# RESEARCH ARTICLE: Sulu State College students' mechanism against stressors amidst coronavirus (COVID-19) pandemic

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*ABSTRACT*. The study analyzed respondents' demographics, common stressors, coping mechanisms, and significant differences in stressors and coping mechanisms during the pandemic, revealing a significant correlation among sub-categories. It involves students of Sulu State College, Jolo, Sulu. The 214 respondents were selected using random sampling. Frequency and percentage were used to analyze problem 1. Mean and standard deviation for problems 2 and 3. A t-test and an ANOVA were used for problems 4 and 5. And correlational analysis were utilized in problem 6. It was revealed that the respondents often experienced physical stress, sometimes experienced academic and spiritual stress, seldom experienced psychological, social, and environmental stress. It was found that 107, or 50%, of the respondents are 18–25 years old, and only 43, or 20.09%, are below 18 years old. And none of the respondents are 31 years old or older. It was revealed that the respondents often experienced physical stress, sometimes experienced academic and spiritual stress, and seldom experienced psychological, social, and environmental stress. The respondents sometimes employ coping mechanisms for physical, psychological, social, and spiritual stressors. They, however, seldom employ coping mechanisms for academic and environmental stress. No significant differences were found between the stress experienced and the coping mechanisms employed by the respondents when they were grouped according to their demographic profile. No significant correlation was found between the stress experienced and the coping mechanisms employed by the respondents. It was concluded that the respondents suffered from common stressors, and they all employed coping mechanisms for the common stressors.

*KEYWORDS: Sulu State College Students, Mechanism Against Stressors, Coronavirus (Covid-19) Pandemic*

***ARTICLE DETAILS***
*SPHE-00027; Received: June 10, 2024; Accepted: July 11, 2024; Online July 22, 2024*
***CITATION:***
*Sarahadil, Norenna U., Asiri, Masnona L., Tolentino, Rolly B., Amilhamja, Abdel J., Benson, Halben C. (2024). Sulu State College students' mechanism against stressors amidst coronavirus (COVID-19) pandemic. Social Psychology and Human Experience. DOI: 10.62596/qdgkp138*


## Introduction

The COVID-19 pandemic is causing significant mental health issues, including suicide, a global issue affecting young adults and Filipinos, with 800,000 deaths annually and one person every 40 seconds. Society's long-standing labeling of suicide as a criminal offense has led to a legacy of handling suicide recovery. However, the COVID-19 pandemic shifted focus from aiding and maintaining life to addressing suicide, highlighting the urgent need for change. COVID-19

cases worldwide have surged to 226,818,706 active cases, 18,569,240 recoveries, and 4,666,048 deaths. In the Philippines, the Department of Health recorded 1,704,446 active cases, 2,076,823 recoveries, and 35,742 deaths, ranking 19 out of 223 countries. The global crisis has heightened uncertainty, causing mental strain and stress. Researchers study coping mechanisms students employ to manage challenging emotions during the pandemic. One of the essential components of a robust, active life as a student is emotional well-being, which coping methods can help students retain while adjusting to difficult situations (Blog for Good Therapy 2020).

The term "stress" was coined by Hungarian-Canadian Endocrinologist Hans Selye in 1936 and popularized in the 1950s. It refers to the force that causes strain on a physical body. According to Hans, stress is an all-encompassing physical pressure brought on by changes in usual bodily processes. Stress triggers a specific biological reaction in the body, releasing chemicals and hormones that surge throughout the body and set off a fight-or-flight response to combat the stressors. Folkman and Lazarus (1984). Stressors are perceived external forces that cause an individual to experience physical or mental disequilibrium, often leading to bodily or cerebral disequilibrium. Severe and intense stressors can pose a threat or be harmful to those susceptible to their negative effects. Furthermore, when a person's capacity to handle stressful events is diminished or nonexistent, their wellbeing may be at risk. (Folkman and Lazarus, 1984).

The Philippines is undergoing a year of lockdowns and quarantines, forcing citizens to adapt to new normals. Students return to families, and the Commission on Higher Education implements online learning, causing stress. The COVID-19 outbreak poses threats to academic environments, particularly at Sulu State College. Strategies for enabling college students to handle stress could be beneficial (Dziegielewski et al. 2004). Programs that assist students identify stressors and provide information on reducing stress and preventing burnout can help them learn how to manage difficult situations more effectively. As stated by (Garrett 2001). For instance, low academic achievement is linked to poor mental health (Murff 2005). When a stressor has a high level of relevance, there is a stronger correlation between it and depressed symptoms (Goldring 2012). When this stress manifests in gaps in mental health, it can have a significant impact on a student's future and college experience. Better coping mechanisms are therefore linked to lower anxiety levels and a lower chance of failing academically. (Sharon Hall and Murff 2006).

2020 is a stressful year for Sulu State College students as they adapt to the new normal due to the pandemic. Stressors impact their physical, psychological, academic, social, and spiritual well-being, regardless of age, religion, race, or cultural background. According to (Dziegielewski et al. 2004), students' positive behavioral approaches may be greatly reduced during times of stress, which may have an impact on their academic achievement. Online classes can cause stress, leading to burnout, emotional exhaustion, depersonalization, and low personal accomplishment, affecting students' performance and reducing their effectiveness in education. It can be difficult for a student to cope when they are overburdened with demands; when a person is subjected to several demands, they typically feel extremely stressed out about role-ambiguity, role-strain, and role-overload. (Dziegielewski and colleagues 2004). Furthermore, in the absence of appropriate management, any potential issues may develop into more serious problems and may even reduce their chances of graduating (Eyong, 2013). Stress has been demonstrated to have the power to keep students from achieving their academic objectives (Murff 2005).

Hans Selye emphasized the importance of stress in life, comparing it to a violin string. To perform optimally and create a harmonious tone, individuals must develop coping strategies. Experts have identified hundreds of coping strategies, including problem-focused, emotion-focused, support-seeking, and meaning-making coping. Wayne Weiten added appraisal-focused,

problem-focused, emotion-focused, and occupation-focused coping strategies. Developing the right level of stress is crucial for optimal performance and life. Billings and Moos identified avoidance coping as an emotion-focused coping strategy, while maladaptive coping, which increases stress, is a non-coping option. Maladaptive coping can be short-term beneficial but harmful in the long run. Reactive coping differs from proactive coping, excluding unconscious strategies. Thus, stress appears to be a common theme among pharmacy students during the CoViD-19 pandemic crisis, according to this research.

This study aims to investigate Sulu State College students' coping mechanisms for the pandemic crisis, focusing on identifying stressors, preventing burnout, and counseling coping strategies to enhance academic and personal success and adapt to the new normal environment.

**Research Questions**

1. What is the demographic profile of the respondents in terms of:
   1.1 Gender;
   1.2 Age;
   1.3 Civil Status;
   1.4 Educational Level; and
   1.5 Residence?
2. What are the common stressors experienced by the respondents throughout the pandemic outbreak in terms of:
   2.1 Physical;
   2.2 Psychological state;
   2.3 Academic;
   2.4 Social;
   2.5 Environment; and
   2.6 Spiritual?
3. What are the coping mechanisms employed by the respondents during this pandemic in terms of:
   3.1 Physical;
   3.2 Psychological state;
   3.3 Academics;
   3.4 Social;
   3.5 Environmental; and
   3.6 Spiritual?
4. Is there a significant difference among the common stressors experienced by respondents in terms of their demographic profile?
5. Is there a significant difference among the coping mechanisms by the Respondents in terms of their profile?
6. Is there a significant correlation among sub-categories subsumed under the common stressors and coping mechanism employed by the students during pandemic?

