



Stressors and Coping Mechanisms of the Junior High School Students in the New Normal

Yroy Archy Joseph^a, Erjean Rollo^a
and Jea Farida Guroalim^{a*}

^a Institute of Teacher Education and Information Technology, Southern Philippines Agri-Business and Marine and Aquatic School of Technology (SPAMAST), Malita, Davao Occidental, Philippines.

Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Article Information

DOI: 10.9734/AJESS/2023/v48i11038

Open Peer Review History:

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/103357>

Original Research Article

Received: 20/05/2023

Accepted: 25/07/2023

Published: 01/08/2023

ABSTRACT

Aims: This study aimed to determine the stressors and coping mechanisms of the junior high school students in the new normal for the school year 2022.

Study Design: A quantitative correlational research design was used in determining and defining the relationships between the stressors and coping mechanisms.

Place and Duration of Study: Clotildo R. Barrios Sr. National High School, Barangay, Lagumit, Malita, Davao Occidental, school year 2022-2023, between August 2022-May 2023.

Methodology: With the use of stratified random sampling design, 213 students served as respondents in gathering the data using the two adapted survey questionnaires. The data was analysed using frequency and percentage, mean and standard deviation and Pearson product moment correlation.

Results: The results revealed that there is a significant and direct relationship between the stressors and the coping mechanisms. Furthermore, results also revealed that there is no

*Corresponding author: Email: jguroalim@spamast.edu.ph;

significant difference on level of stressors among respondents when grouped according to gender.
Conclusion: The level of stressors of the junior high school students of Clotildo R. Barrios Sr. National High School are at a moderate level. Meanwhile, the coping mechanisms are at a fair level. There is also a significant and direct relationship between stressors and coping mechanisms.

Keywords: Stressors; coping mechanisms; academic; problem- focused coping.

1. INTRODUCTION

Stress is prevalent in every corner of the globe as it causes great disturbance in the mental and physical state of a person [1]. Stress as a bodily reaction which is accompanied by emotional, physical and psychological experiences derived from a certain situation which has also an exclusive relation between person and surrounding environments [2]. Stress has been an intrinsic part of life and body's reaction, as the current situation of COVID 19 act as a catalyst in increasing student's stress, its condition and behaviour, manifesting differently in each individual, regardless of age, gender, or circumstances.

According to Hart, et al. [3], coping mechanisms refer to both behavioral and psychological mechanisms that people engaged which has the efforts to master, tolerate and reduce stressful events. Coping behaviors and psychological resilience have been identified as an important call of strategies in facilitating individual's ability to positively rebound and adapt to stressful situations, traumatic events, and adversity in order to drastically maintain an optimal mental and psychological health.

According to the report of [4], stress is rampant in the Philippines, which is the second most stressed country in the world, with 58% Filipinos who claimed that they have experienced a lot of stress. Consequently, the Coronavirus Disease 2019 (COVID-19) pandemic causes significant distress around the globe and drastically brought changes in the usual way of how people live.

According to the study of Zach [5], the students nowadays experience stress which disrupts their mental well-being, and the pandemic poses an increasing burden which then fuels other manifestations like distress, anxiety, and insomnia. Thus, the researchers of this study sought to determine stressors among the students, particularly at Clotildo R. Barrios Sr. National High School.

Likewise, researchers would conduct a survey of coping mechanisms that they use to cope up with this and the possible relationship of stressors and coping mechanisms.

2. METHODOLOGY

2.1 Research Design

This study employed a correlational research design. This method is appropriate to be used in determining and defining the relationships between the stressors and coping mechanisms. The current study aimed to describe the profile of the respondents in terms of the domains and sub-domains of stressors and coping mechanisms, as well as the possible relationship between the two variables.

2.2 Sampling Design and Technique

The researchers used the stratified random sampling design in choosing the respondents of the study. Stratified random sampling is a method of sampling where a researcher selects a small group as a sample size for the study and is proportionally distributed to the different year levels to have an appropriate stratum.

The researchers used the Slovin's Formula to determine the sample size that would represent the population [6] and thus, would be part on the survey.

