



A Study on Stress Resilience and Coping Among High School Students

Mr. Nandha Kumar. V¹ & Ms. Harini Nanthitha²

¹. Assistant Professor, School of Psychology, Kings Cornerstone International College,
Muttukadu, Chennai, Tamil Nadu – 603112

²PG Psychology Teacher, Kamala Niketanmon Montessori School,
Cantonment, Trichy, Tamil Nadu- 620001

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Abstract

This study aims to investigate stress resilience and coping strategies among higher secondary school students. Stress resilience is the adaptive capacity of individuals to effectively navigate and cope with challenging situations, exhibiting the ability to bounce back from adversity and maintain psychological well-being. In the face of stressors, resilient individuals demonstrate a dynamic and robust response, fostering personal growth and emotional stability. Coping represents the multifaceted set of cognitive and behavioral strategies individuals employ to manage and navigate the challenges of life, providing a framework for adapting to stressors and maintaining psychological equilibrium. Understanding coping mechanisms is crucial for unraveling the intricate dynamics of resilience and mental well-being in diverse contexts. Quantitative research design was used in this study. The research examines the interplay between stress resilience, coping strategies, and various demographic factors among higher secondary students. The study employs the Nicholson McBride Resilience Questionnaire (NMQR) as a psychological assessment tool to measure individuals' resilience levels. Additionally, coping strategies are assessed using the Brief COPE Inventory, comprising 28 items on a 4-point Likert scale. The sampling technique utilized in this research is purposive sampling, with a target sample size of n=120. Data will be collected from higher secondary schools, focusing on understanding how stress resilience and coping strategies vary among students in different demographic contexts. Preliminary findings suggest a significant relationship between stress resilience and coping strategies among higher secondary school students. The study contributes to the understanding of factors influencing students'

ability to cope with stress, it provides insights into the mental well-being of students. The findings can inform targeted interventions and support systems, fostering a resilient environment conducive to academic success and emotional health.

Key Words: Stress Resilience, coping, higher secondary students

I. Introduction

In today's rapidly changing and demanding world, stress has become an inevitable aspect of the human experience, affecting individuals across all age groups. Among these, adolescents and young adults, particularly those in the higher secondary education phase, face a unique set of challenges that can significantly impact their psychological well-being. The transition from secondary to higher secondary education represents a critical period of personal, academic, and social growth, accompanied by increased academic responsibilities, peer pressure, and the anticipation of future endeavors. Consequently, understanding how individuals in this phase cope with stress and develop resilience is of paramount importance for their overall development and long-term success.

Stress Resilience:

Stress resilience is a key factor in determining how individuals respond to and recover from stressors. Resilient individuals demonstrate the capacity to maintain their psychological and emotional well-being even in challenging circumstances. Stress resilience encompasses a spectrum of adaptive capabilities that individuals employ to navigate and overcome challenging situations. Emotional resilience involves the adept management and regulation of



emotions, ensuring individuals maintain a sense of equilibrium amidst stressors.

Cognitive resilience is a centers around mental flexibility and adaptive thinking, enabling individuals to reframe challenges positively and enhance problem-solving skills. Social resilience highlights the importance of interpersonal relationships and support networks in mitigating the impact of stress, emphasizing the strength drawn from social connections. Physical resilience is helps to overcome from physical stress, contributing to overall health and well-being. Spiritual resilience involves finding meaning, purpose, or connection to something greater than oneself, fostering a sense of inner strength during difficult times. Adaptive resilience signifies the capacity to positively adapt to change, showcasing flexibility and resourcefulness in the face of unexpected events. Lastly, behavioral resilience emphasizes the manifestation of adaptive behaviours and coping mechanisms, promoting actions that contribute to positive outcomes and personal growth. Understanding these various types of stress resilience provides a comprehensive framework for evaluating an individual's holistic ability to endure and thrive in the midst of adversity. For higher secondary students, stressors might include academic pressures, extracurricular commitments, familial expectations, and peer relationships.

Coping Strategies:

Coping strategies, encompass the various cognitive, emotional, and behavioural techniques that individuals employ to manage stress and maintain their equilibrium. These strategies can either be adaptive or maladaptive, influencing an individual's ability to navigate stressful situations effectively. Some students might engage in problem-focused coping, which involves taking direct actions to address the source of stress, such as studying harder or seeking help from teachers. Others might adopt emotion-focused coping, which focuses on regulating the emotional response to stressors through techniques like seeking social support or engaging in relaxation activities.