**Literature**

Foreign Literature and Studies

The study by (Xiang Wu et al. 2018) aimed to develop a job stress scale for construction workers in Beijing. The study found that job stress is a significant cause of unsafe behaviors among workers. The researchers conducted interviews, designed a scale, and distributed it to 150 construction employees. The results showed a negative correlation between job stress and safety behavior. The study aimed to improve construction safety performance through better job stress management. The proposed scale was validated through an empirical study in Beijing.

The study by Shukla, (Abhishek, and Srivastava 2016) developed a new job stress scale to measure role expectation conflict, coworker support, and work-life balance. The scale added new psychosocial stressors and was tested in the workplace. The results showed acceptable internal consistency, intra-class reliability, and test-retest reliability. The scale is a useful tool for organizations and academicians to evaluate job stress in modern Indian workplaces.

(Gail Kinman and Siobhan Wray 2013) published a survey found that 37% of Higher Education staff find their job stressful, with over half experiencing high or very high stress levels, and over one-third finding it unacceptable, while only 2% never experienced such stress.

The higher education sector is experiencing high levels of perceived stress, with over three-quarters of full-time contract employees working over 40 hours a week. Over one-quarter of respondents exceeded the 48-hour working time limit set by the EU Working Time Directive. UCU members in higher education reported lower well-being than those in target industries, with the biggest gaps in areas such as work demands, change management, management support, and role clarity. Although levels of control in the sector exceeded the benchmark, perceptions of well-being related to work-related control have reduced since 2008. Poorer work-life balance and neglect of personal needs are common issues among UCU members.

(Laurent, Alexandra et al. 2020) conducted a systematic review of psychometric scales used to measure job stressors in intensive care units (ICUs). They identified 59 scales, including 17 “all settings scales,” 20 “healthcare settings scales,” and 22 “ICU settings scales.” These scales measured stressors from eight broad categories: high job demands, problematic relationships, lack of control over work situations, lack of organizational resources, ethical and moral-related situations, risk management issues, and disadvantages in comparison to other occupational situations. The review concluded that there is a lack of a tool that meets both validity and relevance criteria for ICU work. (Wilza Karla dos Santos Leite et al. 2021) studied the New Job Stress Scale (NJSS) in Portuguese, comparing it to the short version of the 2004 JSS. They applied the translated and adapted NJSS to 674 workers from five Brazilian cities. The study found the NJSS has a reliable factorial structure for measuring occupational stress in Brazil.

A study by (Habte Belete et al. 2021) found that work-related stress is a growing public health concern globally, particularly in textile factories. The study, conducted among 403 employees at Bahir Dar Textile Factory, found a prevalence of 45.2%. Factors such as working in rotational shifts, current substance use, and poor social support were significantly associated with work-related stress. The study recommends that interventions like stress management programs be considered to reduce work-related stress among textile factory employees in Northwest Ethiopia.

The study by (Ozlem Koseoglu Ornek and Erdem Sevim 2018) highlights the alarming issue of work-related stress among workers in the outer garment sector. Factors such as long working hours, education, gender, economic conditions, chronic diseases, and perceived social support influence stress. Effective coping profiles can prevent and protect workers from stress. The study’s limitations include a large sample size and self-reporting bias, and suggests randomized controlled pre-post tests for evaluating preventive work-related stress programs and effective coping mechanisms. (Frantz, Anna and Holmgren, Kristina 2019) published The Work Stress

Questionnaire (WSQ) was tested for reliability and face validity among male workers. The questionnaire, designed to identify individuals at risk of being sick-listed due to work-related stress, was found to be stable over time. However, the item "Supervisor considers one's views" showed a systematic disagreement among the group. The study concluded that the WSQ can be used for a male target group, indicating its suitability for this population.

The study by (Eskandari1, Mahdi, Heidari Gorji, Mohammad Ali 2018) examined the relationship between work-related stress and job satisfaction among 100 nurses in a teaching hospital in Iran. The results showed that job commitment and job satisfaction significantly influenced job commitment, with job satisfaction explaining 54% of the variance. The study concluded that addressing job satisfaction and stress in sensitive occupations can promote commitment and job efficacy, emphasizing the importance of addressing these factors in the healthcare sector. A study by (Alosaimi et al. 2016) found that work-related stress is more prevalent among medical residents than nonclinical healthcare workers. The study found that residents had lower adaptive stress-coping strategies, while administrative employees had similar strategies. The study suggests that stress-management training programs are needed for all healthcare workers, especially residents, to address this issue. The study suggests that addressing socio-demographic and clinical factors could help reduce stress among residents and administrative employees. The study by (Haseeb and Sattar 2018) investigated the causes of job stress among university teachers in Pakistan. The research, conducted through semi-structured interviews, found that workload, long work hours, lack of professional development, role conflict, inappropriate student behavior, unsupportive administration, and lack of resources were the main causes of stress. The findings suggest that providing stress-free teachers with training and opportunities can improve their efficiency and performance.

(Nekoranec and Kmošena's 2015) study on workplace stress identifies common sources, effects, and coping strategies. They highlight factors like work environment, relationships, organizational culture, role conflict, career advancement, and balancing work and personal life. Strategies include social support, stress coping programs, and improving work environment and organization. The study by (Ľubica Bánovčinová 2017) aimed to identify common workplace stressors and coping strategies among Slovak midwives. A cross-sectional study of 100 midwives revealed that death and dying, doctor conflicts, and workload were the most cited stressors. The most common coping strategies were active coping, acceptance, and instrumental support. The study suggests intervention strategies and education programs for positive problem-focused coping. A study by (Sutharshan N et al. 2021) found that work-related stress is a significant concern among critical care nurses in Sri Lanka. The study, conducted among 105 nurses, found that 30% had higher levels of stress, while 45% had moderate levels. Nearly 81% used religious activities as a coping strategy, while 96% used positive thinking and 70% used time management. The study concluded that nurses use various emotion-focused and problem-focused coping strategies to overcome work-related stress.

A study by Shen and Slater (2021) found that academics in Northern Ireland have experienced increased stress levels due to the COVID-19 pandemic. The study, which involved 87 staff members, found that academics experienced moderate stress levels and used distraction behaviors as coping mechanisms. The study suggests that occupational stress significantly impacts mental health and emotional well-being, and positive coping styles can improve emotional well-being. The findings can inform policy to improve health and well-being among university academics, leading to increased productivity at work.

Local literature and studies

(Visaya-Ceniza and Rose Anelyn's 2015 )study on the psychosocial health status of women artisanal miners in Mindanao, Philippines, found that their coping processes, attitude of perseverance, and stress management moderately impact their ability to manage life experiences. The study proposed a self-efficacy enhancement program as an intervention to improve the mental health of these women.

The study by (Sarabia and Collantes 2020) examined the relationship between work-related stress and teaching performance among 210 elementary and secondary public teachers in Angeles City, Philippines. The research found moderate stress, with demand being a significant contributor. Gender and position were positive predictors of teaching performance, while seminars attended related to stress management were negative. Higher demand levels could result in lower teaching performance. The study (Relojo, Dennis et al. 2015) examined the relationship between Emotional Quotient (EQ) and Work Attitude Behavior (WAB) among faculty members in three Philippine higher education institutions. Results showed no significant relationship, suggesting the need for teacher-training programs to increase emotional awareness and enhance emotion regulation skills in both experienced and recently qualified staff.

The rise of the COVID-19 pandemic has led to an overhaul of the conduct of teaching and learning, particularly in the assessment of learners, during a time of crisis trapped in many structural and practical challenges (Chavez, J., & Lamorinas, D. D. 2023). The academic community was ravaged by COVID-19 in many ways and particularly impacted the lives of indigent learners in higher education (Chavez, J.V. 2020). Recognizing the importance of resilience, coping techniques, and social support provides significant insights into student experiences during this crisis. This understanding enables us to build effective interventions and services that can assist students in managing challenges and preventing any harmful mental health consequences.

