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ABSTRACT

This study was conducted to determine the stress management strategies and coping mechanisms toward the academic performance of CTED students. The descriptive method was used and the survey questionnaire was utilized for gathering the data. The study discovered that the respondents' perceived causes of stress, Financial Problems sometimes happened to cause their stress while Cultural Issues rarely happened to bring stress. The study also found out that the respondents used sleeping as their stress management strategy while cognitive reappraisal was frequently used as their coping mechanism. It can be concluded that the perceived causes of stress, stress management strategies, and coping mechanisms has no significant difference in respondents' profile in terms of gender, age, general weighted average, and major while the respondents' academic performance has no significant relationship to their stress management strategies and coping mechanisms. It is then recommended that the Office of Student Development and Welfare (OSDW) must provide programs that guide the learners to be financially literate. Also, the students must learn the most effective stress management strategies and coping mechanisms that are suitable and appropriate to the causes of their stress.

Keywords: Stress, coping strategies, academic performance, teacher education students

INTRODUCTION

Studying affiliate responsibilities that frequently put strain and stress on students. Due to their diversity, learners are necessarily exposed to a range of stresses, particularly in the opinion of Yikealo et al. According to al (2018), stress is a lingering effect of several stable and stressful routine tasks in every element of our lives. Stress has also been shown to hinder and exacerbate learning anxiety in pupils. Intimidating and excruciating situations, on the other hand, can lead to anxiety, despair, and societal dysfunction, even to the point of suicidal intent, claim Rheinberg and Engeser (2018). Thought-provoking situations, on the other hand, can lead to good consequences like motivation and performance development.

Stressors are inescapable difficulties that students face as they progress through their education, changing as they move from high school to a university setting. Students face increased academic standards, higher expectations, and a more competitive environment as they advance through the educational system. Heavy workloads, strict deadlines, challenging assignments, academic competitions, and the pressure to succeed are just a few ways these stressors might appear (Parveen, 2016). As a result, students must learn efficient stress reduction strategies and coping mechanisms that are not only appropriate for their present educational level but also flexible enough to help them traverse the rapidly changing academic landscape. Learners can minimize the negative impacts of stress, maintain their mental health, increase their resilience, and maximize their learning opportunities by learning and putting into practice the proper coping mechanisms. Building a toolkit of adaptable coping strategies gives students the knowledge and abilities to successfully handle stress and succeed in the classroom, ensuring a smooth transition from high school to university education (Rheinberg & Engeser, 2018).

As it has the ability to improve the learning environment, teaching methods, and teaching strategies, doing research on students' coping mechanisms and stress management is quite important. Teachers and institutions can better assist students' mental health and academic success by adjusting their approaches by knowing the unique stressors that students face and the coping mechanisms they use to deal with them. The effectiveness of various coping strategies can be clarified by research findings, which can also guide the creation of evidence-based interventions and programs that support student wellbeing (Soliman, 2014).

Additionally, this research might assist teachers in developing a more welcoming and encouraging learning environment that considers the various needs of children. The overall learning process can be improved by introducing approaches that assist students in effectively managing stress, such as mindfulness exercises,

relaxation techniques, and time management skills(Yikealo et., al, 2018). This can then result in better academic performance, greater student involvement, and an overall better educational experience for all participating students. In the end, studies on how students cope with stress have the potential to promote a more productive educational environment that prioritizes students' mental health and academic performance.

The study of the problems caused by stress that students experience allows them to become aware of the ramifications or impacts of stress on their mental health and academic performance. This assists in identifying and determining how stress happens, how it may impair their capacity to adapt, and what solutions may be beneficial in relieving stress and allowing them to focus on their duties at hand.

Statement of the Problem

This study aimed to determine the stress management strategies and coping mechanisms of all CTED students of Cagayan State University- Piat Campus.

Specifically, this study sought to answer the following questions:

1. What is the profile of students in terms of;
 - a. Gender
 - b. Age
 - c. Major
 - d. General Weighted Mean
2. What are the causes of the stress among the students?
3. What are the stress management strategies employed by the respondents?
4. What are the coping mechanisms done by the respondents?
5. Is there a significant difference in the stress management strategies and coping mechanisms of the respondents according to the profile variables?
6. Is there a significant relationship between academic performance to the stress management strategies and coping mechanisms of the respondents?

Hypotheses

H₁: There is no significant difference in the stress management and coping mechanisms of the respondents to their profile variables.

H₂: There is no significant relationship between academic performance to the stress management and the coping mechanisms of the respondents.

