

## **Coping Skills of Higher Secondary School Students in Relation to Mental Health**

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**Abstract:** In adolescence period mental health is very important for decision making, problem solving, academic achievement etc. The Coping Skills has great role in creating positive mind and good mental health. The present study focused on Coping Skills and Mental Health of adolescence. The study intends to find out relationship between Coping Skills and Mental Health among higher secondary school students. The study was conducted on 568 higher secondary school students. Correlation analysis and Test of significance difference between correlations were used for analyzing the data. The study reveals that there exist a significant relationship between Coping skills and Mental Health of higher secondary school students.

**Key Words:** Coping Skills, Mental Health

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### **I. INTRODUCTION**

Now a day the world is becoming more and more competitive. Our life is surrounded by many problems which are not always possible to solve. However we should have a sort of control on how to deal or cope with these problems. Education is a dynamic process by which human beings develop thinking, reasoning, problem solving, creativity, intelligence, coping skills and attitudes. Education equips the man with all the skills required to confront the challenges presented to him by the environment.

‘Coping’ has been used to denote the way of dealing with stress, or the effort to master conditions of harm, threat or challenge when a routine or automatic response is not readily available (Lazarus,1974)[1]. Psychologists have identified two major ways in which people cope with stress. In the first approach, a person may decide to suffer or deny the experienced stress; this is the passive approach. Or, a person may decide to face the realities of experienced stress and clarify the problem through negotiations with other members; this is the active approach (Pareek, 1983)[2].

Coping Skills are the methods that a person uses to deal with stressful situations. The development of Coping Skills may be accomplished through a sequence of stages, meaning that if a person does not effectively master how to deal with stressors of childhood, he or she will not be able to effectively handle stress associated with adolescence. The transitional stressors may be amplified for those children who have not developed effective Coping Skills during adolescence (Cicchetti & Rogosch, 2002)[3].

Many mental health problems begin when physical stress or emotional stress triggers chemical changes in your brain. The goal of treatment and prevention is to reduce stress and restore normal chemical processes in your brain. There are many ways to classify the coping responses, most approaches distinguish between strategies that are active in nature and oriented toward confronting the problem, and strategies that entail an effort to reduce tension by avoiding dealing with the problem. Most important, good Coping Skills make for good mental health wellness. How adolescents cope with these changes is a topic of much concern to parents, teachers, and to society as a whole. It is possible to teach Coping Skills to young people that will help them make better decisions about how to react to stress when they face adversity.

The present study focused on Coping Skills and Mental Health of adolescence.

### **II. STATEMENT OF THE PROBLEM**

Coping Skills of Higher Secondary School Students in Relation to Mental Health

### III. VARIABLES OF THE STUDY

For the present study Coping Skills and Mental Health are the two variables.

### IV. OBJECTIVES OF THE STUDY

1. To find out whether there exist significant relationship between Coping Skills and Mental Health among higher secondary school students for the total sample and relevant sub samples based on

- Gender
- Locale of school

2. To find out whether there exist significant difference in the co-efficient of correlation between Coping Skills and Mental Health among higher secondary school students for the sub samples based on

- Gender
- Locale of school

### V. HYPOTHESES OF THE STUDY

1. There is significant relationship between Coping Skills and Mental Health among higher secondary school students for the total sample and relevant sub samples based on

- Gender
- Locale of school

2. There is significant difference in the co-efficient of correlation between Coping Skills and Mental Health among higher secondary school students for the sub samples based on

- Gender
- Locale of school

### VI. METHODOLOGY

#### 6.1 Participants

The present study was conducted on a representative sample of 568 students of higher secondary school from higher secondary schools of Kozhikode district. Sample was drawn by stratified random sampling technique giving due representation to factors like gender, locale of the school, and type of management.

#### 6.2 Tools Used for the Study

- Coping Skills Inventory (Syamala & Sreekala, 2016)
- Mental Health Status Scale (Hameed & Niveditha, 2015)

#### 6.3 Statistical Techniques Used for the Study

- (a) Pearson's Product moment Correlation
- (b) Test of significance of difference between correlation coefficients
- (c)

### VII. RESULTS AND DISCUSSION

#### 7.1 Preliminary Analysis

**Result1** For the Preliminary analysis of the data, statistical indices like Mean, Median, mode, standard deviation, skewness and Kurtosis are computed for the total sample and the results are presented in Table 1

**Table 1**

*Summary of Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis for the total sample*

Sl.No.	Variables	Mean	Median	Mode	SD	Skewness	Kurtosis
1	Coping Skills	92.52	93	94	7.67	-.24	.02
2	Mental Health	132.7	133	126	12.55	-.06	.004

From the table 1, it is found that the Mean, Median and Mode for the variables Coping Skills and Mental Health are approximately equal. Hence the scores of Coping Skills and Mental Health follow a Normal distribution.

**7.2 Result 2.** Data collected were scored and analyzed using Pearson's Product Moment Coefficient of Correlation to find out the relationship between coping skills and mental health for the Total sample and sub samples are summarized in Table 2 and Table 3.