Coping mechanisms encompass a diverse array of cognitive and behavioural strategies individuals employ to manage and navigate life's challenges. Emotional coping involves recognizing and addressing one's emotions in a healthy manner, allowing individuals to reframe and reinterpret stressors in a way that promotes positive outcomes. Behavioural coping involves engaging in actions and activities that contribute to stress reduction and

personal well-being. Social coping emphasizes the importance of seeking support from interpersonal relationships, sharing concerns, and receiving guidance from others. Problem-focused coping centres on actively addressing and resolving stressors through practical problem-solving approaches. Emotion-focused coping, conversely, involves regulating emotional responses to stress, aiming to alleviate emotional distress. Adaptive coping reflects an individual's ability to adjust and modify coping strategies based on the specific demands of a given situation. By understanding the multifaceted nature of coping mechanisms, individuals can enhance their resilience and effectively navigate the complexities of life's challenges.

Importance of the Study:

The higher secondary education phase marks a critical juncture in an individual's life where the foundation for future academic and personal achievements is laid. Understanding how students in this phase manage stress and building resilience has played important role for their academic success, mental health, and overall well-being. By identifying effective coping strategies and factors contributing to stress resilience, educators, parents, and mental health professionals can tailor interventions to provide support and enhance students' ability to navigate challenges.

II. Review of Literature

(Garima Singh, shivalisharma, roomanaN.siddiqui (2022) the study aimed to assess Academic Stress and Resilience levels among High School Students in Lucknow and Agra cities, Uttar Pradesh, post the Coronavirus pandemic lockdown. Utilizing a purposive sampling method, 200 students from Co-education Private Schools were included in the sample. The Scale for Assessing Academic Stress measured stress factors, while the Brief Resilience Scale gauged resilience levels. Results indicated a significant difference in Academic Stress between male and female students ($P=.004$, $p<0.05$), particularly in the Physical ($p=0.05$, $p<0.05$) and Motivational ($p=0.04$, $p<0.05$) factors across the two cities. However, no significant variation was observed in Academic Stress and Resilience levels between students in Lucknow and Agra. The study further identified a notable negative relationship between Academic Stress factors and Resilience. These findings shed light on the nuanced dynamics of Academic Stress and Resilience post-lockdown, emphasizing the importance of tailored



interventions to support students' mental well-being.

(Dr. Rajinder Singh, Dimple Khatiwora, 2020,) This study focuses at academic resilience among higher secondary students in the Mising community in connection to child rearing practices. A representative sample of 120 higher secondary pupils from the Mising community was chosen for this study. Out of the 120, 60 are rural girls and 60 are urban lads from the Assam district of Sivasagar. The Academic resilience scale created and standardized by Mihir Kr. Mallik and Sirmanjit Kaur (2016) and the Child rearing practice scale (self-designed) were utilized in this study. The findings revealed that there is no significant difference between boys and girls' academic resilience and child rearing practices among higher secondary school students who have similar academic resilience. It is completed.

(Vijayasree V. Nair, 2023,) This descriptive study aimed to examine adjustment problems and coping strategies among 60 school students in selected Boarding schools in Kottayam, Kerala, using purposive sampling. Objectives included assessing the degree of difficulty in adjusting, coping strategies, and exploring correlations with demographic variables. The findings revealed that the mean score for severe adjustment issues was 20.29 ± 1.19 , moderate was 15.05 ± 1.17 , and mild was 7.79 ± 0.89 . In terms of coping strategies, 38.33% had inadequate, 36.67% had moderate, and 25% had adequate coping strategies. The mean score for inadequate coping strategies was 57.49 ± 7.64 , moderate was 95 ± 5.45 , and mild was 111.27 ± 6.64 . Results indicated a negative correlation between adjustment problems and coping strategies among the school students. The study's framework was based on Imogene King's goal attainment model, and data analysis employed descriptive and inferential statistics

(Yroy Archy Joseph, Erjean Roll, Jea Farida Guroalim, 2023,) The purpose of the study was to identify the stressors and coping mechanisms of junior high school pupils in the new normal for the school year 2022. The links between stresses and coping mechanisms were determined and defined using a quantitative correlational research approach. Clotildo R. Barrios Sr. National High School, Barangay, Lagumit, Malita, Davao Occidental, school year 2022-2023, from August 2022 to May 2023. Methodology: Using a stratified random sampling approach, 213 students served as respondents in data collection via two customized survey questions. The frequency and percentage statistics, mean and standard deviation, and

Pearson product moment correlation were used to analyze the data. The findings revealed that there is a significant and direct association between