RESEARCH METHODOLOGY

Research Design

The descriptive research method was used in this study. The descriptive approach is a sort of research that is used to characterize the features of a population by gathering data that is then used to answer a variety of what, when, and how questions regarding a specific population or group. The profile factors, stress management strategies, and coping mechanisms of all CTED students at Cagayan State University- Piat Campus were quantified in this study. A survey was employed to collect information.

Respondents and Sampling Procedure

The study includes all CTED students enrolled in the first semester of School Year 2022-2023. The study's respondents were chosen using a stratified sampling approach. The breakdown of responses by year level is shown below.

Table 1

College	Course	Major	1 st Year	2 nd Year	3 rd Year	4 th Year	Total
College of Teachers Education	BEED	Generalist	14	14	5	10	43
	BSED	English	9	11	20	15	55
	BSED	Mathematics	6	8	9	6	29
	BSED	Social Studies	9	14	9	11	43
	BTLE	Agri- Fishery Arts	0	0	0	1	1
	BTLE	Home Economics	5	5	5	8	23
TOTAL			43	52	47	52	194

Data Gathering Instruments

Questionnaires were the main data collection method used by the researchers. Three components made up the questionnaire. Demographic data on the respondents was acquired in Part I. Their perceived sources of stress were the subject of Part II. Their coping mechanisms and stress management were covered in Part III. From the study "Stress and Coping in High School Students in Accelerated Academic Curricula: Developmental Trends

and Relationships with Student Success" (Brittany Hearon, 2015), two scales—Appendix C: Student Rating of Environmental Stressors Scale and Appendix D: Coping with Academic Demands Scale—were taken.

RESULTS AND DISCUSSION

1. Profile of the Respondents

Table 1.1 Frequency and Percentage of Distribution of the Respondents' Gender

Gender	Frequency	Percentage (%)
Male	48	24.74
Female	146	75.26
TOTAL	194	100

The frequency and percentage distribution of respondents by gender is shown in Table 1.1. There are 48 men (24.74%) and 146 women (75%) in the group. The fact that 26% of respondents are women suggests that women make up the majority of responders.

Table 1.2 Frequency and Percentage Distribution of the Respondents' Age.

Age	Frequency	Percentage (%)
18-22	185	95.36
23-27	7	3.61
28-31	2	1.03
TOTAL	194	100

The frequency and percentage distribution of the respondents by age are shown in Table 1.2. The majority of respondents—185, or 95.36%—are between the ages of 18 and 22, while 7, or 3.61%, and 2, or 1.03%, are between 23 and 27, respectively.

Table 1.3 Frequency and Percentage Distribution of the Respondents' Major.

Major	Frequency	Percentage (%)
English	55	28.35
Social Studies	43	22.16
Agri-Fisheries and Arts	1	0.52
Home Economics	23	11.86
Generalist	43	22.16
Mathematics	29	14.95
TOTAL	194	100

The frequency and percentage distribution of the respondents by major is shown in Table 1.3. 55 or 28.35 percent of students major in English, 42.16 percent in social studies, 0.52 percent in agriculture, forestry, and the arts, 23.86 percent in home economics, 22.16 percent in general studies, and 14.95 percent in mathematics. This demonstrates that English majors make up the bulk of the replies.

Table 1.4 Frequency and Percentage Distribution of the Respondents' General Weighted Average (GWA).

General Weighted Average	Frequency	Percentage (%)
81-85	28	14.43
86-90	146	75.26
91-95	20	10.31
TOTAL	194	100

Table 1.4 presents the frequency and percentage distribution of the respondents according to their General Weighted Average. 28 or 14.43 % with an average of 81-85, 146 or 75.26 % are with an average of 86-90 and 20 or 10.31 % are 91-95. This indicates that most of the respondents are with a general weighted average of 86-90.

2. Perceived Causes of Stress

Table 2: Weighted Mean Distribution on the Perceived Causes Stress of Respondents

Stress Factors	Weighted Mean	Descriptive Value
F1. Academic Requirement	2.52	Rarely Happened
F2. Parent- Child Conflict	1.85	Rarely Happened
F3. Academic and Social Struggles	1.94	Rarely Happened
F4. Financial Problems	3.00	Sometimes Happened
F5. Cultural Issues	1.46	Never Happened
F6. Major Life Events	1.98	Rarely Happened
Overall Weighted Mean	2.12	Rarely Happened

The weighted mean of the respondents' reported sources of stress is shown in Table 2.