2.3 Respondents

The respondents of the study were the Junior High School students of Clotildo R. Barrios Sr. National High School who were enrolled in the school year 2022. According to the school's registrar, the total number of enrolled students is 454 which is the population size of the study. Using the Slovin formula, it yielded a total sample size of 213 respondents. It was proportionately distributed to different year levels.

2.4 Research Instrument

In this study, two sets of research instruments were used in the study. Due to some suggestions made by the thesis committee about the proposal, it was decided to adapt the first questionnaire developed by Zurlo, et al. [7], the Student Stress Survey questionnaire. A twenty-item questionnaire that was divided into 4 domains: interpersonal, intrapersonal, academic, and environmental where the respondents will put a check mark (✓) in determining the situations based on their stress experiences. A 4-point likert scale was used in the survey, where 4 is always, 3 is often, 2 is sometimes and 1 is never.

The second instrument was an adopted survey questionnaire developed by Dias, et al. [8], the Coping Orientation to Problems Experienced Inventory (Brief-COPE). The Brief-COPE is a twenty-eight-item questionnaire that is divided into 14 coping strategy indicators with its 3 emergent subscales: Problem- Focused Coping (active coping, use of informational support, planning and positive reframing); Emotion-Focused Coping (venting, emotional support, humor, acceptance, self-blame and religion); Avoidant Coping (self-distraction, denial, substance use and behavioral disengagement). It is a tool to measure the coping mechanism or strategy that the respondents employed for their stress experiences.

The respondents were asked to put a check mark (✓) based on the level of engagement that they have practiced in each coping strategy in every response they acquire. A 4- point scale was used in the survey, where 4 is always, 3 is often, 2 is sometimes and 1 is never.

2.5 Data Gathering Procedure

After obtaining the necessary permission to conduct the study, the researchers personally conducted the survey per year level with proper orientation and purpose. The gathered data were tallied, tabulated, analyzed and interpreted accordingly. Tables were made to illustrate the data. The results were summarized and analyzed using appropriate statistical tools and with the aid of statistical software.

3. RESULTS AND DISCUSSION

This section presents the results and discussion of the data from students' responses from the

two sets of survey. The results and discussion on the findings of the study are shown below.

3.1 Level of Stressors of the Respondents

Table 1 presents the level of stressors among the students of Clotildo R. Barrios Sr. National High School enrolled in the school year 2022-2023. The computed grand mean is 2.57 at a moderate level, therefore the students frequently perceive emotional and psychological stress. The result is contrary to the findings of Weber [9] that the level of stress in junior high school is high due to homework load, busy schedule, peer pressure, anxiety, grades, image concerns, lack of support, and changes in routine that brings immense changes to them physically, emotionally, socially, and intellectually. In addition, during stressful situations an individual may experience possible burnout, emotional exhaustion, depersonalization and reduction personal accomplishments [10].

Moreover, the results indicated that academic stressor has the highest mean of 2.95 which is at a moderate level, where the students frequently perceived academic stress emotionally and psychologically. Further, students feel stressed when they do not have any learnings coming from the modules (self-base learning) which gathered a moderate mean score of 3.14 which indicates that students frequently perceived stress emotionally and psychologically. Therefore, academic settings builds an undesirable effect on the students academic performance. In relation, Dimitrov [11] and [12] highlighted that school is one of the stress avenues that students carries emotional pressure, tension, high expectation from parents, competing classmates, increased workloads that would result in burnouts and mental health problems. As opposed to the findings, Sagredo, et al. [13] reflected that the level of stress associated with academic activities will be of less concern if time management would be used as a tool since this would aid students productivity and academic efficiency.

On the other hand, intrapersonal, interpersonal, and environmental has similar description of fair level and its qualitative description of stress that is rarely experienced particularly to the aforementioned stressors with the means of 2.44, 2.38 and 2.50 respectively. Moreover, students feel stress when they can not be with their friends and family which has a moderate

mean score of 2.66 which indicates that students frequently perceived stress emotionally and psychologically. On the other hand, the lowest mean is 1.94 with the statement that students feel stress when they overthink about their safety, and this lies in the qualitative description of fair which indicates that students never perceive stress emotionally and psychologically.