(Chavez and Prado's 2023) study investigates the potential for online gender-based humor to normalize and tolerate inequality, providing insights into how language can promote or question societal norms, potentially influencing students' online interactions. (Chavez, Lamorinas, and Ceneciro's 2023) study investigates message patterns in online gender-based humor, demonstrating how language may result in inequalities and discrimination while giving an approach for analyzing online interactions and stressors. (Ceneciro, Estoque, and Chavez 2023) investigate the relationship between debating skills and students' confidence and anxiety in English, particularly in academic contexts and under stressful conditions.

(Inoferio HV, Espartero M, Asiri M, et al. 2024) AI-assisted learning can help students overcome math fear and lack of confidence. The study investigates the application of AI-assisted learning to help students overcome mathematical fear and gain confidence, emphasizing its potential to increase academic performance and reduce stress. (Duhaylungsod and Chavez's 2023) study looks into the innovative potential of AI technologies like ChatGPT, focusing on their use and prospective mentality changes for students. It could shed light on how students may use AI tools for learning, communication, and, ultimately, stress management. Even though the research topics offered are various they all focus on how language, communication, and technology relate to social norms, learning, and confidence. These themes may be helpful in comprehending how Sulu State College students deal with the COVID-19 pandemic and create coping strategies.

**Methodology**

This chapter details the research design, study location, population and sampling design, research instrument, data gathering procedures, reliability and validity, ethical considerations, and statistical treatment.

*1. Research Design*

The general strategy researchers use to combine the various study components in a logical and cogent way to guarantee they successfully address the research challenge is known as research design. This serves as the guide for gathering, measuring, and analyzing data (Kirk 2011).

The study will employ a survey method called Descriptive Research Design, which combines qualitative and quantitative techniques. Data on Sulu State College students' coping strategies with the stressors brought on by the CoViD-19 pandemic outbreak will be gathered. Additionally, it will use the preliminary survey form to obtain direct feedback from Sulu State College's selected students. Researchers can represent data in a graphic or numerical format utilizing data from descriptive studies (Toven-Lindsey et al., 2015).

According to its definition, descriptive research design is used to characterize the population or phenomenon being examined. It can offer details about a specific group's naturally occurring behavior, views, health status, and other characteristics. It's quick, easy, affordable, and hundreds of participants can finish the study quickly, according to researchers (McCombes, 2019).

*2. Locale of the Study*

The study will be conducted at Sulu State College Campus, located at Capitol Site, Patikul Sulu, around 1.0 km from the town proper.

The Respondents of the Study are the Selected Students (about 200) of Sulu State College, enrolled in Senior High School (50 students), Business Administration Courses (100 students) and in Graduate Studies (50students), this academic year 2021 – 2022.

To determine the number of respondents, the researchers will make use of Convenience sampling design.

*3. Population and Sampling Design*

The participants in the study will be Sulu State College students enrolled in the academic year 2021–2022, specifically those from Senior High School, Business Administration Courses, and Graduate School. Through the use of prepared printed questions that will be addressed by the chosen respondents, the correspondent will administer survey questionnaires.

Convenience sampling methodology will be the method used to select the study's respondents. A type of non-probability sampling technique called convenience sampling chooses the cases in question until the target number of participants or items is attained (Wilson, Virginia, 2014).

Since the respondents are employees of this organization, the researcher will have an easier time gathering information. By having the contacted participants complete a printed questionnaire on their own convenient schedule, the researcher may be sure that they are prepared to take part in the survey.

*4. Research Instrument*

In order to collect data, the researcher will use a slightly modified version of the Standardized Survey Questionnaire, which will be answered by respondents utilizing a printed survey questionnaire. The main focus of the questions is on the coping strategies employed by students to deal with the stressors brought on by the CoViD-19 pandemic.

The investigator intends to create a survey checklist utilizing a five-point Likert scale. The instrument is broken down into three sections: the consent form is the first portion, the respondent demographic profiles are the second part, and the survey checklists on stresses and coping techniques are the third section. To ascertain the respondents' stressors and coping techniques, six categories physical, psychological, academic, social, environmental, and spiritual—each with ten (10) statements, were used.

5. Reliability and Validity

By providing a copy of the questionnaires for review and comments, the researcher will be requesting the panel of experts' expertise in order to establish the validity and reliability of the data.

Reliability refers to the extent to which an analysis and technique can be duplicated using the results acquired, whereas validity reflects the degree to which a measurement measures what it claims to measure. Questions in existing surveys have been updated. As a result, selected experts will validate the instrument using quantitative (content validity) and qualitative (cognitive interviewing) techniques. Experts will (systematically) test the questionnaire before it is utilized for data collection.

Soon after the validation is completed, the researcher will schedule a time to personally present the survey questionnaires to the respondents, and then establish their dependability. Once reliability and validity are verified, data collection will begin.

*6.* Ethical Considerations

The researcher will seek and uphold the ethical norms of this research. The survey will be completely anonymous, and the participants' identities will be kept confidential. The participants' privacy will be protected under the Philippine Republic Act No. 10173, also known as the Data Privacy Act. Prioritization and respect for research subjects are strongly imposed. Anything in the study that causes distress to a participant is unacceptable, and they have the right to withdraw from the questionnaire at any time. This survey is intended solely for academic reasons.

The surveyee's cooperation in this study will help the researcher precisely analyze and identify Sulu State College students' coping mechanisms whilst identifying stressors to focus on preventing burnout and enhancing Student's accomplishments amidst a pandemic crisis.

Respondents will know the necessary information regarding the objectives of the study before answering the questionnaire, since this will be explained at the starting point of administration of the Questionnaires. Furthermore, respondents may ask regarding the inclusion of a particular question directly to the researchers if they desire to. In summation, the researcher will not provide compensation for the surveyee's cooperation. Participation in this research is voluntary.

*7.* Data Gathering Procedure

Before conducting the study, the researchers will obtain consent from the Director of the Sulu State College's Research and Development Office, as well as permission from the Deans and Program Heads of the Selected Departments or Colleges. Following approval, the researchers followed the step-by-step approach outlined in figure 2 below.

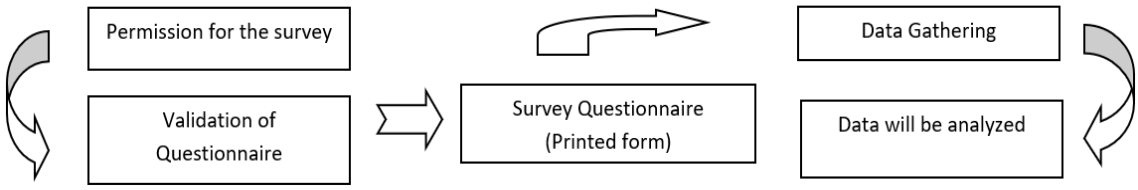


Figure 2. Data Gathering Flow Chart

Following the approval, the researchers will create a survey checklist using a 5-point Likert scale. Following finishing the survey tool, experts will validate the questionnaire, and a reliability test will be conducted by distributing ten (10) survey checklists to students, following which the findings will be presented to the statistician.

Once the agreement from the respective heads has been received, the researcher will schedule an orientation for individuals who agreed to participate in the study. The researcher will conduct the study according to the respondents' agreed-upon timetable, using printed Survey Questionnaires. Following that, the researcher will describe the instrument's content in further detail to the students who have been chosen as study participants.

Respondents will be requested to answer all questions honestly and concisely, and they will be informed that there are no correct or incorrect responses. The researcher will next collect the questionnaire and tabulate it for data analysis. The raw data will be supplied to the statistician, who will compute and interpret it using statistical tools.

*8.* Statistical Treatment

The statistical tools that will be employed in the investigation include the following:

i. Mean will be used to determine the most common stressors faced or experienced by respondents throughout the pandemic epidemic in terms of physical, psychological, academic, social, environmental, and spiritual.

ii. Chi-square will be utilized to examine whether there is a significant difference in the common stressors faced by respondents during the COVID-19 pandemic.

iii. T-tests and ANOVA will be utilized to examine whether there is a significant difference in the common stressors encountered by respondents based on their profile.