The table displays a weighted mean distribution of perceived stressors that is 2.12 overall. This suggests that the stressors were infrequent. The table further demonstrates that whereas Cultural Issues (F5) with a weighted mean of 1.46 never caused them stress, Financial Problems (F4) with a matching weighted mean of 3.00 did so occasionally.

It backs up the research by Dy et. Gomathi et. al. (2015) and al. Financial issues may stem from a lack of resources or from learning to budget spending, according to al (2012), who recognized them as one of the respondents' stressors.

3. Stress Management Strategies

Table 3: Weighted Mean Distribution on the Stress Management Factors of Respondents

Stress Management Factors	Weighted Mean	Descriptive Value
F1. Time and Task Management	2.43	Rarely Happened
F3. Seeking Academic Support	2.66	Sometimes Happened
F6. Skipping School	1.83	Rarely Happened
F9. Creative Diversion	2.53	Rarely Happened
F12. Reducing Effort on Schoolwork	2.03	Rarely Happened
F15. Sleeping	3.24	Sometimes Happened
Overall Weighted Mean	2.45	Rarely Happened

The weighted mean of the respondents' stress management techniques is shown in Table 3.

The weighted mean distribution of stress management techniques overall, as shown in the table, is 2.45. This suggests that factors related to stress management were seldom. Additionally, the results demonstrate that the respondents occasionally employed sleeping (F15) as a stress-reduction technique, while skipping school (F6) received a weighted mean of 1.83. This suggests that the aforementioned element did not frequently control their stress.

Propounded by Paul (2019), that students report 66% on sleeping as their primary stress management technique

4. Coping Mechanisms

Table 4: Weighted Mean Distribution on the Coping Mechanisms Factors of the Respondents

Coping Mechanisms Factors	Weighted Mean	Descriptive Value
F2. Cognitive Reappraisal	3.96	Frequently Happened
F4. Turn to Family	2.69	Sometimes Happened
F5. Talk with Classmates and Friends	2.80	Sometimes Happened
F7. Social Diversions	3.05	Sometimes Happened
F8. Athletic Diversions	2.30	Rarely Happened
F10. Technology Diversions	2.99	Sometimes Happened
F11. Substance Use	1.32	Never Happened
F13. Attempt to handle problems alone	3.19	Sometimes Happened
F14. Deterioration	2.60	Rarely Happened
F16. Spirituality	3.64	Frequently Happened
Overall Weighted Mean	2.85	Sometimes Happened

The overall weighted mean distribution of coping methods is 2.85, as shown in the table, suggesting that these coping mechanism features occasionally occurred. While Substance Use (F11) with a 1.32 weighted mean never happened to be their coping technique, Cognitive Reappraisal (F2) with a 3.96 weighted mean suggests that this aspect frequently happened to be their coping method.

It supports Okoro's (2018) study, which finds that Dickson-Delaporte and Holmes' (2011) hypothesis that stress triggers a cognitive evaluation process that affects coping mechanisms is supported.

5. Difference in the Stress Management and Coping Mechanisms of the Respondents according to the Profile Variables

Table 5: Difference in the Stress Management and Coping Mechanisms of the Respondents according to the Profile Variables

Profile	Computed F value	Critical Value at 0.05	Remarks
Gender	0.0654	±4.171	Not Significant
Age	0.0603	±3.204	Not Significant
General Weighted Average	0.3787	±3.204	Not Significant
Major	0.3382	±4.365	Not Significant

The Analysis of Variance (ANOVA) used to determine if the respondents' coping mechanisms and methods for managing stress varied significantly depending on the profile factors is shown in Table 5.

When the respondents are categorized according to the profile factors, the resultant critical values of 4.171, 3.204, 3.204, and 4.365 show that there is no statistically significant difference in their stress management and coping processes.

According to Lazarus and Folkman's (1984) study, age significantly affects coping mechanisms and stress management techniques.

Women are generally more prone than males to employ coping methods including active coping, seeking social support, or turning to religion to cope with stressful events, according to the findings of a meta-analysis on gender differences in coping styles (Tamres et al. 2002).

6. Relationship of Academic Performance to the Stress Management Strategies and Coping Mechanisms of the Respondents

Table 6: Relationship of Academic Performance to the Stress Management Strategies and Coping Mechanisms of the Respondents

Computed F value	Critical Value at 0.05	Remarks
0.041	±0.66	Not Significant

Table 6 displays the results of the Chi-square test on the substantial correlation between respondents' coping and stress management techniques and academic achievement.

The computed critical value of 18.307 shows that there is no significant correlation between respondents' coping and stress management techniques and academic achievement.