The results anchored to the study of Gerasimova and Gerasymova [14] stated that intrapersonal stress comes within oneself called internal conflict or known as intrapersonal dilemma. Further exposure to intrapersonal stress affects one's emotional and psychological well-being [15] that oftentimes results in sleep disorders, depression and anxiety [16].

Table 1. Level of stressors of the respondents

Particular	Mean	Description	Level of students' perception of emotional and psychological stress
Intrapersonal	2.44]Fair	This indicates that students rarely perceive stress emotionally and psychologically.
1. I feel stress thinking that there's not much I can do to help myself.	2.61	Moderate	This indicates that students frequently perceive stress emotionally and psychologically.
2. I feel stress when there is a change in my sleeping or eating habits	2.39	Fair	This indicates that students rarely perceive stress emotionally and psychologically.
3. I feel stress when I overthink about my safety	1.94	Low	This indicate that students never perceive stress emotionally and psychologically.
4. I feel stress when I can't be with my friends and family	2.66	Moderate	This indicates that students frequently perceive stress emotionally and psychologically.
5. I feel stress when there are changes in physical activities	2.58	Moderate	This indicates that students frequently perceive stress emotionally and psychologically.
Interpersonal	2.38	Fair	This indicates that students rarely perceive stress emotionally and psychologically.
6. I feel stress when I have some trouble with my parents	2.47	Fair	This indicates that students rarely perceive stress emotionally and psychologically.
7. I feel stress when I have some conflict with my classmates or friends	2.32	Fair	This indicates that students rarely perceive stress emotionally and psychologically.
8. I feel stress when I have some relationship problem	2.26	Fair	This indicates that students rarely perceive stress emotionally and psychologically.
9. I feel stress when I have heard judgements/ issues about me	2.55	Moderate	This indicates that students frequently perceive stress emotionally and psychologically
10. I feel stress when the modular modality is being employed without the help of the teacher to teach the lesson	2.28	Fair	This indicates that students rarely perceive stress emotionally and psychologically.
Academic	2.95	Moderate	This indicates that students frequently perceive stress emotionally and psychologically
11. I feel stress when my grades are lower than what I have expected	2.99	Moderate	This indicates that students frequently perceive stress emotionally and psychologically
12. I feel stress when I can't attend the online classes	2.61	Moderate	This indicates that students frequently perceive stress emotionally and psychologically
13. I feel stress when there's a lot of module's activities to do	3.07	Moderate	This indicates that students frequently perceive stress emotionally and psychologically
14. I feel stress when I don't have any learnings coming from the modules (self-base learning)	3.14	Moderate	This indicates that students frequently perceive stress emotionally and psychologically
15. I feel stress when I can't pass my outputs on time	2.95	Moderate	This indicates that students frequently perceive stress emotionally and psychologically
Environment	2.50	Fair	This indicates that students rarely perceive stress emotionally and psychologically.
16. I feel stress when my place has the active cases of Covid.	2.70	Moderate	This indicates that students frequently perceive stress emotionally and psychologically

Particular	Mean	Description	Level of students' perception of emotional and psychological stress
17. I feel stress when there is a change in living environment (quarantine, boarding houses and/or new home)	2.54	Moderate	This indicates that students frequently perceive stress emotionally and psychologically
18. I feel stress when my place doesn't have enough internet connectivity	2.53	Moderate	This indicates that students frequently perceive stress emotionally and psychologically
19. I feel stress when I am in a dirty or messy environment and situation	2.41	Fair	This indicates that students rarely perceive stress emotionally and psychologically.
20. I feel stress when I am asked to wait in a long line (vaccination, programs, distribution of modules, etc)	2.32	Fair	This indicates that students rarely perceive stress emotionally and psychologically.
Grand Mean	2.57	Moderate	This indicates that students frequently perceive stress emotionally and psychologically

