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**Coping Mechanisms among High School Students Utilizing Hassle's Assessment Tool**

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**ABSTRACT**

**Background:** High School Students' Coping Mechanism. **Objectives:** research design used descriptive correlational design. This study will evaluate the relationship between the multiple factors that have not been investigated. **Methods:** The correlational design was appropriate to evaluate the coping mechanisms of the students in relations to stressful situation they are presently facing. The population of the study participated 340 fourth year High School Students. **Results:** This study revealed that the coping mechanisms of the students showed a significant degree of variance of the eight dimensions of coping mechanism among the respondents. Among the eight dimensions, wishful thinking and detachment were mostly employed among the High Students whenever they are confronted with the problems while tension reduction has the lowest aggregated which showed that the problems they are confronted is inevitable part of their life and it is how up to them to deal with it. It can be noticed that since the respondents came from lower economic class, they have no ways and means of resorting to take a vacation/leisure as a distress activity. This study is deemed beneficial to specific individuals and group of people: District Supervisor, School Principal, Guidance Counselors, Parents & Future researches.

**Keywords:** Coping mechanism, Senior high school, Students

**INTRODUCTION**

Growing up adolescents are facing new sensitive life issues nowadays with far beyond incomparable of the life which was experience by great grandparents before. It is because of the new technology era they are bump into their life at present, holding their gadget most of the time and deeply attune with it and unaware and understanding the sensitive issues they may experience unexpectedly. Where can these children depend on when times of their life may crash into trouble in different situation. Nowadays, Parents are busy looking for money to feed the needs of their children due economic unstability because this is very much priority in the lives of any individual. This could one of the stress that their children may come across. As what these children experience at home maybe the same thing as they explore the world outside. They will able to experiment themselves in how they exist in their comfort zone and relating to different kind of people. There ways of behaving in accepting with in themselves might be in comparison the way they are behaving in different places.

Since these children are future leaders someday. We are hoping them to be a good citizen in our Country. They are capable to stand the best of themselves and able to face stronger in any obstacles they are facing in all aspects of their life. Hence, the importance of conducting this study so as to address the phenomenon to a specialist in helping students in coping their emotional problems in such manner in coping up their own issues which mostly outshined in the school setting. Additionally, not all students can handle stress and find ways in coping them<sup>(1)</sup>.

Issues and worries greatly experience by most children in school and stress may hamper their academic difficulty and Personal life. And thus, these children must experience to improve themselves in relating to social norms and to overcome to cope up that will detriment in coping up problems<sup>(2)</sup>.

**METHODS**

This study utilized purposive sampling technique in getting the respondents. Purposive sampling since only fourth year students will take part on this research. There are 340 High School students of Ipil National High School, Ormoc City were identified. The instruments was distributed to the respondents upon the approval by the School head. Utilizing Hassle Assessment tool was used for this research. The researcher personally distribute the instruments to the respondents to make him/her available for some clarifications or query. In analyzing and interpreting the data gathered, using the frequency, percentage and weighted mean. The Pearson

Product Moment Coefficient of Correlation was used to determine the degree of relationship while the significant degree of variance, Anova was employed.

### RESULTS

On demographic Profile. For sex, there were 29 or 76 % female respondents while 9 or 23.68 % male respondents. As can be seen from the data gathered, majority of the students-respondents were female. As for Religion, there were 32 or 84.21% Roman Catholics; 2 or 5.26 % belong to the Church of Christ and Mormons while 1 or 2.63 % belongs to the Christian and Jesus Reigns respectively. As can be deduced, majority of the respondents belong to the Roman Catholic religion. As for Combined Family Income, 18 or 47.37% have income of 5,000; 10 or 26.32 % income of 3,000; while only 1 or 2.63 % have income of 20,000. As can be inferred; majority of the respondents belong to Class D bracket in terms of socio-economic classification.

Presentation 1 based on the data gathered, the following results are presented below on ways of coping

1. On Problem Focused. A composite mean of 3.22 was generated with an interpretation.
2. Wishful Thinking. A composite mean of 3.62 was generated with an interpretation of Used Quite A Bit.
3. Detachment. A composite mean of 3.04 was generated with an interpretation of Used somewhat.
4. On Seeking Social Support. A Composite mean of 3.52 was generated with an interpretation of Used Quite A Bit.
5. On Self Blame. A composite mean of 3.25 with an interpretation of Used Somewhat.
6. Tension Reduction. A composite mean of 2.31 was generated with an interpretation of Used.
7. On Keep to Self. A composite mean of 2.73 was generated with an interpretation of Used Somewhat.
8. Analysis of Variance on the different dimensions of Students' Life Experience. The composite F value which is 4.38707 is greater than the Critical Value with df 6 and 259. The findings hinted to the rejection of the null hypothesis.
9. Analysis of Variance on the different dimensions of coping Mechanism. The computed F value which is 13.71233 is greater than the Critical Value of 2.10 with df 7 and 296. The findings hinted to the rejection of the null hypothesis.