On the other hand, Yazon et al. (2017) as well as MoghimIslam et. Al (2013) came to the conclusion that students' coping strategies and stress management are significantly correlated with their academic performance.

DISCUSSION

Because people react differently to different situations, the perceived causes of stress might vary greatly from person to person. There are, however, some common elements that are frequently related with stress. Work-related stress, such as high workloads, tight deadlines, or confrontations with coworkers, is a big contributor. Financial difficulties and the need to meet financial responsibilities can also contribute to high levels of stress. Personal relationships, whether with family, friends, or love partners, can also be a major source of stress. Moving, divorce, or the death of a loved one can all result in stress reactions. Finally, environmental problems such as noise, pollution, or congestion can all contribute to a person's perceived stress levels. It's crucial to note that people's perceptions of these causes might differ, and what one person deems stressful may not be the same for another. Understanding these perceived causes might assist individuals in identifying and addressing stressors in their life.

Given the negative consequences of stress on physical and mental health, developing effective stress management strategies is critical. To assist calm the mind and relieve tension, one option is to practice

relaxation techniques such as deep breathing exercises, meditation, or yoga. Regular physical exercise can also help with stress management because it releases endorphins and promotes general well-being. Setting clear boundaries between personal and professional life, prioritizing self-care, and engaging in activities that offer joy and relaxation are all crucial steps toward achieving a healthy work-life balance. Effective time management skills, such as task prioritization and delegating responsibilities when possible, can help relieve stress induced by heavy workloads. Seeking social support from friends, family, or support groups can be a helpful way to vent emotions and receive advice. Adopting healthy lifestyle habits, such as eating a balanced diet, getting adequate sleep, and avoiding substances such as alcohol and tobacco, can also help to reduce stress. Finally, determining what works best for each individual in terms of stress management is critical, as different strategies connect with different people.

Summary of Findings

1. On the Profile of the Respondents

The majority of the respondents are female while the majority of the respondents ages 18-22. The majority of the respondents are English major students while the majority of the respondents have a general weighted average of 86-90.

2. On Perceived Causes of Stress

The overall weighted mean distribution of perceived causes of stress is 2.12. This implies that the stress factors rarely happened. The table also shows that Financial Problems (F4) with a corresponding weighted mean of 3.00 sometimes happened to cause their stress whereas Cultural Issues (F5) with a weighted mean of 1.46 never happened to bring stress.

3. On Stress Management Strategies

The overall weighted mean distribution of stress management strategies is 2.45. This implies that stress management factors rarely happened. The findings also show that the respondents sometimes used Sleeping (F15) as a stress management whereas Skipping School (F6) receives the lowest weighted mean of 1.83. This implies that said factor rarely happened to manage their stress.

4. On Coping Mechanisms

The overall weighted mean distribution of coping mechanisms is 2.85 which implies that said coping mechanism factors sometimes happened. Cognitive Reappraisal (F2) has a 3.96 weighted mean which implies that this factor frequently happened to be their coping mechanism whereas Substance Use (F11) with a 1.32 weighted mean never happened to be their coping mechanism.

5. On the ANOVA Analysis of the Difference in the Stress Management Strategies and Coping Mechanisms of the Respondents according to the Profile Variables

There is no significant difference between the stress management strategies and coping mechanisms of the respondents according to the profile variables in terms of gender, age, general weighted average, and major.

6. On the Chi-Square Analysis on the Relationship of Academic Performance to the Stress Management Strategies and Coping Mechanisms of the Respondents

There is no significant relationship between the respondents' academic performance to their stress management strategies and coping mechanisms.

CONCLUSIONS

Based on the results of the study, it can be said that respondents' profiles in terms of gender, age, general weighted average, and major did not significantly differ in terms of their perceived causes of stress, stress management strategies, or coping mechanisms, while their academic performance did not significantly relate to their perceived stress management strategies and coping mechanisms.

Recommendations

In light of the foregoing findings and conclusions, the following recommendations are suggested:

1. The Office of Student Development and Welfare (OSDW) must provide programs that guide the learners to be financially literate. The program must focus on financial management; managing, saving, and earning money.
2. The school must provide school-based prevention programs that target dealing with the stressors through effective stress management strategies and coping mechanisms that encourage the students to cope productively and to boost the students' academic and self-achievement.
3. The students must learn the most effective stress management strategies and coping mechanisms that are suitable and appropriate to the causes of their stress.
4. Future researchers may conduct a similar study to verify the result of this investigation especially in college students in a teacher education institution.

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