In the context of interpersonal stressor, students felt stressed when they heard judgements/issues about them which gathered the mean score of 2.55, and at a moderate level which indicated that students frequently perceived stress emotionally and psychologically. While the lowest mean is 2.26 with the statement that students feel stress when they have some relationship problem, and at a fair level which indicates that students rarely perceive stress emotionally and psychologically. In relation, the study of Rocha, et al. [17] stated that interpersonal stress may lead to mental health problems, negative behavior or action due to an interactional matter driven by conflict, problem, trouble between peers, family and friends. Furthermore, students milieu have a greater impact on their lifestyle and holistic well-being. However, based on the result of the study it is found out that the students felt stressed when their place has the active cases of Covid, which gathered a moderate mean score of 2.70 which indicates that students frequently perceived stress emotionally and psychologically. While, the lowest mean score is 2.32 with the statement that students feel stress when they were asked to wait in a long line (vaccination, programs, distribution of modules, etc) and thus at a fair level which indicates that students rarely perceive stress emotionally and psychologically. The results supported by the study of Hamaideh [18] revealed that environmental settings posed stress for the students due to situations or events that they encounter or interact environmentally stressing on how they tend to adapt, socialize and face new adversities or difficulties. Hence, the study of Prowse [19] stresses the disruption of COVID-19 pandemic which alters students environmental condition and caused negative impact on their social life, academic, mental and emotional health.

3.2 Level of Coping Mechanisms of the Respondents

Table 2 presents the level of coping mechanisms of the students in Clotildo R. Barrios Sr. National High School in which it shows the grand mean of 2.31 that implies as fair in descriptive level and it indicates that students rarely used coping mechanisms during stressful situations. This result anchored to the study of Trougakos, et al. [20] which highlighted that whenever students face stressful situations they render generally an effective coping mechanism that will eventually help them in reducing their stress.

Moreover, results also revealed that problem-focused coping has the highest mean of 2.54 interpreted in moderate level in which it indicates that students often used coping mechanism during stressful situation. This simply means that students used problem-focused coping under its subcontracts, active coping (M= 2.67) and the use of informational support (M= 2.73) have a moderate descriptive level in which it indicates that students often used coping mechanism during stressful situation. It is found out also that students getting help and advice from other people which gathered a moderate mean score of 2.89 which it indicates that students often used this coping mechanism during stressful situation. Second to the highest mean is 2.72 in which student taking action in trying to make the situation better, and this lies to the qualitative description of moderate which indicates that students often used this coping mechanism during stressful situation.

Consequently, positive re-framing and planning revealed to be in fair descriptive level with the

means of 2.35 and 2.4 respectively which indicates that students rarely used coping mechanism during stressful situation. It was also found out that students trying to come up with a strategy about what to do gathered a fair level with a lowest mean score of 2.35 which indicates that students rarely used this coping mechanism during stressful situation. Second to the lowest mean is 2.34, students been trying to see stress in a different light, to make it seem more positive which indicates that students rarely used this coping mechanism during stressful situation. In the context of the study of Lovell and Gaska [21] showed that problem-focused coping basically aims to solve the problem completely and how to deal with stress anxiety effectively and is relatively associated with reduced levels of depression, expected to moderate the negative effects of the stressor. It is supported by the study of Mcleod [22] that problem-focused coping strategies would promote better mental health outcomes and well-being.

On the other hand, avoidant coping revealed a fair descriptive level with a lowest mean score of 1.89 in which it indicates that students rarely used this coping mechanism during stressful situation. The results also revealed that all indicators of avoidant coping such as self-distraction, denial, behavioral disengagement and substance use are in fair level with a lowest means score of 2.44, 2.06, 1.21 and 1.85 respectively. Further, students been turning to work or other activities to take their minds off things, they have been saying to themselves that "this isn't real," they've been using alcohol or other drugs to make themselves feel better and they've been giving up in trying to deal with stress in which all gathered a lowest mean score of 2.47, 2.05, 1.21 and 1.83 respectively, and at a fair level which indicates that students rarely used this coping mechanism during stressful situation.

Furthermore, it is being indicated on the Table that problem-focused coping was used by the students to effectively lessen stress problems when they directly took the necessary action. Consequently, the Table shows that problem-focused coping and emotion-focused coping are two distinct ways of coping that is being used to deal with stress which was closest at a bare minimum. Problem-focused coping strategies aim to eliminate sources of stress or work with the stressors themselves. They target the causes of stress in practical ways, which tackles the problem or stressful situation that is causing

stress, consequently directly reducing the stress. Meanwhile, emotion-focused coping techniques aid in becoming less emotionally reactive to the stressors students face including all the regulative efforts to diminish the emotional consequences of stressful events [23]. These two coping mechanisms were being employed to actively regulate and react to stressful situations experienced by the students. On the other hand, students also employed avoidant coping characterized to avoid in taking actions that tries to stay under the radar, and avoiding reality-testing thoughts and feelings that is most likely a different approach in reacting to stress. It is supported by the study of Graves [24] that avoidant coping plays a key role in stress generation, in which this refers to the cognitions and behaviors aimed at avoiding the stressful situation and reactions to it, such as distraction and diversion, denying and minimizing, and tends to be an initial reaction to stress, or otherwise avoiding directly with stressful demands.