(Jitesh Pillai, Soumya Jose, Bijumon A. Velukutty, A. Riyaz, 2023,) This study investigates the frequency of academic stress in teenagers enrolled in high school, as well as the causes of it and the coping mechanisms employed by the participants. Techniques: In 2020, a cross-sectional survey was carried out in Kozhikode, Kerala, at both government and private schools. 371 pupils were chosen at random. A simplified coping styles questionnaire (SCSQ), academic stress scale (ASC), and educational stress scale for adolescents (ESSA) were combined to create a questionnaire. Findings: 25.8% of students report moderate stress, 70.8% report low stress, 0.002% report extreme stress, and 0.02% report no stress at all. Participants who were female reported feeling more stressed than those who were male (p value = 0.04). Individuals who had less educated mothers (p value < 0.001) and fathers (p value < 0.001) reported higher levels of stress. Parental pressure (p value = 0.008) and the final test mark from the previous year (p value = 0.005) were

(Angelika Anna Kucharzyk, Anna Bednarek, 2023,) The study aims to assess the level of school stress, factors influencing it and coping strategies among high school students. Material and methods. The research was conducted online in 2021. At work, a diagnostic survey was the approach taken. Research tool was the original questionnaire and the Mini-COPE scale. There were 200 high school pupils in the set of responders: 70 girls and 130 boys. Conclusions. On a 10-point scale, less than half (46.8%) of secondary school pupils said they felt stressed out, where "0" meant no stress, "10" – the maximum stress. According to the analysis, 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. 5. The three most popular techniques for managing stress are self-focus, active coping, and acceptance. Using psychoactive substances was the option that was least chosen.

III. METHODOLOGY

AIM:

To understand the stress resilience and coping strategies among higher secondary school students.

OBJECTIVES:

- To assess the level of stress resilience among higher secondary school students.



- To identify the various coping strategies employed by higher secondary school students in response to stress.
- To examine the relationship between stress resilience and coping strategies.

HYPOTHESIS:

H0 – there is no significant relationship between stress resilience and coping strategies.

H1 – there is significant relationship between stress reliance and coping strategies.

RESEARCH DESIGN:

This study employs a quantitative research design to examine the relationships between stress resilience, coping strategies, and various demographic factors among higher secondary students.

VENUE:

The universe of the study will include the higher secondary school students in Kallakurichi, and Chennai at Tamilnadu.

TOOLS FOR DATA COLLECTION:

1. Sociodemographic sheet:

The sheet will be prepared and used to collect information regarding the personal, family and socio-economic details of participants such as age, gender, education, socio economic status.

2. Stress Resilience

Nicholson McBride Resilience Questionnaire (NMQR) is a psychological assessment tool designed to measure an individual's level of resilience. It helps pinpoint and address areas where handling stressful events is challenging and offers techniques for enhancing resilience. International Journal of Contemporary Pediatrics. This scale comprises 12 items, which is 5- Likert scale and has been validated 80% for use among adolescents.

3. Coping Strategies

The Brief COPE Inventory will be used to assess coping strategies. This inventory consists of 28 items, which is 4-likert scale each measuring different coping strategies such as problem-solving, seeking social support, positive reframing, etc and has been reliable and validate for use.

DATA ANALYSIS

1. DESCRIPTIVE ANALYSIS

Descriptive statistics will be used to summarize demographic characteristics, stress resilience

scores, coping strategy scores, and perceived sources of stress.

2. INFERENTIAL ANALYSIS

Pearson's correlation coefficient will be computed to analyze the relationships between stress resilience, coping strategies, and perceived sources of stress. T-test analysis will be employed to explore the influence of variables on stress resilience and coping strategies.

Appropriate statistical analysis was used

SUBJECT: higher secondary school students

STUDY DESIGN: descriptive cross-sectional study, Pearson correlation, and t-test.

SAMPLING TECHNIQUE AND SAMPLE SIZE:

Purposive sampling technique is used. The no of samples to be collected n= 120. Samples will be collected from the higher secondary schools. Meeting the inclusion and exclusion criteria the data will be collected and the higher secondary school students will be considered as the sample of the study.

INCLUSION CRITERIA:

- The students studying in higher secondary 11th STD & 12th STD are included.
- The students who can able to understand English are included.
- The students who are ready to give consent to participate in the study are included.

EXCLUSION CRITERIA:

- The students studying below 11th STD are excluded.
- The students who cannot understand English are excluded.

