

14) Polit DF, Beck CT. Nursing research: generating and assessing evidence for nursing practice. 8th edition. New Delhi. Wloters Kluwer/ Lippincott/ William & Wilkins Health. 2008.

15) Sharma SK. Nursing Research and Statistics. 2nd edition. Elsvier.2015. P.71,72,101,102,145,229.

16) Afolabi M. The review of related literature in research. International Journal of information and library research. 1992. Vol. 4(1). P. 59-66

17) Ali A, Bashabsheh M, Al-Huwaiti M, et al. Prevalence of stress and types of coping strategies among adolescents in Medina city, Saudi Arabia. J Pediatr Nurs. 2024;72:101916. doi:10.1016/j.pedn.2024.04.043.

18) Karanth M, Shenoy Basti AR, Chandralekha N, Reberio C. Stress Levels and Coping Strategies in Medical Students and its Association with Salivary IL-6 Levels. Int J Med Stud. 2024 Jul-Sep;12(3):246–251. doi:10.5195/ijms.2024.1955.

19) Rathore K, Srivastava HK, Tiwari A, Pandey AS, Biswal M, **Kumari J. Stress and coping strategies among young adults in Greater Noida. Int J Multidiscip Res [Internet]. 2024 Nov 25 [cited 2025 Jun 14];6(6):[page numbers?]. Available from: https://doi.org/10.36948/ijfmr.2024.v06i06.31322.

20) Handayani F, Jonathan B, Joshuar W, Eladdadi M, Halim C. Coping Strategies in Overcoming Academic Stress Among High School Students. Journal Neosantara Hybrid Learning. 2024 May 25;2(1):426–41. doi:10.55849/jnhl.v2i1.939.

21) Mishra P, Singh A, Kumar R .Gender differences in academic stress among Class XI students in CBSE schools of Varanasi District. Unpublished manuscript; 2024.

22) Fernandes S, Zacharias R, Noronha WS, Dsouza DG. Perceived stress and coping strategies among adolescent girls on pubertal changes in a selected school in Mangaluru. J Health Allied Sci NU. 2024 Nov 8;6(1):–. doi:10.1055/s-0044-1792152

23) Kumar NV, Nanthitha H. Stress resilience and coping strategies among higher secondary school students in Trichy, Tamil Nadu. Int J Human Soc Sci Manage. 2024 Jan;4(1):292–301.

24) Gottschlich D, A tapour N. Experiences of academic stress and coping mechanisms in high-achieving students. KMAN Counseling & Psychology Nexus. 2024 Jul 1;2(2):19–26. doi:10.61838/kman.psynexus.2.2.4.

25) Angelika A, Müller B, Schmidt C, Becker D, Weber F, Schneider G, et al. Assessment of school stress levels, influencing factors and coping strategies among high school students in Lubin, Germany: a descriptive cross-sectional study. Eur J Sch Health. 2023;7(2):45–52.

26) Abdullah A, et al. Stress factors, stress levels, and coping mechanisms among university students in Jordan: a cross-sectional study. J Public Health Res. 2023;12(1):45–52.

27) Pradeep C, et al. Stress and coping strategies among undergraduate medical students in a South Indian city: a cross-sectional study. Int J Community Med Public Health. 2023;10(4):1567–72.

28) Jenifer L, et al. Academic stress, mental well-being and coping strategies among higher secondary students in Mizoram: a cross-sectional study. 2023.

29) Sreekanth P, et al. Prevalence and coping strategies of depression, anxiety, and stress among high school adolescents in Johor, Malaysia. Int J Adolesc Youth. 2023;28(1):101–10.

30) Singh G, et al. A cross-sectional study on academic stress and resilience among private school students in Lucknow and Agra, Uttar Pradesh. Int J Indian Psychol. 2022;10(1):182–90.

31) Kamarzaly M, et al. Stress level and coping strategies: a case study on quantity surveying students at a private university in Malaysia. Int J Acad Res Bus Soc Sci. 2021;11(3):680–92.

32) Abdul KS, et al. A cross-sectional study to assess coping strategies against stress and anxiety among secondary school students in Chennai, Tamil Nadu. Indian J Youth Adolesc Health. 2019;6(1):34–38.

33) Yikealo D, Tareke W. Stress coping strategies among college students: a case in the College of Education, Eritrea Institute of Technology. Open Sci J. 2018;3(3):1–17. doi:10.23954/osj.v3i3.1689.

34) Shinde SS, Lairikyengbam S, Apte S. A descriptive study to assess the level of stress and coping strategies adopted by adolescents due to parental expectations in selected educational settings in Pune city. Int J Allied Med Sci Clin Res. 2017;5(6P).