3.3 Significant Differences on Level of Stressors According to Gender

Table 4 presents the significant difference on level of stressors according to students gender in Clotildo R. Barrios Sr. National High School. The result shows that LGBTQ has a high mean score of 2.68 with a standard deviation of 0.36. Meanwhile, females have the total mean of 2.59 with a standard deviation of 0.47 and males have the total mean of 2.51 with a standard deviation of 0.47. The data presented below implies that gender differences and its relation to the level of stressors got a p-value of 0.29 that is higher than the level of significance, resulting in the second hypothesis being accepted that there is no significant relationship between stressors and gender. As opposed to the aforementioned results, the study of Wenjuan, et al. [25] stated that females reported higher reported level of stress. It is mentioned in their studies that females were vulnerable to repeated stress due low-self esteem, pressure from exams, pain and depression.

The result of the study is supported by Ganesan, et al. [26] in which the results of their study found out that there is no significant difference between stress level and gender. They added that despite their genders there is a comparable amount of stress that the students perceived. The argument by Misigo [27] that all individuals equally face a number of challenges in their everyday life as a

result of social position and roles contribute to stress, could perhaps explain the finding of this study.

3.4 Relationship between the stressor and coping mechanism of the Respondents

Table 4 illustrates the significant relationship between stressors and coping mechanisms of the students in Clotildo R. Barrios Sr. National High School. Based on the results, stressor has a mean of 2.57 while coping mechanism has a mean score of 2.31 with an r-value of 0.56 which interprets as moderate correlation and has a p-value of 0.00. Results implied that stressor and its relation to coping mechanism got a p-value lower than 0.05, resulting in its null hypothesis being rejected. Therefore, there is a significant relationship

between stressor and coping mechanism of the students in Clotildo R. Barrios Sr. National High School.

The results anchored to the context of the study of Alharbi and Smith [28] reflected that every stress has its direct coping way and people who do perceiving it only know what could be the best strategy to use. Both of them bind together if only then the person knows how to handle his/her self when enduring stress on their lives. This was supported by Zhang and Zhang [29] that the relationship between stressors and coping mechanisms were set upon ones' life, ones' mind and ones' social interaction to the environment and the adjustment that were driven as also the mental and psychological problems are indeed working out by then to reduce, tolerate and managing stress as everyone endures.

Table 2. Level of coping mechanisms of the respondents

Particular	Mean	Description	Interpretation
Problem-Focused Coping	2.54	Moderate	This indicates that students often used a coping mechanism during stressful situation.
C.1.1 ACTIVE COPING	2.67	Moderate	This indicates that students often used a coping mechanism during stressful situation.
1. I've been concentrating my efforts on doing something about the situation I'm in.	2.61	Moderate	This indicates that students often used a coping mechanism during stressful situation.
2. I've been taking action to try to make the situation better.	2.72	Moderate	This indicates that students often used a coping mechanism during stressful situation.
C.1.2 USE OF INFORMATIONAL SUPPORT	2.73	Moderate	This indicates that students often used a coping mechanism during stressful situation.
3. I've been getting help and advice from other people.	2.89	Moderate	This indicates that students often used a coping mechanism during stressful situation.
4. I've ask people who have similar experiences about what they did.	2.57	Moderate	This indicates that students often used a coping mechanism during stressful situation.
C.1.3 POSITIVE RE-FRAMING	2.35	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
5. I've been trying to see it in a different light, to make it seem more positive.	2.34	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
6. I've been looking for something good of what's happening.	2.37	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
C.1.4 PLANNING	2.40	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
7. I've been trying to come up with a strategy about what to do.	2.35	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
8. I've been thinking hard about what steps to take.	2.45	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
EMOTION- FOCUSED COPING	2.43	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
C.2.1 EMOTIONAL SUPPORT	2.66	Moderate	This indicates that students often used a coping mechanism during stressful situation.
9. I've been getting emotional support from others.	2.63	Moderate	This indicates that students often used coping mechanism during stressful situation.
10. I've been getting comfort and understanding from someone.	2.69	Moderate	This indicates that students often used a coping mechanism during stressful situation.