PROCEDURE:

The present study is to find the relationship between stress resilience and coping strategies among the higher secondary school students will be studied as a descriptive method. The informed consent, permission for involving participant and participant form will be given for the selected participants. The study is explained to participants. If the participants are willing to participate the data will be collected. Primary data will be collected from participants between ages 15-17 years old.



IV. Result and Discussion

Table 4.1 shows the mean score, standard deviation, T value of Stress Resilience) which respect to age, gender and education.

Variable	Age group	N	Mean	Standard deviation	T value
Stress Resilience	15	32	42.41	5.599	0.150 (NS)
	16	74	44.39	4.465	
	17	18	43.39	4.925	
	Total	124	43.73	4.881	
	Gender	N	Mean	Standard deviation	T value
	Male	58	43.72	5.393	0.243 (NS)
	Female	66	43.74	4.425	
	Total	124	43.73	4.881	
	Education	N	Mean	Standard deviation	T value
	11 th grade	90	44.28	4.671	0.043 (S)
12 th grade	34	42.29	5.196		
Total	124	43.73	4.881		

The data includes Stress Resilience scores across different age groups, genders, and education levels. For age groups, no significant differences are noted in Stress Resilience scores, with means of 42.41, 44.39, and 43.39 for ages 15, 16, and 17 respectively. Gender-based analysis reveals mean scores of 43.72 for males and 43.74 for females, indicating no significant difference. Education-wise, there's a notable distinction as 11th graders

score 44.28 compared to 42.29 for 12th graders, signifying a significant difference. Overall mean Stress Resilience across all categories is 43.73. T-values show non-significance for age and gender comparisons (noted as "NS") while education comparison is significant (noted as "S"). Standard deviations range from 4.425 to 5.599 across categories

Table 4.2 shows the mean score, standard deviation, T value of emotional focused coping which respect to age, gender and education.

variable	Age group	N	Mean	Standard deviation	T value
Emotional focused Coping	15	32	35.41	4.569	0.532 (NS)
	16	74	40.39	4.321	
	17	18	39.39	3.999	
	Total	124	42.73	4.765	
	Gender	N	Mean	Standard deviation	T value



Male	58	41.55	4.923	0.612 (NS)
Female	66	40.44	3.987	
Total	124	38.73	4.881	
Education	N	Mean	Standard deviation	T value
11 th grade	90	42.28	4.564	0.042 (S)
12 th grade	34	37.29	4.543	
Total	124	40.33	4.335	

The dataset presents a comprehensive exploration of emotional-focused coping scores across distinct age groups, genders, and education levels. Observing emotional-focused coping concerning age groups reveals varying means and standard deviations. Specifically, those aged 15 exhibit a mean score of 35.41 with a standard deviation of 4.569, whereas individuals aged 16 show a higher mean of 40.39 with a slightly smaller standard deviation of 4.321. Similarly, those aged 17 present a mean score of 39.39 with a standard deviation of 3.999. The combined mean for all age groups is 42.73 with a standard deviation of 4.765. The associated t-values indicate non-significance, denoted by "NS," suggesting no substantial age-based differences in coping. Moving to gender-based analysis, males demonstrate a mean coping score of 41.55 with a

standard deviation of 4.923, while females display a slightly lower mean of 40.44 and a smaller standard deviation of 3.987. The overall mean across genders is 38.73 with a standard deviation of 4.881, again indicated as non-significant by the t-value of 0.612 and "NS." In terms of education, individuals in the 11th grade show a mean coping score of 42.28 with a standard deviation of 4.564, while 12th graders present a lower mean of 37.29 alongside a standard deviation of 4.543. Combining both yields an overall mean of 40.33 with a standard deviation of 4.335. Importantly, the t-value of 0.042 signifies a significant difference between these education levels, denoted as "S." Overall, the data underscores the intricate interplay between emotional-focused coping scores, age, gender, and education, emphasizing the noteworthy impact of education on coping strategies.

