A Study on Stress Management and Study Habits of Higher Secondary School Students

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ARTICLE INFO	ABSTRACT
	A study was conducted to investigate the study on Stress Management and Study habits of higher secondary school students. This study included the categorical variables gender, locality and parental educational qualification. Normative survey method was adopted in this study. The sample consisted of 1096 students studying in higher secondary schools in Chennai District. Stress Management scale and Study Habits scale was developed and validated by the investigator that included 26 items and 44 items. Suitable objectives were framed and set the hypotheses to test the objectives. The collected data was statically analysed by using percentage analysis and differential analysis. The finding of this study reveals that higher secondary school students are in moderate level of stress management and study habits also reveals that boys, rural students and uneducated parents of higher secondary school have higher mean scores than girls, urban and educated parents of stress management. Also reveals that boys, rural students and educated parents of higher secondary school have higher mean scores than girls, urban and uneducated parents of study habits. **Keywords:** Stress Management, Study Habits, Higher secondary school students.

Introduction

The terms "stress management" and "coping" have been used interchangeably to describe how to cope with stress or the attempt to "master" stress-induced damage, danger, or challenge. Stress management, in its broadest sense, refers to any effort to deal with stressful circumstances that individuals or organizations believe must be addressed. It is a technique for improving one's ability to cope with external stressors and their internal effects. Stress can be managed in three ways: to avoid or regulate it, to recover from it, or to learn to adapt to it (Yap, 2019).

Successful stress management can be achieved in several ways at both the individual and organizational levels. The first phase of stress management is dealing with stress, and the second phase is counteracting stress with the aid of the calming response (Varadaraj & Jabeen, 2021).One of the unique methods for controlling a person's stress level is stress management. It offers several strategies for managing long-term stress, such as regulating stress levels to an ideal range and preserving overall well-being. Understanding stress, identifying its symptoms holistically, and utilizing a range of resources—including tools, information, and techniques—to transform it into a positive force is known as stress management (Balvir & Mahipal, 2015). Its goal is to assist individuals in addressing the underlying causes of stress and learning effective coping mechanisms for handling stress.

Stress management, in its broadest sense, refers to any modification of the surroundings or of the individual that will lessen stress and improve health (Aditya & Ghosh, 2014)."Study" is a very narrow point of view, excluding studies related to the solution of problems arising in daily life. For example, when an electric cooking stove stops working, the housewife attempts to study the extent of damage done to the appliance. It may be a mere question of fixing the wire or changing the coil.

After this study, she makes up her mind regarding what action needs to be taken. Defined in broader terms, study implies an investigation for mastery of facts, ideas, or procedures that are not known at all or are partly known to the individual when they begin to study with the purpose of learning or mastering all that they can

about a particular idea, situation, or procedure. The failure rate among students is a major cause of poor or ineffective study habits. Students who usually fail are the ones who could not evolve a definite procedure of study, which could be linked with the purpose of their study (Yap, 2019). Study requires energy in the sense that the student must put in a definite effort and spend considerable mental energy while studying. For this, they may need help from teachers in the form of stimulation and appropriate motivation to study (Varadaraj & Jabeen, 2021).

Review of related Literature

Varadaraj .A and Farhana Jabeen .B.,(2021**)** analysed the stress management of college teachers with reference to Chennai district. A person's work experience is greatly influenced by their degree of control over their working conditions, the level of support they receive from co-workers, and the strategies they employ to overcome obstacles at work. India was in a desperate situation and faced many issues. College autonomy had established academic excellence. Teachers' participation, which was motivated by their desire and autonomy, is ultimately what will determine whether autonomy is achieved.

Yap (2019) investigated the factors affecting the students study habit on a sample entailing of 50 college students. Through statistical techniques, it can be clearly seen that there was a key difference in sex and age in relation with time management and age only 70 in terms of teaching policies and found that study habits and academic performance was differ significantly.

Statement of the Problem
The statement of the problem as entitled as **"A Study on Stress Management and Study Habits of Higher secondary school students".**

Operational Definitions of the Terms
Stress Management
Stress management refers to the systematic and intentional efforts employed by individuals to identify, understand, and effectively cope with stressors, aiming to maintain optimal psychological and physiological well-being. This includes the adoption of various strategies, such as cognitive reappraisal, relaxation techniques, and problem-solving skills, to mitigate the negative impact of stress on overall health and functioning.

Study Habits
Study habits the systematic and routine behaviours, techniques, and strategies individuals employ during the process of learning and academic engagement. This encompasses various aspects such as time management, organization, goal-setting, and effective use of resources to optimize the acquisition and retention of knowledge, thereby contributing to academic success and achievement.

Higher secondary school students
Higher secondary school students refer to those who are studying at 11 th and 12 th standard.