Particular	Mean	Description	Interpretation
C.2.2 VENTING	2.20	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
11. I've been saying things to let my pleasant feelings escape.	2.24	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
12. I've been expressing my negative feelings.	2.16	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
C.2.3 HUMOR	2.24	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
13. I've been making jokes about it.	2.20	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
14. I've been making fun of the situation.	2.29	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
C.2.4 ACCEPTANCE	2.38	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
15. I've been accepting the reality of the fact that it has happened.	2.44	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
16. I've been learning to live with it.	2.31	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
C.2.5 RELIGION	2.98	Moderate	This indicates that students often used a coping mechanism during stressful situation.
17. I've been trying to find comfort in my religion or spiritual beliefs.	2.95	Moderate	This indicates that students often used a coping mechanism during stressful situation.
18. I've been praying and meditating.	3.01	Moderate	This indicates that students often used a coping mechanism during stressful situation.
C.2.6 SELF-BLAME	2.11	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
19. I've been criticizing myself.	2.06	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
20. I've been blaming myself for things that happened.	2.15	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
Avoidant Coping	1.89	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
C.3.1 SELF-DISTRACTION	2.44	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
21. I've been turning to work or other activities to take my mind off things.	2.47	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
22. I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping or shopping.	2.41	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
C.3.2 DENIAL	2.06	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
23. I've been saying to myself "this isn't real."	2.05	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
24. I've been refusing to believe that it has happened.	2.07	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
C.3.3 SUBSTANCE USE	1.21	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
25. I've been using alcohol or other drugs to make myself feel better.	1.21	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
26. I've been using alcohol or other drugs to get through it.	1.21	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
C.3.4 BEHAVIORAL DISENGAGEMENT	1.85	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
27. I've been giving up trying to deal with it.	1.83	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
28. I've been giving up the attempt to cope.	1.88	Fair	This indicates that students rarely used a coping mechanism during stressful situation.
Grand Mean	2.31	Fair	This indicates that students rarely used a coping mechanism during stressful situation.

Table 3. Significant difference on level of stressors according to gender

Gender	Mean	Stdev	P-Value	Decision
Male	2.51	0.47	0.29	Accept hypothesis
Female	2.59	0.47		
LGBTQ	2.68	0.36		

Table 4. Relationship between the stressor and coping mechanism of the respondents

Particular	Mean	R-Val	Interp	P-Val	Decision
Stressor	2.57	0.56	MC	0.00	Significant
Coping Mechanism	2.31				

MC = Moderate Correlation

4. CONCLUSION

Based on the findings, the following conclusions were drawn:

1. The level of stressors of the students in Clotildo R. Barrios Sr. National High School are in moderate level which indicates that students frequently perceive stress emotionally and psychologically. The level of coping mechanisms that the students employed are in fair level which indicates that students rarely used coping mechanisms during stressful situations.
2. There is a statistically significant positive relationship between stressors and coping mechanisms. It means that whenever students actively employ coping mechanisms when they face stressful situations.
3. Students coping ability will have an immense impact on how they handle their stress and help lessen psychological and emotional problems.

CONSENT AND ETHICAL APPROVAL

This study sought informed consent from the school principal and respondents for permission purposes. An informed consent was sent to the prospective students for the purpose of asking permission to be the research participants. The participants were assured that whatever information they shared in the survey will be kept private and confidential, and that no amount of personal information of respondents will be revealed. The researchers encouraged the use of pseudonyms for the respondents to consider privacy and confidentiality of their identities. The Data Privacy Act of 2012 stipulated that data processing should be transparent to the concerned and maintain confidentiality, integrity

and availability of their data. It is important to ensure anonymity of the data sources and the de-identification of any personal information shared/read.