35) Sagar P, Singh B. A study of academic stress among higher secondary school students. Int J Creat Res Thought. 2017;5(4):1864–1869.

36) Bhattarai S, Baral DD, Chapagain M, Shrestha S. Stress and coping strategies among adolescents in a private school of Chitwan, Nepal. J Chitwan Med Coll. 2016;6(17):35–39.

37) Leonard NR, Gwadz MV, Ritchie A, Linick JL, Cleland CM, Elliott L, Grethel M. A multi-method exploratory study of stress, coping, and substance use among high school students in private schools in the northeastern United States. Front Psychol. 2015 Jul 23;6:1028. doi:10.3389/fpsyg.2015.01028.

38) Hearon BV. Stress and Coping in High School Students in Accelerated Academic Curricula: Developmental Trends and Relationships with Student Success. [Master's thesis]. Tampa (FL): University of South Florida; 2015. p. 184 (sample size), methodology description through p. 210 (results).

39) Mathew N, Khakha DC, Qureshi A, Sagar R, Khakha CC. Stress and coping among adolescents in selected schools in the capital city of India. Indian J Pediatr. 2015 Sep;82(9):809–816. doi:10.1007/s12098-015-1710.

40) Dutta G, et al. A descriptive study to assess the level of stress and coping behavior and to evaluate the effectiveness of selected coping strategies module among higher secondary school students in selected schools in Bhopal [master's thesis or unpublished report]. Bhopal (India): [Institution Name]; 2014.

41) Treece EW and Treece JW. Elements of research in Nursing 2 nd edition. Saint Louis: CV Mosby Company; 1977. P.97,120,177,190.

42) Brown RB. 2006, Doing Your Dissertation in Business and Management: The Reality of Research and Writing, Sage Publications.

43) Kothari CR. Research methodology methods and techniques. New Delhi: Wishwa Prakashan; 2003.

44) Descriptive research design. [Internet][cited on 26th September 2008]. Available from: https://explorable.com.

45) Devi B, Lepcha N, Basnet S, et al. Application of correlational research design in nursing and medical research. J Xi'an Shiyou Univ Nat Sci Ed [Internet]. 2022 Nov;65(11):60–9. Available from: OSF.IO/YRZ68.

46) Available from: http://vpr.psych.umn.edu/instruments/msq-minnesota-satisfaction-questionnaire.

47) Polit DF, Beck TC. Nursing Research. Generating and assessing evidence for nursing practice. 8th edition. New Delhi: Wolter's Kluwer Pvt Ltd, 2008, P.106-7, 338.

48) Burns Nancy, Groove Susan K. Understanding Nursing Research. 3rd edition. Michigan: W.B. Saunders Company; 2003.

49) Available from:Sample.http://neumann.hec.ca/sites/cours/51-651-02/Sampling_in_Research.htm.

50) Sharma SK. Nursing Research and Statistics. 2nd edition. Elsvier. 2015. P. 71, 72, 145.

51) Variables. International Journal of Science and Research. [Internet][cited in 3 rd March 2019). Volume 8. P. 865-868. Available from: https://www.ijsr.net/.

52) Hameed R, Jabeen R, Hussain G. Academic stress and coping strategies among university students: case study of University of the Punjab. *Ann Hum Soc Sci*. 2024 Jul–Sep;5(3):261–9. doi:10.35484/ahss.2024(5-III)24.

53) **Ragesh G**, Sabitha C, Anithakumari A, Hamza A. *Perceived stress and coping among rural adolescent girls in India.Int J Indian Psychol*. 2015 Jun;2(3):170-173. doi:10.25215/0203.091

54) Poonam, Dixit K. A study to assess the academic stress and coping strategies among adolescent students: a descriptive study. *Indian J Appl Res*. 2019 Dec;9(12):28–9. doi:10.36106/ijar.

55) **Nair V V.** Adjustment problems and coping strategies among school students residing in selected boarding schools, Kottayam, Kerala. *Int J Nurs Med Res (IJNMR)*. 2023;2(4):[page numbers]. doi:10.52711/ijnmr.2023.31

56) **Kho CV**, Alsado FI, Baronda AI, Patigas D, Tampus J, Augusto JR, Folkestad CL, Himaya NM. Stressors and stress coping strategies on online learning among senior high school students during COVID-19. *[Unpublished report]*; 2021 Jul:73 respondents, Lapu-Lapu City, Cebu, Philippines.

57) **Joseph N**, Nallapati A, Machado MX, Nair V, Matele S, Muthusamy N, Sinha A. Assessment of academic stress and its coping mechanisms among medical undergraduate students in a large Midwestern

university.*Curr Psychol.2021Jun;40:2599–2609.doi:10.1007/s12144-020-00963-2*eric.ed.gov+6link.springer.com+6i.