**Table 2**

*Data and Results of the Relationship between Coping Skills and Mental Health for Total Sample*

Variables	N	r	Type of correlation	t	Significant level
Coping Skills & Mental Health	568	.487	Positive	13.26441	0.01

From Table 1 it is found that correlation coefficient is .487. The relationship can be interpreted as positive correlation between these variables. The positive value of 'r' indicates that any increase or decrease in Mental Health will result in corresponding increase or decrease in Coping Skills. And the critical ratio obtained for the total sample is found to be 13.26 which is greater than table value of 2.58 at 0.01 level. Thus there exists a significant positive relationship between Coping Skills and Mental Health with respect to the total Sample.

**Table 3**

*Data and Results of the Relationship between Coping Skills and Mental Health for the subsamples*

Sl.No.	Subsample	N	r	Type of correlation	t	Significant level
1	Male	282	.461	Positive	8.707	0.01
2	Female	286	.506	Positive	9.88	0.01
3	Rural	304	.479	Positive	9.48	0.01
4	Urban	264	.505	Positive	9.47	0.01

The correlation between Coping Skills and Mental Health of higher secondary school Male students is 0.461. The relation can be interpreted as positive correlation between these variables. The positive value of 'r' indicates that any increase or decrease in Mental Health will result in corresponding increase or decrease in Coping Skills. The critical ratio obtained for the male students is found to be 8.707 which are greater than 2.58 at 0.01 level of significance. It shows that the correlation is significant.

It is clear that correlation between Coping Skills and Mental Health of higher secondary school Female students is 0.506. The relation can be interpreted as positive correlation between these variables. The positive value of 'r' indicates that any increase or decrease in Mental Health will result in corresponding increase or decrease in Coping Skills. The critical ratio obtained for the Female students is found to be 9.88 which are greater than 2.58 at 0.01 level of significance. It shows that the correlation is significant.

The correlation coefficient between Coping Skills and Mental Health of higher secondary school students from rural area is 0.479. And the critical ratio obtained 9.48 is significant at .01 level as it exceeds the table value 2.58. Hence the relation can be interpreted as significant positive correlation between these variables.

The correlation coefficient between Coping Skills and Mental Health of higher secondary school students from urban area is .505. And the critical ratio obtained 9.47 is significant at .01 level as it exceeds the table value 2.58. Hence the relation can be interpreted as significant positive correlation between these variables.

**7.3 Result 3.** Test of Significance of Difference in 'r' of Coping Skills and Mental Health among the Subsamples of Higher Secondary School Students with Respect to Gender and Locale are found out using Fischer's Z test and the results are summarized in Table 4 & Table 5

**Table 4**

*Data and Results of the Test of Significance of Difference in 'r' of Coping Skills and Mental Health among the Subsamples of Higher Secondary School Students with Respect to Gender*

Sample	N	R	Z	t	Level of Significance
Male	282	.461	.50	0.593	NS
Female	286	.506	.55		

From the Table 4, the critical ratio obtained for the difference in correlation coefficient between higher secondary school Male students and higher secondary school Female students is 0.593 which is less than the table value 1.96 at .05 level of significance. Thus it is concluded that the male and female students do not differ significantly in the relationship between Coping Skills and Mental Health.

**Table 5**

*Data and Results of the Test of Significance of Difference in 'r' of Coping Skills and Mental Health among the Higher Secondary School Students with Respect to Locale of the School*

Locale	N	r	Z	t	Level of Significance
Urban	264	.505	.55	0.47	NS
Rural	304	.479	.51		

From the Table 5, the critical ratio obtained for the difference in correlation coefficient between higher secondary school students from Urban area and higher secondary school students from Rural area is 0.47 which is less than the table value 1.96 at .05 level of significance. Thus it is concluded that the urban and rural students do not differ significantly in the relationship between Coping Skills and Mental Health.

### VIII. SUMMARY

- Since the Correlation coefficient for the female students is 9.88, there exists high positive relationship between coping skills and mental health among female students at 0.01 level.
- Since the Correlation coefficient for the male students is 8.707, there exists high positive relationship between coping skills and mental health among male students at 0.01 level of significance.
- The coefficient of correlation between coping Skills and Mental Health of higher secondary school students from rural area is 0.479. The relation can be interpreted as significant positive correlation between these variables.
- The coefficient of correlation between coping Skills and Mental Health of urban area is .505. The relation can be interpreted as significant positive correlation between these variables.

### IX. CONCLUSION

The findings of the study highlight the importance of coping skills and mental health and convey to teachers and parent, the necessity of improving these skills among students. The Coping Skills has great role in creating the positive mind and good mental health of adolescence. It is seen that by using positive coping skills, students can improve their mental health. The present study focusing the need of providing healthy family environment in resolving the identity crisis among the adolescents to make their life more productive to family and community. Also points out the importance of familiarizing different coping mechanisms that be used in family and school to reduce the stressful experiences of adolescents so as to enhance their mental health.

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