**Results and Discussion**

Question 1. What is the demographic profile of the respondents in term of age, gender, civil status, educational level, and residence?

*Table 1 Demographic Profile of the Respondents*

| | | | |
|---|---|---|---|
| AGE: | Below 18 years old | 43 | 20.09 |
| | 18 – 25 years old | 107 | 50.00 |
| | 26 – 30 years old | 64 | 29.01 |
| | 31 years old and above | 0 | 0 |
| | TOTAL | 214 | 100 |
| GENDER: | Male | 80 | 37.38 |
| | Female | 134 | 62.62 |
| | TOTAL | 214 | 100 |
| CIVIL STATUS: | Single | 144 | 67.29 |
| | Married | 47 | 21.96 |
| | Separated/Widowed | 23 | 10.75 |
| | TOTAL | 214 | 100 |
| EDUCATIONAL LEVEL: | | | |
| | Senior High School | 56 | 26.17 |
| | Business Administration | 90 | 42.06 |
| | Graduate Studies | 68 | 31.77 |
| | TOTAL | 214 | 100 |
| RESIDENCE: | Within Jolo | 164 | 76.64 |
| | Outside Jolo | 50 | 23.36 |
| | TOTAL | 214 | 100 |

Table 1 reveals that 107 respondents (50%) are between the ages of 18 and 25, with only 43 (20.09) being under the age of 18. None of the responses are 31 years or older. In terms of gender, 134 (62.62%) are females, while only 80 (37.38%) are males. In terms of civil status, 144 (67.29%)

are single, while just 23 (10.75%) are separated/widowed. In terms of educational level, 90 (42.06%) are Business Administration students, whereas 56 (26.17%) are senior high school students. In terms of habitation, 164 people, or 76.64%, live in Jolo, with only 50 people, or 23.36%, living outside the island. Table 1 reveals that 107 respondents (50%) are between the ages of 18 and 25, with only 43 (20.09) being under the age of 18. None of the responses are 31 years or older. In terms of gender, 134 (62.62%) are females, while only 80 (37.38%) are males. In terms of civil status, 144 (67.29%) are single, while just 23 (10.75%) are separated/widowed. In terms of educational level, 90 (42.06%) are Business Administration students, whereas 56 (26.17%) are senior high school students. In terms of habitation, 164 people, or 76.64%, live in Jolo, with only 50 people, or 23.36%, living outside Jolo.

Question 2. What are the common stressors experienced by the respondents throughout the pandemic outbreak in terms of physical, psycho- logical state, academic, social, environmental, and spiritual?

*Table 2.1 In terms of Physical Stressors*

| Statement | Mean | SD | Interpretation |
|---|---|---|---|
| 1. I and my family have insufficient food supply. | 3.68 | .940 | Often Experienced |
| 2. My family has insufficient supply of family medical care. | 3.67 | .873 | Often Experienced |
| 3. I was worried for not paying the house rentals. | 3.13 | 1.051 | Sometimes Experienced |
| 4. I experienced skipped meals during this pandemic. | 4.03 | .944 | Often Experienced |
| 5. I experience lack of alcohol and disinfection supplies. | 3.33 | 1.032 | Sometimes Experienced |
| 6. I have a hard time following social distancing. | 3.67 | .894 | Often Experienced. |
| 7. I have hard time wearing facemask and face-shield because it is not my normal get up. | 3.40 | 1.007 | Sometimes Experienced |
| 8. I get irritated when I have to wash my hands. | 3.75 | .819 | Often Experienced. |
| 9. It is annoying to always disinfect every time I enter the public places or establishment. | 3.93 | .863 | Often Experienced. |
| 10. It is bothersome to always disinfect the house/boarding house. | 3.92 | .730 | Often Experienced |
| AVERAGE | 3.65 | | Often Experienced |

LEGEND

| SCALE | RANGE | VERBAL DESCRIPTION | INTERPRETATION |
|---|---|---|---|
| 5 | 4.50 – 5.00 | Strongly Agree | Always Experienced |
| 4 | 3.50 – 4.49 | Agree | Often Experienced |
| 3 | 2.50 – 3.49 | Partially Agree | Sometimes Experienced |
| 2 | 1.50 – 2.49 | Disagree | Seldom Experienced |
| 1 | 1.00 – 1.49 | Strongly Disagree | Never Experienced |

Table 2.1 shows that they frequently experienced physical stressors, such as skipping meals during the pandemic (mean = 4.03, SD =.944), finding it annoying to disinfect every time they enter public places or establishments (mean = 3.93, SD =.863), and finding it bothersome to disinfect the house/boarding house (mean = 3.92, SD =.730). However, they also said that they occasionally experienced some things, such as a lack of alcohol and disinfection supplies (mean = 3.33, SD = 1.032) and being concerned about not paying housing rentals (mean = 3.13, SD = 1.051). The average mean of 3.65 indicates that respondents frequently encountered physical pressures. The findings imply that respondents frequently encountered physical pressures on a personal level.

*Table 2.2 In terms of Psychological Stressors*

| Statement | Mean | SD | Interpretation |
|---|---|---|---|
| 1. I am scared of catching the coronavirus disease (COVID-19). | 1.40 | .732 | Never Experienced |
| 2. I am terrified that my relative will catch the coronavirus disease (COVID-19). | 1.40 | .521 | Never Experienced |
| 3. I am worrying too much. | 1.78 | .900 | Seldom Experienced |
| 4. I feel completely alone. | 2.96 | 1.035 | Sometimes Experienced |
| 5. I get bored easily. | 2.87 | .739 | Sometimes Experienced |
| 6. I felt particularly low or down for more than 2 weeks in a row. | 2.77 | .761 | Sometimes Experienced |
| 7. I feel restless every night during the starting course of lockdown. | 2.85 | .811 | Sometimes Experienced |
| 8. I do not feel contented with less human interaction. | 2.90 | .724 | Sometimes Experienced |
| 9. I easily get angry with minor inconveniency because of lockdown. | 2.98 | .750 | Sometimes Experienced |
| 10. I feel depress during modular and face to face classes because I don't get enough instruction from my teacher and direct support from my classmates. | 2.80 | .938 | Sometimes Experienced |
| AVERAGE | 2.47 | | Seldom Experienced |

LEGEND

| SCALE | RANGE | VERBAL DESCRIPTION | INTERPRETATION |
|---|---|---|---|
| 5 | 4.50 – 5.00 | Strongly Agree | Always Experienced |
| 4 | 3.50 – 4.49 | Agree | Often Experienced |
| 3 | 2.50 – 3.49 | Partially Agree | Sometimes Experienced |
| 2 | 1.50 – 2.49 | Disagree | Seldom Experienced |
| 1 | 1.00 – 1.49 | Strongly Disagree | Never Experienced |

Table 2.2 revealed that respondents encountered psychological stressors such as feeling completely alone (mean = 2.96, SD = 1.035) and becoming easily irritated by little inconveniences caused by lockdown (mean = 2.98, SD =.750). However, they also stated that they had never had psychological stressors when they were afraid of contracting the coronavirus disease (mean = 1.40, SD =.732) or when they were afraid that a relative would contract the coronavirus sickness (mean = 1.40, SD =.521). The average mean of 2.47 indicates that respondents were exposed to psychological pressures on occasion. The findings simply indicate that respondents experienced psychological pressures depending on the situation.