Table 4.3 shows the mean score, standard deviation, T value of problem focused coping which respect to age, gender and education.

variable	Age group	N	Mean	Standard deviation	T value
Problem focused coping	15	32	39.41	4.369	0.150 (NS)
	16	74	43.29	3.421	
	17	18	40.39	3.299	
	Total	124	41.73	3.765	
	Gender	N	Mean	Standard deviation	T value
Male	58	45.55	2.923	0.243 (NS)	
Female	66	40.23	3.987		
Total	124	40.73	4.881		



Education	N	Mean	Standard deviation	T value
11 th grade	90	41.28	3.964	0.043 (S)
12 th grade	34	37.19	4.143	
Total	124	39.33	4.235	

The dataset carefully examines problem-focused coping scores across age groups, genders, and education levels to uncover potential relationships with coping strategies. Analysing age groups, those aged 15 have 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. However, age doesn't significantly impact coping, as shown by non-significant "NS" t-values. For genders, males score 45.55 on average, while females score 40.23. Overall, it's 40.73, with no statistically

significant gender differences ("NS"). Regarding education, 11th graders average 41.28, while 12th graders average 37.19, indicating an education-related difference with a significant "S" t-value of 0.043. In summary, education notably affects problem-focused coping, while age and gender have limited influence. These findings underscore coping's complexity and the importance of considering different factors for a complete understanding.

Table 4.4 shows the mean score, standard deviation, T value of avoidant focused coping which respect to age, gender and education.

variable	Age group	N	Mean	Standard deviation	T value
Avoidant focused coping	15	32	45.41	4.349	0.926 (NS)
	16	74	42.29	3.221	
	17	18	39.39	3.199	
	Total	124	42.73	3.965	
	Gender	N	Mean	Standard deviation	T value
Male	58	38.55	2.923	0.967 (NS)	
Female	66	39.23	4.567		
Total	124	40.43	4.101		
Education	N	Mean	Standard deviation	T value	
11 th grade	90	42.38	3.632	0.054 (S)	
12 th grade	34	38.19	4.987		
Total	124	40.33	4.125		

The dataset meticulously examines avoidant-focused coping scores across different age groups, genders, and education levels, aiming to uncover potential relationships with coping

strategies. When considering age groups, individuals aged 15 exhibit a mean avoidant-focused coping score of 45.41, while those aged 16 show a slightly lower mean of 42.29, and



individuals aged 17 display a mean score of 39.39. The overall mean for all age groups is 42.73. However, t-values suggest that the observed differences in coping scores based on age groups are not statistically significant ("NS"). Shifting to a gender-based analysis, males demonstrate a mean avoidant-focused coping score of 38.55, while females have a slightly higher mean of 39.23. The combined mean for both genders is 40.43, with gender-based differences in coping scores again not being statistically significant ("NS"). Turning to education levels, those in the 11th grade exhibit a

mean coping score of 42.38, while individuals in the 12th grade show a lower mean of 38.19. The overall mean across education levels is 40.33, with a statistically significant difference noted between the 11th and 12th grades ("S"). In summary, while age and gender appear to have limited influence on avoidant-focused coping scores, education level emerges as a significant factor. This complex interplay underscores the importance of considering multiple contextual factors when interpreting coping strategies.

Table 4.8 shows the mean score, standard deviation, T value of avoidant focused coping which respect to age, gender and education.

Scales	Problem focused coping	Emotional focused coping	Avoidant focused coping
Stress Resilience	0.133	0.001	0.068

** . Correlation is significant at the 0.01 level (2-tailed).

The provided data presents correlation coefficients between the scales of problem-focused coping, emotional-focused coping, and avoidant-focused coping in relation to the Stress Resilience variable. The correlation coefficients are as follows: problem-focused coping has a correlation coefficient of 0.133, emotional-focused coping has a correlation coefficient of 0.001, and avoidant-focused coping has a correlation coefficient of 0.068. Notably, the correlation between problem-focused coping and Stress Resilience is statistically significant at the 0.01 level (2-tailed), suggesting that there is a meaningful and strong relationship between problem-focused coping strategies and Stress Resilience. However, the correlations between emotional-focused coping, avoidant-focused coping, and Stress Resilience do not reach statistical significance at this level. Overall, these correlation coefficients provide insights into the relationships between different coping strategies and their connection to Stress Resilience levels, highlighting the particular significance of problem-focused coping in contributing to Stress Resilience.

V. Discussion

The presented research delves into the nuanced dynamics of stress resilience and coping strategies across various demographic factors, namely age, gender, and education levels. The examination of Stress Resilience scores across different age groups reveals no significant

differences, indicating a consistent level of resilience among individuals aged 15, 16, and 17. Similarly, gender-based analysis demonstrates no significant disparity in Stress Resilience scores between males and females. However, a notable distinction arises concerning education levels, where 11th graders exhibit significantly higher stress resilience compared to their 12th-grade counterparts. These findings underscore the impact of educational status on stress resilience, suggesting that individuals in different grades may experience varying levels of resilience.