Note: N=340 Parameters: 1.00-1.79 NU (Not Used); 1.80-2.59 U (Used); 2.60-3.39 US (Used Somewhat); 3.40-5.19 UQB (Used Quite a Bit); 4.20-5.00 GD (Great Deal)

Table 1. Analysis of variance on the different dimensions on the coping mechanism

Respondent	A		B		C		D		E		F		G		H	
	X1	(X1)2	X2	(X2)2	X3	(X3)2	X4	(X4)2	X5	(X5)2	X6	(X6)2	X7	(X7)2	X8	(X8)2
N	38		38		38		38		38		38		38		38	
Sum	122.55	408.7603	127.50	526.7500	115.50	368.6389	133.64	489.8464	130.25	468.6875	123.67	418.5556	87.67		103.67	304.1111
Mean	3.22		3.62		3.04		3.52		3.43		3.25		2.31		2.73	
SS	395.144		497.5329		351.0592		470.0109		446.4490		402.4591		202.2485		282.8099	

## DISCUSSION

On problem focused implies majority of the students responds to problems by looking at its contextual nature and decides how to best solve before taking any actions. It also shows that they think before they act in regards to problems that beseech them. It is a skills to attempt to overcome the stressful situation. Some examples of problem-focused coping skills include developing alternative solutions to the situation, weighing cost and benefits of potential situations, followed by action to alleviate the stressor<sup>(3)</sup>.

On wishful thinking, majority of the high school students when confronted with problems would wish that situation would just go away and try to forget about in the hope that it will just pass away. This coping skills refers to the daydreaming and escapism employed by the respondents when confronted by problems. There is a reconciliation of coping process of relationship between the person and the stressors<sup>3</sup>.

On detachment, it shows that most of the respondents try to forget as much as they could whenever confronted by problems. It refer to the act of forgetting and running away from the problems as a mode of coping among the respondents when they have problems.

On seeking social support, majority of the respondents resort to prayers and ask people to advise on how to deal with the problem as coping mechanism whenever such situations arises. It refers to the coping mechanism employed by the respondents wherein they ask help, sympathy and solace from people that matter them. When a students are facing the stressor beyond their capability in coping the present stress would be defined as Psychological stress, it is basically experience when a person respond differently to potential causes of psychological stress and to cope stress in different ways<sup>(3)</sup>.

On Focus on the positive, It shows that majority of the respondents looked at whenever confronted by problems would resort to retrospection as a mean of coping with their problems. It refers to the positive outlook employed by the respondents as a coping mechanism in dealing with problems.

On self-blame, implies the respondents usually blame themselves as to the situations or problems faced by them and promised themselves not to repeat the same situation that led them to such dilemma as coping mechanism. It refers the realization and criticism made to respondents contributed to cause the problem to occur. Mattering is the conformity of oneself to opposite feeling when ones feeling is not accepted or needed by others, it is also how a person experience depends on how others accepts<sup>4</sup>.

On tension reduction, it shows that respondents were indulged themselves to exercise as the way to relieve tensions brought about by the problems. It refers to the act of comforting one-self as a coping mechanism among the respondents in times of adversity.

On keep to self, majority of the Students would avoid from people and keep their problems to themselves as a coping mechanism. It refers to coping mechanism of keeping the problems to oneself and avoids sharing it with the other people by the respondents.

The result which shows the significant degree of variance of the eight dimensions of coping mechanism employed among the respondents. It reveals that wishful thinking and detachment were mostly employed among the respondents as a coping mechanism whenever they are confronted by problems while tension reduction has the lowest aggregated mean which shows that problems are inevitable part of their life thus, they have to face with it. It can also be noticed that the respondent's family socioeconomic status came from lower economic class, they have no ways and means to find leisure to reduce stress.

## CONCLUSION

It was then found out there is a significant degree of variance of the 8 dimensions of coping mechanism employed among the respondents. A closer inspection of the table would reveal that wishful thinking and detachment were mostly employed among the respondents as a coping mechanism whenever they are confronted by problems while tension reduction has the lowest aggregated mean which shows that problems are inevitable part of life thus, have to deal with accordingly. It can also be noticed that since the respondents came from lower economic class, they have no ways and means of resorting to vacation as a distress activity.

The following recommendations are given:

1. The school administrators should look into the welfare in the context of the emotional and social dimensions so that programs may be created to help the holistic development of its students.
2. The Guidance office should device a program that will look into psychological, emotional, and social condition to its students so that appropriate intervention maybe given.
3. The Guidance Office should conduct seminar to enhance the level of awareness and understanding on the development Change (Physical) among freshmen students.

4. The Guidance office should conduct on coping strategies that will enhance or equip the students to deal with social, physical and emotional problems brought about age development.

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