*Table 2.3 In terms of Academic Stressors*

| Statement | Mean | SD | Interpretation |
|---|---|---|---|
| 1. I am not able to study excellently at my place. | 3.10 | .945 | Sometimes Experienced |
| 2. Learning by myself makes it difficult to understand some concepts. | 2.87 | .737 | Sometimes Experienced |
| 3. Internet access at home is not good. | 2.35 | .800 | Seldom Experienced |
| 4. The Modular Learning Modality is not very effective. | 2.41 | .753 | Seldom Experienced. |
| 5. I have a hard time contacting my teachers to clarify topics that will improve my comprehension. | 2.45 | .696 | Seldom Experienced. |

| | | | |
|---|---|---|---|
| 6. I do not have a Great ICT (Information & Communications Technology) skills that will assist me when accessing other learning platforms. | 2.87 | .478 | Sometimes Experienced |
| 7. I do not have adequate learning resources to aid my schooling. | 2.64 | .598 | Sometimes Experienced |
| 8. Discussion is limited due to teacher's lack of technical skills for Blended Learning: Modular and online class. | 2.56 | .620 | Sometimes Experienced |
| 9. I do not have enough money to buy load to meet my online class via Messenger Chat (i.e.: Read instructions and class requirements) | 2.48 | .683 | Seldom Experienced |
| 10. Discussion during Blended Learning: Modular and online class, is limited due to lack of illustration. | 2.41 | .747 | Seldom Experienced |
| AVERAGE | 2.61 | | Sometimes Experienced |

LEGEND

| SCALE | RANGE | VERBAL DESCRIPTION | INTERPRETATION |
|---|---|---|---|
| 5 | 4.50 – 5.00 | Strongly Agree | Always Experienced |
| 4 | 3.50 – 4.49 | Agree | Often Experienced |
| 3 | 2.50 – 3.49 | Partially Agree | Sometimes Experienced |
| 2 | 1.50 – 2.49 | Disagree | Seldom Experienced |
| 1 | 1.00 – 1.49 | Strongly Disagree | Never Experienced |

Table 2.3 demonstrates that respondents occasionally struggled to study well at their workplace (mean = 3.10, SD =.945), and that learning on their own makes it difficult to understand some concepts (mean = 2.87, SD =.737). Some respondents reported limited experience, such as poor internet connectivity at home (mean = 2.35, SD =.800) and ineffective modular learning (mean = 2.41, SD =.753). The average mean of 2.61 indicates that respondents encountered academic stresses. The findings imply that respondents suffered academic stresses at times. Table 2.3 demonstrates that respondents occasionally struggled to study well at their workplace (mean = 3.10, SD =.945), and that learning on their own makes it difficult to understand some concepts (mean = 2.87, SD =.737). However, they also revealed a lack of experience in several categories, such as poor internet connection at home (mean = 2.35, SD =.800) and ineffective modular learning (mean = 2.41, SD =.753). The average mean of 2.61 indicates that respondents encountered academic stresses on occasion. The findings imply that respondents suffered academic stresses at times.

*Table 2.4 In terms of Social Stressors*

| Statement | Mean | SD | Interpretation |
|---|---|---|---|
| 1. There is a limited person who is around when I am in need of a company. | 3.01 | .689 | Sometimes Experienced |
| 2. There is a limited person with whom I can share joys and sorrows. | 2.98 | .727 | Sometimes Experienced |
| 3. There are limited family members who will comfort me during this pandemic. | 3.12 | .634 | Sometimes Experienced |
| 4. I cannot count on my friends when things go wrong and need their presence. | 3.43 | .535 | Sometimes Experienced |
| 5. I cannot talk about my problems with my family. | 2.81 | .921 | Sometimes Experienced |
| 6. I cannot talk about my problems with my friends. | 3.28 | .740 | Sometimes Experienced |
| 7. I did not actually socialize with people I know. | 3.52 | .697 | Often Experienced |

| | | | |
|---|---|---|---|
| 8. My family members always argue during this pandemic. | 3.61 | .695 | Often Experienced |
| 9. I cannot unwind in the malls plaza or beach resort this quarantine period. | 3.19 | .590 | Sometimes Experienced |
| 10. I can no longer visit my relatives. | 3.16 | .461 | Sometimes Experienced |
| AVERAGE | 3.21 | | Sometimes Experienced |

LEGEND

| SCALE | RANGE | VERBAL DESCRIPTION | INTERPRETATION |
|---|---|---|---|
| 5 | 4.50 – 5.00 | Strongly Agree | Always Experienced |
| 4 | 3.50 – 4.49 | Agree | Often Experienced |
| 3 | 2.50 – 3.49 | Partially Agree | Sometimes Experienced |
| 2 | 1.50 – 2.49 | Disagree | Seldom Experienced |
| 1 | 1.00 – 1.49 | Strongly Disagree | Never Experienced |

Table 2.4 shows that respondents frequently observed their family members arguing during the epidemic (mean = 3.61, SD =.695) and did not socialize with people they knew (mean = 3.52, SD =.697). However, they reported experiencing social pressures on occasion, such as not being able to count on their friends when things go wrong and they require their presence (mean = 2.84, SD =.751) and being unable to visit their family (mean = 2.68, SD =.498). The overall mean of 3.21 indicates that respondents were exposed to social pressures on occasion. The findings essentially indicate that respondents encountered social stresses on occasion.

*Table 2.5 In terms of Environmental Stressors*

| Statement | Mean | SD | Interpretation |
|---|---|---|---|
| 1. It irritates me seeing people not wearing a facemask and face-shield in public places. | 1.91 | .669 | Seldom Experienced |
| 2. It infuriates me when people not observing social distancing in public places. | 1.95 | .705 | Seldom Experienced |
| 3. It pisses me off when my neighbor do not observe sanitation in public places. | 1.94 | .654 | Seldom Experienced |
| 4. It displeases me when my neighbors often have 'videoke' session with blaring sound. | 2.84 | .751 | Sometimes Experienced |
| 5. It enraged me to see my neighbor throwing garbage not in proper place. | 2.11 | .625 | Seldom Experienced |
| 6. I am discontented with the implementation of the government of the quarantine protocol. | 2.62 | .579 | Sometimes Experienced |
| 7. It is bothersome to see infants/children being bought to public places by their parents. | 2.33 | .705 | Seldom Experienced |
| 8. I am dissatisfied with the negative attitude (lack of seriousness) of the people towards other people. | 2.19 | .547 | Seldom Experienced |
| 9. It is very inconvenient that the garbage collection is neglected this quarantine. | 2.43 | .587 | Seldom Experienced |
| 10. I feel resentment towards government officials who do not give adequate support to every household in the community. | .68 | 498 | Sometimes Experienced |
| AVERAGE | .30 | | Seldom Experienced |

LEGEND

| SCALE | RANGE | VERBAL DESCRIPTION | INTERPRETATION |
|---|---|---|---|
| 5 | 4.50 – 5.00 | Strongly Agree | Always Experienced |
| 4 | 3.50 – 4.49 | Agree | Often Experienced |
| 3 | 2.50 – 3.49 | Partially Agree | Sometimes Experienced |
| 2 | 1.50 – 2.49 | Disagree | Seldom Experienced |
| 1 | 1.00 – 1.49 | Strongly Disagree | Never Experienced |

Table 2.5 indicate that the respondents occasionally felt displeased with their neighbors' frequent "videoke" sessions with blaring sound (mean = 2.84, SD =.751) and that they were unhappy with the government's implementation of the quarantine protocol (mean = 2.62, SD =.579). However, they indicated that they rarely experienced environmental stressors in the remaining statements, some of which included having a limited person nearby when they needed company (mean = 1.91, SD =.669) and having a limited person with whom they could share their happiness and sorrows (mean = 1.95, SD =.705). The average mean of 2.30 confirms that the respondents rarely experienced environmental stressors. The result clearly implies that the respondents also seldom experienced environmental stressors.