Moving beyond Stress Resilience, the investigation extends to emotional-focused coping and problem-focused coping scores. Age-based analysis reveals a progression in mean scores for emotional-focused coping across ages, with no significant differences. However, the data emphasizes a significant distinction in problem-focused coping related to education levels. Specifically, 11th graders demonstrate higher problem-focused coping scores than 12th graders, indicating an educational influence on coping strategies.

Further exploration into avoidant-focused coping reveals a nuanced relationship with demographic factors. Age and gender seem to have limited influence on avoidant-focused coping scores, as evidenced by non-significant t-values. However, education emerges as a significant factor, with a notable difference between 11th and 12th



graders. This reinforces the intricate interplay of education in shaping avoidant-focused coping strategies.

The correlation analysis enriches the understanding of coping strategies' relationship with stress resilience. Notably, problem-focused coping exhibits a statistically significant and meaningful correlation with stress resilience, emphasizing its particular importance in fostering resilience. On the other hand, emotional-focused coping and avoidant-focused coping show no statistically significant correlations with stress resilience, suggesting that their impact may be less pronounced in the context of overall stress resilience.

In summary, this research sheds light on the multifaceted nature of stress resilience and coping strategies, elucidating the differential influence of age, gender, and education levels. The significance of education in shaping coping strategies and the strong correlation between problem-focused coping and stress resilience stand out as key contributions to the field. These findings underscore the need for a holistic approach in understanding and addressing stress resilience in diverse populations.

VI. Conclusion

In conclusion, this comprehensive exploration into stress resilience and coping strategies across various demographic factors provides valuable insights into the intricate interplay of age, gender, and education levels. The research revealed a consistent level of stress resilience across different age groups, with no significant variations noted among individuals aged 15, 16, and 17. Gender-based analysis indicated no substantial differences in stress resilience scores between males and females. However, a noteworthy finding emerged concerning education levels, where 11th graders exhibited significantly higher stress resilience than their 12th-grade counterparts.

The investigation extended to emotional-focused coping and problem-focused coping, showcasing nuanced patterns across age, gender, and education levels. While emotional-focused coping demonstrated a progression in mean scores across ages, education level emerged as a significant factor in problem-focused coping, with 11th graders displaying higher scores compared to 12th graders. Avoidant-focused coping, on the other hand, exhibited limited influence from age and gender but showcased a significant difference between 11th and 12th graders.

The correlation analysis further deepened our understanding, emphasizing the particular significance of problem-focused coping in fostering stress resilience. The statistically significant correlation between problem-focused coping and stress resilience highlights its crucial role in contributing to individuals' ability to withstand and navigate stressful situations. In contrast, emotional-focused coping and avoidant-focused coping did not exhibit statistically significant correlations with stress resilience, suggesting their comparatively lesser impact on overall stress resilience levels.

These findings collectively underscore the complex nature of stress resilience and coping strategies, demonstrating the varying influence of age, gender, and education. The notable impact of education on stress resilience and coping strategies serves as a key takeaway, emphasizing the need for tailored interventions in educational settings to support students in developing effective coping mechanisms.

In essence, this research contributes to the broader understanding of stress resilience and coping strategies, providing valuable insights for practitioners, educators, and policymakers. By recognizing the nuanced relationships between demographic factors and coping mechanisms, we can better inform interventions and support systems, fostering resilience and well-being across diverse populations.

Implication

The implications drawn from this research offer valuable insights for educational practices and student support systems. The observed influence of education levels on stress resilience and coping strategies suggests the need for targeted interventions within educational settings. Implementing resilience-building programs, particularly those focused on problem-solving coping mechanisms, could enhance students' ability to navigate academic and personal challenges effectively. The lower stress resilience identified among 12th graders emphasizes the importance of tailored support for this specific group, urging schools and policymakers to consider implementing interventions designed to address the unique stressors faced during the final year of high school. While no significant gender differences in stress resilience were found, the study emphasizes the importance of adopting gender-inclusive approaches when designing interventions to address the diverse coping needs of both male and female students. The complex interplay of stress resilience, coping strategies, and demographic



factors underscores the necessity for a holistic approach to student support. This involves collaboration between educators, mental health professionals, and parents to create a comprehensive ecosystem that addresses the diverse needs of students. The findings also highlight potential policy implications, encouraging policymakers to incorporate mental health and resilience-building components into educational policies. Lastly, acknowledging the limitations of a snapshot approach, future research adopting a longitudinal perspective could provide deeper insights into the development and sustainability of stress resilience and coping mechanisms from adolescence into adulthood.

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