ACKNOWLEDGEMENTS

The proponents would like to start off by thanking Prof. Jea Farida R. Guroalim, their adviser, for her guidance in helping them appreciate the research journey, and the constant push for excellence.

They also wish to acknowledge their parents, for giving them the strength to see this through. To their siblings for cheering them, to their dear classmates and friends for being there when they needed someone to talk to, and for always reminding them that there is light at the end of the tunnel.

Big thanks to the participants, for their patience, trust and cooperation throughout the conduct of this research work, as well as for giving their time in responding to the call of needs in participating during the conduct of the data and give their unbreakable patience in answering the questionnaires.

Finally, this thesis journey will never be completed without the feedback and suggestions of the thesis committee Prof. Liezl S. Mancao as the thesis chairman, Prof. Aldrous Glenn A. Camino as editor and panel member and Prof. Rommel D. Cabalquinto as panel member also. The proponents are grateful for their dedication and hard work.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Silverman Mn, Hiem Cm, Nater Um, Marques Ah, Sternberg Em. Neuroendocrine and Immune Contributors to Fatigue. 2010;2(5):338-46. DOI: 10.1016/J.Pmrj.2010.04.008
2. Currie C, Molcho M, Boyce W, Holstein B, Torsheim T, Richter M. 2016. Researching health inequalities in adolescents: The Development of the Health Behaviour School-Aged Children (Hbsc) Family Affluence Scale. *Social Science & Medicine*. 2016; 66(6):1429–1436. DOI: 10.1016/J.Socscimed.2007.11.024
3. Hart PL, Brannan JD, De Chesnay M. Resilience in Nurses: An Integrative Review. *Journal of Nursing Management*. 2014;22(6):720-734. DOI:10.1111/J.1365-2834.2012.01485.X
4. Philstar global Philippines among stressed, emotional countries- Gallup Report; 2019. Available: <https://qa.philstar.com/headlines/2019/04/26/1912816/>
5. Zach What is Slovin's Formula? (Definition and Example). *Statology Study*; 2023. Available: <https://www.statology.org/slovins-formula/>
6. Tee M, Tee C, Anlacan J, Aligam KJ, Reyes PW, Kuruchittham V, Ho R. Psychological Impact of Covid- 19 Pandemic In The Philippine. 2020;277: 379-391. DOI: 10.1016/J.Jad.2020.08.043
7. Zurlo MC, Della Volta MFC, Vallone F. Covid-19 Student StressQuestionnaire: Development and Validation of a Questionnaire to Evaluate Students' Stressors related to the Coronavirus Pandemic Lockdown; 2020. Available: <https://doi.org/10.3389/fpsyg.2020.0576758>
8. Dias C, Cruz JF, Fonseca AM. The relationship between multidimensional competitive anxiety, cognitive threat appraisal, and coping strategies: A Multi-Sport Study. *Int. J. Sport Exerc. Psychol*. 2012;10:52-65. Available: <https://doi.org/10.1080/1612197x.2012.645131>
9. Weber K. Managing Stress for Middle School Students; 2019. Available: <https://Youthfirstinc.Org/Managin-g-Stress-For-Middle-School-Students/>
10. Sharma B, Kumar A, Sarin J. Academic stress, anxiety, remedial measures adopted and its satisfaction among medical student, a systematic review. *International Journal of Health Sciences and Research*. 2016;6(7):368-376. Available: https://Www.Ijhsr.Org./Ijhsr_Vol.6_Issue.7_July2016/55
11. Dimitrov G. A study on the Impact of Academic Stress among College Students in India; 2017. Available: <https://Www.Researchgate.Net/P ublication/316643403>
12. Sockalingam N. The relation between student satisfaction and student performance in blended learning curricula. *International Journal of Learning: Annual Review*. 2013;18(12): DOI:10.18848/1447-9494/Cgp/V18i12/47842
13. Sagredo E, Bizama M, Careaga M. Time management, co-teaching and educational inclusion. *Revista Colombiana De Educación*. 2020;(78):343-360. Available: <http://Doi.Org/10.17227/Rce.Nu m789526>
14. Gerasimova N, Gerasymova. The Influence of intrapersonal conflicts on the course of adaptation of students at the Establishment of Higher Education, Sustainable Development under the Conditions of European Integration. 2019; Part(I):384. DOI:10.18052/Www.Scipress.Com/Ilshs.70 .1
15. Montgomery S, Gregg DH, Somers CL, Pernice-Dulca F, Hoffman A, Beeghly M. Intrapersonal variables associated with academic adjustment in united states collegestudents. *Current psychology: A Journal for Diverse Perspectives on Diverse Psychological Issues*. 2019; 38(1). DOI: 10.1007/S12144-016-9533-0
16. Milojevich H, Lukowski A. Sleep and Mental Health in Undergraduate Students with Generally Healthy Sleep Habits. *Plosone*. 2016;11(6):1-14. DOI: 10.1371/Journal.Pone.0156372
17. Rocha PMB, Correa H. Addressing interpersonal conflict among healthcare workers during the coronavirus pandemic. *Brazilian Journal of Psychiatry*. 2020; 42(5). DOI: 10.1590/1516-4446-2020-1109
18. Hamaideh S. Stressors and Reaction to Stressors among University Students. *International Journal of Social Psychiatry*. 2011;57:69-80. DOI: 10.1177/0020764009348442