*Table 2.6 In terms of Spiritual Stressors*

| Statement | Mean | SD | Interpretation |
|---|---|---|---|
| 1. It is bothersome that I can no longer read the bible everyday due of COVID-19 scare anxiety. | 2.96 | .964 | Sometimes Experienced |
| 2. It pisses me off because I cannot go to Mosque as often as I want because of quarantine. | 2.48 | .510 | Seldom Experienced |
| 3. It is inconvenient that I can no longer attend religious gatherings, seminars & symposia | 2.39 | .509 | Seldom Experienced |
| 4. I am discontented that I cannot do some religious tasks – like read that Qur'an stories to children; conduct or attend madrasa preaching; | 2.40 | .500 | Seldom Experienced |
| 5. I am dissatisfied that I cannot join in the feeding activities for children. | 2.78 | .438 | Sometimes Experienced |
| 6. It is bothersome that I can no longer join religious meetings and promote religious advocacies in the community. | 2.33 | .538 | Seldom Experienced |
| AVERAGE | 2.56 | | Sometimes Experienced |

LEGEND

| SCALE | RANGE | VERBAL DESCRIPTION | INTERPRETATION |
|---|---|---|---|
| 5 | 4.50 – 5.00 | Strongly Agree | Always Experienced |
| 4 | 3.50 – 4.49 | Agree | Often Experienced |
| 3 | 2.50 – 3.49 | Partially Agree | Sometimes Experienced |
| 2 | 1.50 – 2.49 | Disagree | Seldom Experienced |
| 1 | 1.00 – 1.49 | Strongly Disagree | Never Experienced |

Table 2.6 shows that respondents occasionally experienced spiritual stressors, including the fact that they can no longer read the Kor'an on a daily basis due to Covid 19 scare anxiety (mean = 2.96, SD =.964) and that they are dissatisfied with their inability to participate in children's feeding activities (mean = 2.78, SD =.438). However, they rarely encountered spiritual stressors, one of which is the inability to attend religious gatherings and promote religious advocacies in the community (mean = 2.33, SD =.538). The average mean of 2.56 indicates that respondents were exposed to spiritual pressures on occasion.

*Table 2.7 Summary of the Stressors Experienced by the Respondents*

| Stressors | Mean | Interpretation |
|---|---|---|
| Physical | 3.65 | Often Experienced |

| | | |
|---|---|---|
| Psychological | 2.47 | Seldom Experienced |
| Academic | 2.61 | Sometimes Experienced |
| Social | 3.21 | Seldom Experienced |
| Environmental | 2.30 | Seldom Experienced |
| Spiritual | 2.56 | Sometimes Experienced |

Table 2.7 demonstrates that respondents frequently experienced physical stress, occasionally suffered academic and spiritual stress, and seldom experienced psychological stress, social stress, or environmental stress. According to Dziegielewski et al. (2004), stress is a regular part of every student's life, an unavoidable consequence of survival regardless of age, religion, race, socioeconomic situation, or cultural background. According to Murff (2005), stress might inhibit students from achieving their educational goals.

*Question 3. What are the coping mechanisms employed by the respondents during this pandemic in terms of physical, psychological state, academics, social, environmental, and spiritual?*

*3.1 In terms of Physical Stressors*

| Statement | Mean | SD | Interpretation |
|---|---|---|---|
| 1. I perform regular exercise. | 2.43 | .673 | Seldom Utilized |
| 2. I eat balanced diet. | 2.43 | .658 | Seldom Utilized |
| 3. I do self-medication. | 2.42 | .700 | Seldom Utilized |
| 4. I patiently wear facemask and face-shield every day and observe social distancing. | 1.85 | .655 | Seldom Utilized |
| 5. I religiously wash my hands. | 1.92 | .563 | Seldom Utilized |
| 6. I usually avoid quarantine protocol. | 2.93 | 1.024 | Sometimes Utilized |
| 7. I complain about everything that is required of me. | 2.95 | .722 | Sometimes Utilized |
| 8. I binge-eat junk foods. | 3.10 | .891 | Sometimes Utilized |
| 9. I try to feel better by having rest, working and learning. | 2.59 | .810 | Sometimes Utilized |
| 10. I smoke and drink alcohol. | 3.86 | .908 | Often Utilized |
| AVERAGE | 2.65 | | Sometimes Utilized |

LEGEND

| SCALE | RANGE | VERBAL DESCRIPTION | INTERPRETATION |
|---|---|---|---|
| 5 | 4.50 – 5.00 | Strongly Agree | Always Utilized |
| 4 | 3.50 – 4.49 | Agree | Often Utilized |
| 3 | 2.50 – 3.49 | Partially Agree | Sometimes Utilized |
| 2 | 1.50 – 2.49 | Disagree | Seldom Utilized |
| 1 | 1.00 – 1.49 | Strongly Disagree | Never Utilized |

Table 3.1 showed that the respondents often utilized smoking and drinking alcohol as coping for physical stressors (mean = 3.86, SD = .908). In some statements, they indicated either sometimes utilized or seldom utilized. For sometimes utilized, complaining about everything that is required of them (mean = 2.95, SD = .722) and they usually avoid quarantine protocol (mean = 2.93, SD = 1.024). For seldom utilized, they patiently wear face mask and face shield every day and observe social distancing (mean = 1.85, SD = .655) and they religiously wash their hands (mean = 1.92, SD = .563). The average mean of 2.65 is interpreted as sometimes utilized which means that the respondents utilized said coping mechanisms on physical stressors.

*3.2 In terms of Psychological Stressors*

| Statement | Mean | SD | Interpretation |
|---|---|---|---|
| 1. I anxiously avoid facing my problem. | 2.90 | .931 | Sometimes Utilized |

| | | | |
|---|---|---|---|
| 2. I meditate to help me get through a tough time. | 2.60 | .676 | Sometimes Utilized |
| 3. I carry out positive thinking. | 2.49 | .861 | Seldom Utilized |
| 4. I perform creative activities. | 2.31 | .699 | Seldom Utilized |
| 5. I often daydreaming. | 2.63 | .670 | Sometimes Utilized |
| 6. I manage hostile feeling. | 2.51 | .718 | Sometimes Utilized |
| 7. I distance myself from feeling discomfort. | 2.59 | .670 | Sometimes Utilized |
| 8. I have been learning to live the life during this pandemic. | 2.59 | .747 | Sometimes Utilized |
| 9. I kept my negative feelings within myself. | 2.36 | .789 | Seldom Utilized |
| 10. I have been blaming myself for things that keeps happening. | 3.14 | 1.059 | Sometimes Utilized |
| AVERAGE | 2.61 | | Sometimes Utilized |

LEGEND

| SCALE | RANGE | VERBAL DESCRIPTION | INTERPRETATION |
|---|---|---|---|
| 5 | 4.50 – 5.00 | Strongly Agree | Always Utilized |
| 4 | 3.50 – 4.49 | Agree | Often Utilized |
| 3 | 2.50 – 3.49 | Partially Agree | Sometimes Utilized |
| 2 | 1.50 – 2.49 | Disagree | Seldom Utilized |
| 1 | 1.00 – 1.49 | Strongly Disagree | Never Utilized |

Table 3.2, the respondents indicated sometimes utilized in 8 out of 10 statements. For sometimes utilized, they anxiously avoid facing their problem (mean = 2.90, SD = .931) and have been blaming themselves for things that keeps happening (mean = 3.14, SD = 1.059). For seldom utilized, they carry out positive thinking, (mean = 2.49, SD = .861) and perform creative activities (mean = 2.31, SD = .699). The average mean of 2.61 means that the respondents sometimes utilized the coping mechanisms on psychological stressors.