Objectives of the Study
- To assess the level of stress management of higher secondary school students
- To assess the level of study habits of higher secondary school students
- To investigate the significant difference between stress management of higher secondary school students based on the demographic variables.
a. Gender
b. Locality
c. Parental Educational Qualification
- To investigate the significant difference between study habits of higher secondary school students based on the demographic variables.
a. Gender
b. Locality
c. Parental Educational Qualification
- To find the significant relationship between the stress management and study habits of higher secondary school students.

Hypotheses of the Study
- The level of stress management of higher secondary school students is moderate
- The level of study habits of higher secondary school students is moderate
- There is no significant difference between stress management of higher secondary school students based on the demographic variables

a. Gender
b. Locality
c. Parental Educational Qualification
🔸 There is no significant difference between study habits of higher secondary school students based on the demographic variables
a. Gender
b. Locality
c. Parental Educational Qualification
🔸 There is significant relationship between the stress management and study habits of higher secondary school students.

Methodology of the Study

The normative survey was adopted for the present study. The population of the stress management and study habits of higher secondary school students in Chennai District in the year 2022-2023. A stratified random sampling technique was adopted in this present study. The sample consisted of 1096 students from 15 selected higher secondary school were standard selected randomly in Chennai District. Stress management and study habits scale was developed and validated by the investigator (2022). Percentile Analysis, Differential analysis and Correlation analysis were adopted for analysing and interpreting the data.

Data Analysis

Hypotheses Testing

H 1 & 2: The level of stress management and study habits of higher secondary school students is moderate.

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Stress Management	193	17.06%	626	57.01%	277	25.03%
Study Habits	198	18.01%	582	53.01%	316	28.08%

From the above table it is inferred that 17.06% of higher secondary school students (N=193) have low level of stress management, 57.01% of higher secondary school students (N=626) have moderate level, and 25.03% of higher secondary school students (N=277) have high level of stress management. The results reveal that most of the higher secondary school students have moderate level of stress management. Hence the hypothesis is accepted.
It is noticed that 18.01% of higher secondary school students (N=198) have low level of study habits, 53.01% of higher secondary school students (N=582) have moderate level, and 28.08% of higher secondary school students (N=316) have high level of study habits. The results reveal that most of the higher secondary school students have moderate level of study habits. Hence the hypothesis is accepted.

H 3A: There is no significant difference in stress management of boys and girls higher secondary school students

DIMENSIONS	BOYS (508)		GIRLS (588)		t VALUE	S / NS
	M	SD	M	SD		
Time management	20.30	6.97	19.41	7.06	2.10	S
Problem Solving Skills	17.55	4.86	18.39	5.63	2.66	S
Social Support	17.04	4.33	17.97	5.27	2.20	S
Physical Activity	17.04	4.19	17.83	5.26	2.74	S
Work – Life balance	16.85	4.32	17.45	4.56	2.23	S
Total	88.79	10.71	91.05	13.53	3.09	S

S – Significant
Note: 1. ** denotes significant at the 5% level
**   2.Table Value = 1.96 at 0.05 level**

It is inferred that the calculated 't'-values are greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected at 5% level, with regard to stress management. Hence there is a significant difference between of boys and girls higher secondary students of stress management.

H3B: There is no significant difference between stress management of higher secondary rural and urban students

DIMENSIONS	RURAL (616)		URBAN (480)		t VALUE	S / NS
	M	SD	M	SD		
Time management	19.42	7.07	20.34	6.96	2.15	S
Problem Solving Skills	18.37	5.63	17.53	4.82	2.67	S**
Social Support	17.89	5.14	17.09	4.48	2.77	S
Physical Activity	17.78	5.20	17.06	4.22	2.53	S
Work – Life balance	17.41	4.57	16.86	4.30	2.02	S
Total	90.88	13.42	88.88	10.73	2.74	S

** **Significant at 0.05 level**

Since t value is greater than 0.05, the null hypothesis rejected at 5% level with regard to dimensions problem solving skills of stress management. Hence there is a significant difference between rural and urban students with regard to dimensions problem solving skills of stress management. The result reveals that the rural are giving significantly more preference for dimensions problem solving skills than those of urban counterparts.

There is no significance difference between rural and urban with regard to dimensions time management, social support, physical activity, work-life balance and total scores of stress management, since t value is less than 0.05. Hence, the null hypothesis is accepted with regard to dimensions time management, social support, physical activity, work-life balance and total scores of stress management.

H3C: There is no significant difference between stress management of higher secondary school students educated and uneducated parents

DIMENSIONS	EDUCATED (510)		UNEDUCATED (586)		t VALUE	S / NS
	M	SD	M	SD		
Time management	18.41	6.23	19.22	6.26	0.50	NS
Problem Solving Skills	17.34	4.49	16.98	4.64	0.93	NS
Social Support	16.93	4.07	17.02	4.45	0.25	NS
Physical Activity	16.94	4.24	17.05	4.34	0.32	NS
Work – Life balance	16.81	4.44	17.13	4.14	0.86	NS
Total	86.42	10.50	87.39	10.04	1.10	NS

** **Significant at 0.05 level   NS – Not Significant**

Since t value is greater than 0.05, the null hypothesis rejected at 5% level with regard to dimensions work-life balance and the total scores of stress management. Hence there is a significant difference between educated and uneducated parents of higher secondary school students with regard to dimensions work-life balance and the total scores of stress management. The result reveals that the uneducated parents are giving significantly more preference for dimensions work-life balance and the total scores than those of educated parents counterparts.