19. Prowse R, Sherratt F, Abizaid A, Gabrys RL, Hellemans KG, Patterson Z, Mcquaid R. Coping with the Covid- 19 Pandemic: Examining Gender Differences in Stress and Mental Health among University Students. *Front. Psychiatry.* 2021;12:650759. DOI: 10.3389/Fpsy.2021.650759
20. Trougakos JP, Chawla N, Mccarthy JM. Working in a Pandemic: Exploring the Impact of COVID-19 Health Anxiety on Work, Family, and Health Outcomes. *Journal of Applied Psychology;* 2020. Availble:<https://doi.org/10.1037/apl0000739>.
21. Lovell B, Gaska S. Problem- Focused Coping Mediatesthe effects of Subclinical Trauma Symptoms in Returning ServiceMembers on Psychological Distress in their Civilian Partners; 2018. Available:<https://doi.org/10.1037/trm0000150>
22. McLEOD S. Stress management techniques. *Simply Psychology;* 2023. Available:<https://www.simplypsychology.org/stress-management.html>
23. Aebi M, Giger J, Plattner B, Metzke CW, Steinhausen H. 2013. Problem coping skills, psychosocial adversities and mental health problems in children and adolescents as predictors of criminal outcomes in young adulthood. *Eur Child Adolesc Psychiatry.* 2014;23:283–293. Available:<https://doi.org/10.1007/s00787-013-0458-y>
24. Graves Bs, Hall Me, Dias-Karch C, Haischer Mh, Apter C. Gender Differences in Perceived Stress and Coping among College Students; 2021. Available:<https://Doi:10.1371/Journal.Pone.0255634>
25. Wenjuan G, Siqing P, Xinqiao L. Gender difference in depression, anxiety, and stress among college students: Longitudinal Study from China; 2020. Available:<https://Doi.Org/10.1016/J.Jad.2019.11.121>
26. Ganesan Y, Talwar P, Norsiah Fauzan, Oon YB. A study on stress level and coping strategies among undergraduate students. *Journal of Cognitive Sciences and Human Development.* 2018;3(2). DOI: 10.33736/Jcshd.787.2018
27. Misigo B. Gender Difference in the Perceived Level of Stress and Coping Strategies among University Students in Kenya: A Case of Public Universities. *International Aca-Demic Journal of Social Sciences and Education.* 2015;1(4):44-52. Available:http://Www.lajournals.Org/Article/s/lajsse_V1_I4_44_52.Pdf
28. Alharbi ES, Smith AP. Review of the literature on stress and wellbeing of international students in English speaking countries. *International Education Studies.* 2018;11(6). DOI:10.5539/ies.v11n6p22
29. Zhang KC, Zhang A. Dare to Dream: Personal values, life goals, and international students in New Zealand. *Journal of Religion and Health.* 2016; 56(5):1503-1514. Available:<https://Doi.Org/10.1007/S10943-016-0307-7>

© 2023 Joseph et al.; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:

The peer review history for this paper can be accessed here:
<https://www.sdiarticle5.com/review-history/103357>