*3.3 In terms of Academic Stressors*

| Statement | Mean | SD | Interpretation |
|---|---|---|---|
| 1. Taking Blended learning courses and programs for (information and communication technology) is a good thing than nothing at all. | 1.54 | .691 | Seldom Utilized |
| 2. I will accept the responsibility to learn more by myself. | 1.81 | .663 | Seldom Utilized |
| 3. I will search for online learning resources. | 1.60 | .727 | Seldom Utilized |
| 4. I will complain for others inadequacies. | 3.22 | .714 | Sometimes Util. |
| 5. I will develop good time-management attitude. | 2.35 | 1.049 | Seldom Utilized |
| 6. I am bored easily during Blended Learning class. | 2.53 | 1.001 | Sometimes Util. |
| 7. I will try my luck in online selling. | 2.79 | .770 | Sometimes Util. |
| 8. I will only study when I can | 3.00 | .841 | Sometimes Util. |
| 9. I will just wait for the signal to be strong. | 2.95 | .828 | Sometimes Util. |
| 10. I pay less attention during Blended learning classes | 2.73 | .653 | Sometimes Util. |
| AVERAGE | 2.45 | | Seldom Utilized |

LEGEND

| SCALE | RANGE | VERBAL DESCRIPTION | INTERPRETATION |
|---|---|---|---|
| 5 | 4.50 – 5.00 | Strongly Agree | Always Utilized |
| 4 | 3.50 – 4.49 | Agree | Often Utilized |
| 3 | 2.50 – 3.49 | Partially Agree | Sometimes Utilized |
| 2 | 1.50 – 2.49 | Disagree | Seldom Utilized |

| | | | |
|---|---|---|---|
| 1 | 1.00 – 1.49 | Strongly Disagree | Never Utilized |

Table 3.3, respondents used coping methods to complain about others' shortcomings (mean = 3.22, SD =.714) and will only study when they can (mean = 3.00, SD =.841). However, they rarely used blended learning courses and programs (mean = 1.54, SD =.691) and will accept responsibility for learning more on their own (mean = 1.81, SD =.663). The average mean of 2.45 indicates that respondents rarely used the coping method for academic difficulties.

*3.4 In terms of Social Stressors*

| Statement | Mean | SD | Interpretation |
|---|---|---|---|
| 1. I will engage in social media platform like Facebook, Instagram and Twitter. | 2.08 | .402 | Seldom Utilized |
| 2. I will enjoy online exercise. | 2.46 | .675 | Seldom Utilized |
| 3. I will stay all day inside my room. | 2.82 | .982 | Sometimes Utilized |
| 4. I will exclude myself from joining my friends in chat-room. | 3.23 | 1.034 | Sometimes Utilized |
| 5. I will read books on my own most of the time. | 2.62 | .644 | Sometimes Utilized |
| 6. I will seek for social support online. | 2.94 | .779 | Sometimes Utilize |
| 7. I will help my family in the way I can. | 1.57 | .561 | Seldom Utilized |
| 8. I will engage in online shopping to limit my contact to people. | 2.46 | .690 | Seldom Utilized |
| 9. I will disconnect myself from the world around me. | 3.29 | 1.137 | Sometimes Utilized |
| 10. I will avoid communicating with my relatives. | 3.50 | 1.116 | Often Utilized |
| AVERAGE | 2.70 | | Sometimes Utilized |

LEGEND

| SCALE | RANGE | VERBAL DESCRIPTION | INTERPRETATION |
|---|---|---|---|
| 5 | 4.50 – 5.00 | Strongly Agree | Always Utilized |
| 4 | 3.50 – 4.49 | Agree | Often Utilized |
| 3 | 2.50 – 3.49 | Partially Agree | Sometimes Utilized |
| 2 | 1.50 – 2.49 | Disagree | Seldom Utilized |
| 1 | 1.00 – 1.49 | Strongly Disagree | Never Utilized |

Table 3.4 shows that respondents frequently avoided communicating with their family (mean = 3.50, SD = 1.116). Nonetheless, they claimed that they occasionally excluded themselves from joining their friends in chat rooms (mean = 3.23, SD = 1.034) and disconnected themselves from the world around them (mean = 3.29, SD = 1.137). The average mean of 2.70 demonstrates that respondents used coping methods to deal with social pressures.

*3.5 In terms of Environment Stressors*

| Statement | Mean | SD | Interpretation |
|---|---|---|---|
| 1. I will persuade the people around me to follow quarantine protocols. | 1.69 | .793 | Seldom Utilized |
| 2. I will observe proper garbage disposal to serve as a model for the others to follow. | 1.59 | .672 | Seldom Utilized |
| 3. I will model for the others to follow engage myself in an information-drive in the community about the quarantine. | 1.84 | .671 | Seldom Utilized |
| 4. I will encourage my neighbors to unwind with their small children. | 1.82 | .821 | Seldom Utilized |

| | | | |
|---|---|---|---|
| 5. When I go to public places, I will observe proper hygiene and social distancing. | 1.83 | .855 | Seldom Utilized |
| 6. I will post hate online protest for government officials who do not give support to household in dire need. | 3.09 | 1.292 | Sometimes Utilized |
| 7. I will release pent-up emotion with hate to personnel of public establishment not observing good sanitation. | 3.09 | 1.310 | Sometimes Utilized |
| 8. I will show my aggressive behaviour when dealing with quarantine violators. | 3.20 | 1.136 | Sometimes Utilized |
| 9. I will deny myself that there are people who neglect government's RA 11494 (Bayanihan to Recover as One Act). | 2.84 | 1.107 | Sometimes Utilized |
| 10. I will be responsible to employ protective measure so us to help decrease incidence of COVID-19 infection. | 2.67 | .887 | Sometimes Utilized |
| AVERAGE | 2.37 | | Seldom Utilized |

LEGEND

| SCALE | RANGE | VERBAL DESCRIPTION | INTERPRETATION |
|---|---|---|---|
| 5 | 4.50 – 5.00 | Strongly Agree | Always Utilized |
| 4 | 3.50 – 4.49 | Agree | Often Utilized |
| 3 | 2.50 – 3.49 | Partially Agree | Sometimes Utilized |
| 2 | 1.50 – 2.49 | Disagree | Seldom Utilized |
| 1 | 1.00 – 1.49 | Strongly Disagree | Never Utilized |

Table 3.5 revealed that violent conduct is occasionally used while dealing with quarantine violators (mean = 3.20, SD = 1.136) and will unleash pent-up emotion with hatred towards personnel of public establishments that do not observe excellent sanitation (mean = 3.09, SD = 1.310). However, they rarely used persuasion of those around them to follow quarantine protocols (mean = 1.69, SD =.793) or correct garbage disposal to serve as a model for others to follow (mean = 1.59, SD =.672). The average mean of 2.37 indicates that respondents rarely used coping methods for environmental stressors.

*3.6 In terms of Spiritual Stressors*

| Statement | Mean | SD | Interpretation |
|---|---|---|---|
| 1. I will read Qur-anic verses every day. | 1.66 | .475 | Seldom Utilized |
| 2. I will attend religious meetings online. | 1.96 | .363 | Seldom Utilized |
| 3. I will try to see how God is trying to teach me something from this pandemic. | 2.32 | .778 | Seldom Utilized |
| 4. I wonder if God cares about me. | 3.19 | 1.246 | Sometimes Utilized |
| 5. I question my religious beliefs, faith and practices. | 3.13 | 1.308 | Sometimes Utilized |
| 6. I question whether God can really do something to relieve our situation during this pandemic. | 3.14 | 1.309 | Sometimes Utilized |
| 7. I will give donation online for feeding others. | 1.93 | .873 | Seldom Utilized |
| 8. I will inspire spiritually by sending religious quotes to my family, love ones, relatives and friends through the social media. | 2.00 | .983 | Seldom Utilized |
| 9. I will isolate myself from all my problems. | 3.37 | 1.382 | Sometimes Utilized |
| 10. I blame God for CoViD-19 Pandemic | 3.82 | 1.470 | Often Utilized |
| AVERAGE | 2.65 | | Sometimes Utilized |