There is no significance difference between educated and uneducated parents of higher secondary school students with regard to dimensions time management, problem solving skills, social support and physical activity of stress management, since t value is less than 0.05. Hence, the null hypothesis is accepted with regard to dimensions time management, problem solving skills, social support and physical activity of stress management

H4A: There is no significant difference in study habits of boys and girls higher secondary school students

STUDY HABITS	BOYS (508)		GIRLS (588)		t VALUE	S / NS
	M	SD	M	SD		
	151.56	39.22	146.00	42.28	2.26	S

NS – Not SignificantTable value = 1.96 at 0.05 level
S denotes significant at the 1% level**

Since t value is less than 0.05, null hypothesis is accepted at 5% level with regard to study habits. Hence, there is no significance difference between boys and girls higher secondary with regard to study habits. Specifically, the recent result reveals that boys are having higher level of study habits than the girls counterparts.

H4B: There is no significant difference between study habits of higher secondary rural and urban students

STUDY HABITS	RURAL (616)		URBAN (480)		t VALUE	S / NS
	M	SD	M	SD		
	146.99	41.93	150.62	39.65	1.47	NS

NS- Not significant   Table value = 1.96 at 0.05 level

Since t value is greater than 0.05, null hypothesis is rejected at 5% level with regard to study habits. Hence, there is significance difference between rural and urban students of higher secondary with regard to study habits. Specifically, the recent result reveals that rural are having higher level of study habits than the urban counterparts.

H4C: There is no significant difference between study habits of higher secondary school students educated and uneducated parents

STUDY HABITS	EDUCATED (510)		UNEDUCATED (586)		t VALUE	S / NS
	M	SD	M	SD		
	152.79	38.31	144.92	42.84	3.21	S**

**Significant at 0.05 level

Since t value is greater than 0.05, null hypothesis is rejected at 5% level with regard to study habits. Hence, there is significance difference between educated and uneducated parents of higher secondary school with regard to study habits. Specifically, the recent result reveals that educated parents are having higher level of study habits than the uneducated parents counterparts.

H5: There is no significant relationship between the stress management and study habits of higher secondary school students.

Variables	Stress management	Study Habits
Stress management	1	
Study Habits	0.232**	1

* * Table value of r for df 1094 at 0.01 level is 0.081.

From the above table, it is understood that stress management have positive correlation with study habits 0.232 is indicates that the high positive correlation of stress management and study habits of higher secondary school students. Hence the hypothesis is rejected.

Major Findings of the Study

- There is no significant difference between boys and girls of higher secondary school students with regard to stress management.
- There is a significant difference between urban and rural with regard to dimensions problem solving skills of stress management.
- There is no significance difference between rural and urban with regard to dimensions time management, social support, physical activity, work-life balance and total scores of stress management.
- There is a significant difference between urban and rural with regard to dimensions problem solving skills of stress management.
- There is no significance difference between rural and urban with regard to dimensions time management, social support, physical activity, work-life balance and total scores of stress management.
- There is no significance difference between boys and girls higher secondary school with regard to study habits
- There is significance difference between rural and urban students of higher secondary school with regard to study habits.
- There is significance difference between educated and uneducated parents of higher secondary school with regard to study habits.
- There is significant relationship between the stress management and study habits of higher secondary school students

Conclusion

The study "A Study on Stress Management and Study Habits of Higher Secondary School Students" revealed several significant findings about the educational and psychological dynamics among higher secondary students .The research, conducted with a substantial sample of 1,096 students, demonstrated that students generally maintain moderate levels of both stress management capabilities and study habits, indicating room for improvement in both areas (Yap, 2019). While gender differences proved insignificant in both stress management and study habits, other demographic factors showed notable variations (Varadaraj & Jabeen, 2021).Rural students exhibited stronger problem-solving skills compared to their urban counterparts, and students from families with uneducated parents demonstrated better work-life balance and overall stress management scores (Balvir & Mahipal, 2015). Importantly, the study established a significant positive correlation between stress management and study habits, suggesting that these two factors are interlinked in students' academic lives (Aditya & Ghosh, 2014).The findings notably revealed that boys, rural students, and students with uneducated parents generally achieved higher mean scores in stress management compared to girls, urban students, and those with educated parents, respectively. These results emphasize the need for targeted interventions and support systems that consider these demographic variations while working to enhance both stress management capabilities and study habits among all higher secondary school students (Yap, 2019).The findings underscore the importance of developing comprehensive educational strategies that integrate stress management techniques with effective study practices, particularly considering the unique strengths and challenges presented by different demographic groups (Varadaraj & Jabeen, 2021).

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