LEGEND

| SCALE | RANGE | VERBAL DESCRIPTION | INTERPRETATION |
|---|---|---|---|
| 5 | 4.50 – 5.00 | Strongly Agree | Always Utilized |
| 4 | 3.50 – 4.49 | Agree | Often Utilized |
| 3 | 2.50 – 3.49 | Partially Agree | Sometimes Utilized |
| 2 | 1.50 – 2.49 | Disagree | Seldom Utilized |
| 1 | 1.00 – 1.49 | Strongly Disagree | Never Utilized |

Table 3.6 demonstrates that respondents frequently blamed God for the Covid-19 outbreak (mean = 3.82, SD = 1.470). However, they occasionally used isolation from all of their issues (mean = 3.37, SD = 1.382) and wondered if God cared about them (mean = 3.19, SD = 1.246). Other statements revealed that they rarely tried to see how God was using the epidemic to teach them something (mean = 2.32, SD =.778). The average mean of 2.65 indicates that respondents occasionally used coping techniques for spiritual pressures. Table 3.7 shows how respondents coped with the various pressures. The table demonstrates that respondents frequently blamed God for the Covid-19 outbreak (mean = 3.82, SD = 1.470). However, they occasionally used isolation from all of their issues (mean = 3.37, SD = 1.382) and wondered if God cared about them (mean = 3.19, SD = 1.246). Other statements revealed that they rarely tried to see how God was using the epidemic to teach them something (mean = 2.32, SD =.778). The average mean of 2.65 indicates that respondents occasionally used coping techniques for spiritual pressures.

*Table 3.7 Coping Mechanisms Utilized Against the Stressors*

| Coping Mechanisms Utilized | Mean | Interpretation |
|---|---|---|
| Physical Stress | 2.65 | Sometimes Utilized |
| Psychological Stress | 2.61 | Sometimes Utilized |
| Academic Stress | 2.45 | Seldom Utilized |
| Social Stress | 2.70 | Sometimes Utilized |
| Environmental Stress | 2.37 | Seldom Utilized |
| Spiritual Stress | 2.65 | Sometimes Utilized |

Table 3.7 reveals that respondents used coping mechanisms to deal with physical stress, psychological stress, social stress, and spiritual stress. However, they rarely used coping mechanisms to deal with academic and environmental stress. When individuals have a sense of control over a difficult circumstance, they are more likely to behave confidently.

*Question 4. Is there a significant difference among the common stressors experienced by the respondents in terms of their demographic profile?*

*Table 4.1 Paired Sample t – test for Gender*

| Gender | t | df | Sig. (2tailed) | Mean Difference | 95% Confidence | |
|---|---|---|---|---|---|---|
| | | | | | Lower | Upper |
| Male | 49.561 | 205 | .000 | 1.650 | 1.58 | 1.72 |
| Female | | | | | | |

At .05 level of significance

The t-test for paired samples was performed to examine whether there is a significant difference in the common stressors reported by respondents based on gender. The computed t value of 49.561 is greater than the p value of 0.05. This indicates that the null hypothesis is accepted.

There is no significant variation in the common stressors encountered by responders based on gender.

*Table 4.2 Significant Difference among the Common Stressors Experienced by the Respondents in terms of Age, Civil Status, Educational Level, and Residence*

ANOVA Summary Table

| Profile | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| AGE: | | | | | |
| Between Groups | 10.239 | 2 | 5.119 | 6.206 | .002 |
| Within Groups | 164.983 | 200 | .825 | | |
| Total | 175.222 | 202 | | | |
| CIVIL STATUS: | | | | | |
| Between Groups | 5.259 | 2 | 2.629 | 3.077 | .620 |
| Within Groups | 164.075 | 192 | 3.077 | | |
| Total | 169.334 | 194 | | | |
| EDUCATION LEVEL: | | | | | |
| Between Groups | 17.008 | 2 | 8.504 | 10.358 | .000 |
| Within Groups | 170.774 | 208 | .821 | | |
| Total | 187.782 | 210 | | | |
| RESIDENCE | | | | | |
| Between Groups | 1.164 | 1 | 1.164 | 1.302 | .255 |
| Within Groups | 172.498 | 193 | .894 | | |
| Total | 173.662 | 194 | | | |

At .05 level of significance

The computed F = 6.206 for age, F = 3.077 for civil status, F = 10.358 for educational level, and F = 1.302 all above the p value of.05. This indicates that the null hypothesis is accepted. There is no significant variation in the common stressors faced by respondents based on their age, civil status, educational level, or residence.

Question 5. *Is there a significant difference among the coping mechanisms by the respondents in terms of their profile?*

*Table 5.1 Paired Sample t – test for gender*

| Gender | t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Lower | 95% Confidence Upper |
|---|---|---|---|---|---|---|
| Male | | | | | | |
| | 49.561 | 205 | .000 | 1.6 | 1.58 | 1.72 |
| Female | | | | 50 | | |

At .05 level of significance

The computed t value = 49.561 is greater than the p value = .05. It means that the null hypothesis is accepted. There is no significant difference among the coping mechanisms by the respondents in terms of gender.

*Table 5.2 Significant Difference among the Coping Mechanisms by the Respondents in terms of Age, Civil Status, Educational Level, and Residence*

ANOVA Summary Table

| Profile | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| AGE: | | | | | |
| Between Groups | 19.545 | 2 | 9.772 | 26.982 | .000 |
| Within Groups | 72.435 | 200 | .362 | | |
| Total | 91.980 | 202 | | | |
| CIVIL STATUS | | | | | |
| Between Groups | 17.676 | 2 | 8.838 | 23.569 | .000 |
| Within Groups | 71.996 | 192 | .375 | | |
| Total | 89.672 | 194 | | | |
| EDUCATIONAL LEVEL | | 2 | 12.173 | 36.481 | .000 |
| Between Groups | 24.347 | 208 | .334 | | |
| Within Groups | 69.407 | 210 | | | |
| Total | 93.754 | | | | |
| RESIDENCE | | | | | |
| Between Groups | .425 | 1 | .425 | .936 | .335 |
| Within Groups | 87.647 | 193 | .454 | | |
| Total | 88.072 | 194 | | | |

The estimated F = 26.982 for age, F = 23.569 for civil status, F = 34.481 for educational level, and F =.936 for residence all exceed the p value of.05. This indicates that the null hypothesis is accepted. There is no significant variation in respondents' coping techniques based on age, civil status, educational level, or residence.

*Table 6 Significant Correlation among the Sub-Categories Subsumed Under the Common Stressors and Coping Mechanism Employed by the Students During Pandemic*

Correlations

| | Common Stressors | Coping Mechanisms |
|---|---|---|
| Common Stressors | | |
| Pearson r | 1 | .601 |
| Sig. (2-talied) | | .000 |
| N | 212 | 212 |
| Coping Mechanisms | | |
| Pearson r | .558 | 1 |
| Sig. (2-tailed) | .000 | |
| N | 212 | 212 |

Significant at .05 level

Correlational analysis was used to see if there was a significant association between sub-categories classified as prevalent stressors and coping mechanisms used by pupils throughout the pandemic. The estimated values of r =.601 for common stressors and r =.558 for coping techniques exceed the p-value of.05. The null hypothesis was accepted. There is no significant connection between the sub-categories classified as prevalent stresses and coping mechanisms used by students throughout the epidemic.

**Conclusion**

The demographic profile results revealed that the responders are primarily female and in their prime. Furthermore, the majority are single, pursuing a business degree, and live primarily in Jolo.

The common stressors reported by respondents plainly demonstrate that they, like everyone else, are prone to stress.

Coping techniques differ from individual to person. How a person copes with stress is determined by their resilience to common stresses. Regardless of gender, age, civil status, educational level, or place of residence, all respondents experienced similar stressors.

All respondents, regardless of gender, age, civil status, educational level, or location, used coping methods. Common stressors are unrelated to the coping mechanisms used by students during the pandemic.

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