Stress Coping Mechanism and Its Impact to their age among Senior High School students at Parañaque National High School-Baclaran

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Abstract: *This study aims to determine the stress coping mechanism and its impact to their age among Senior High School students at Paranaque National High School–Baclaran. This uses survey questionnaires that were distributed to the 104 Senior High School students. In addition, this study wants to know if there is a significant relationship between the indicators namely: Use of Instrumental Social Support, Mental Disengagement, Use of Emotional Social Support, Planning and Active Coping pertaining to age of the respondents. The statistical treatments that were used in this study are Pearson r Coefficient Correlation and T-test. This study used "The Transactional Model of Stress and Coping" by Lazarus and Folkman (1984). It is a basis for evaluating the processes of coping with stressful events. Indicator Planning has the highest impact to the respondents. As to the data gathered and interpreted by the researchers through T-test, all of the indicators have relationship with the respondents' demographic profile in terms of age. While in Pearson r, all the indicators have a significant relationship with the age the respondents have.*

Key Words: *Transactional Model, Indicators, Stress Coping Mechanism, Senior High School Students' and Parañaque National High School-Baclaran*

1. INTODUCTION:

Students face different challenges in terms of their academic, family situation, friends and many more. People that encounter stress lead them to rapid bodily changes such as feelings of emotional unrest causing them to feel body aches. Many students face stress as they try to mix up busy lives, school and work; while they are trying also to have time with family and friend. For some students, stress becomes almost a way of living. However, it is dangerous to let stress become student's way of living in Senior High School because some stress levels can lead to a terrible effect that changes completely student's life and it may result to failure. Therefore, students need to create a coping strategy for their stress in order for them to reduce the negative effects to their learning and performance.

Stress is necessary to challenge students to learn. Approaches are needed that reduce the negative aspects of stress which lessen students' learning and performance. The key to reducing distress is providing students with a feeling of control over their education, information about what to expect, and feedback regarding what can be done to improve their performance. Stress is inevitable and unfortunately, it produces headache, neck crick and causes many health problems that include depression, anxiety, heart disease and stroke (Clark, 2013).

According to Prather (2013), keeping things into perspective, having fun with hobbies, and enjoy indulgences in moderation are secrets to stress busters. Anything that poses a challenge or threat to well-being undermines both mental and physical health (Mayo Clinic Staff, 2012). Earning high grades is a source of stress that affects them to succeed in making good impressions to their parents, classmates and significant other persons.

Managing one's time ineffectively can often be a source of stress. Individuals can be taught to look at what has to be accomplished in a day, or a week, and find efficient ways of working so that they are not constantly backpedalling and thereby wasting time. Establishing priorities and working to these is an effective way of managing one's time. Moreover, almost college students had the same pattern of encountering related problems (Gittens, 2007). This related to many factors such as interpersonal, intrapersonal, academic and environmental. Based on the 20th National College Health Assessment of the American College Health Action Report (2001) stated, "during the year 2000, 76% of students are "overwhelmed" and 22% were unable to function as a result of depression". This means that stress can cause body strain and body aches among college students where it is normally function when they are stress. Therefore, the researchers came up to this study to know the stress coping mechanism of Senior High School student in Parañaque National High School-Baclaran. It is necessary to research because today the government changed the curriculum and students have difficulty to come up to this kind of event.
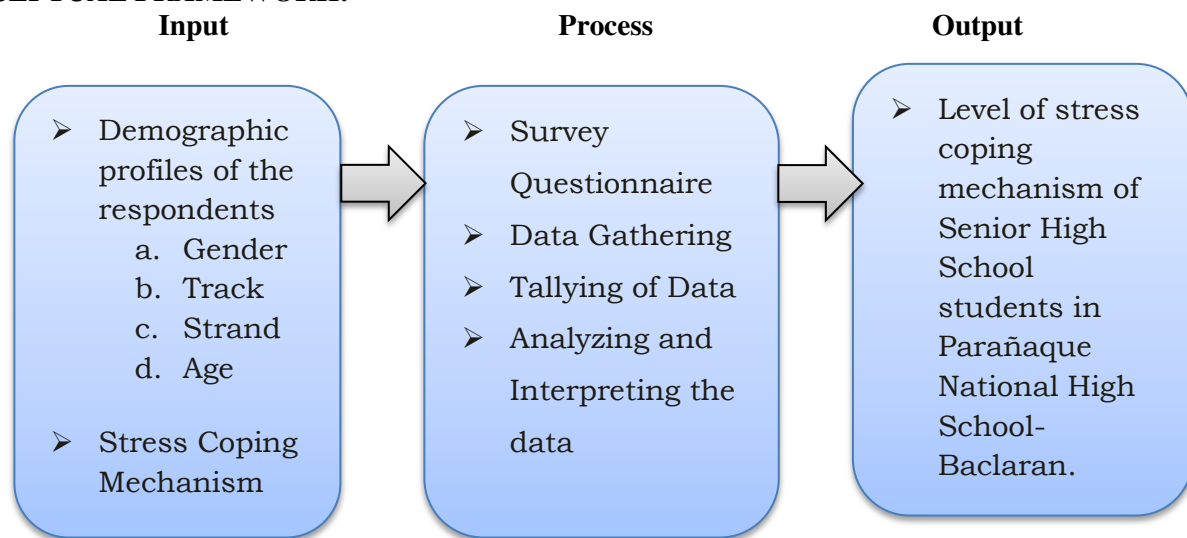
2. STATEMENT OF THE PROBLEM:

This study aims to know the stress coping mechanism of Senior High School students in Parañaque National High School-Baclaran. This study will be able to answer the specific research questions as follow:
1. What is the demographic profile of the respondents in terms of the following?
    1.1   Gender

        1.2   Track

        1.3   Strand

        1.4   Age

2. What are different stress coping mechanisms of Senior High School students?

3. Which among the five indicators has the highest impact to the respondents?

        3.1   Use of Instrumental Social Support

        3.2   Mental Disengagement

        3.3   Use of Emotional Social Support

        3.4   Planning

        3.5   Active Coping

4. Is there a significant relationship between the stress coping mechanisms of Senior High School students pertaining to age?

3. CONCEPTUAL FRAMEWORK:

Input   **Process**   **Output**

Input	Process	Output

➢ Demographic profiles of the respondents
  a. Gender
  b. Track
  c. Strand
  d. Age
 	
➢ Stress Coping Mechanism
	➢ Survey Questionnaire
	➢ Data Gathering
	➢ Tallying of Data
	➢ Analyzing and Interpreting the data
		➢ Level of stress coping mechanism of Senior High School students in Parañaque National High School-Baclaran.

Figure 1

This figure shows the IPO of the study. In input, the researchers include demographic profiles of the respondents in terms of the following: a.) Gender b.) Track c) Strand d) Age. Researchers want to know the different stress coping mechanism of Senior High School students. In process, the researchers used a survey questionnaire to gather data from the respondents. After gathering the data, the researchers were able to tally the data and the final step analyzing and interpreting the data. Lastly, the expected outcome of this study is to know the level of stress coping mechanism of senior high school students in Parañaque National High School-Baclaran.

4. REVIEW OF RELATED LITERATURES AND STUDIES:

In this chapter, the literatures and studies were carefully selected and deliberated upon on the basis of relatively and reliability of the information presented. This literatures and studies help the researchers to have an evidence and proof to their study. Also, this chapter discusses the relevance of the study.

Foreign Literature

Based on Rogers and Yassin (2003), it is important for students to develop different coping strategies in order to encounter and manage stressful conditions. If not handled well, the stressors that originated from financial problems, sleep deprivation, societal activities and many more can affect student's ability to perform.

Coping strategy refers to ways to handle stressful and troublesome circumstances. Richard Lazarus and Susan Folkman scientifically defined coping as the sum of cognitive and behavioral effort, which are constantly changing, that aim to handle particular demands, whether internal or external, that are viewed as demanding.

Students need to develop different coping strategies for them to manage stressful condition every day. If students were not able to manage his/her stress, the stressors coming from financial problems, sleep deprivation, societal activities and many more can affect the ability of students to perform (Rogers and Yassin, 2003).

One type is about academic expectation and achievements, and the other is about social factors, such as maintaining and developing social connections, etc. the "scale for mental stresses of college students" and make a survey of 2007 college students from seven colleges. Studies show that the mental stresses of college students come

from two aspects: one is the personal stress, including stress from family, stress from adaptability, stress from health, stress from relationship, stress from low self- esteem, and stress from frustration. The other is the social environmental stress, including stress from interpersonal communication, stress from occupation choice, emotional stress, stress from college environment, and stress from study (Lin Zhang, Wenbo Che & Bing Li, 2003).

Furong Wang and Huixiang Gong make a comparative study of mental stresses of different types of college students and conclude that the mental stresses of boys are bigger, longer, and stronger than that of girls. The mental stresses grow along with grades, reach the maximum at the junior year, and slightly decrease at the senior year (Furong Wang & Huixiang Gong, 2001).

Based on Furr, Westefeld, McConell and Jenkins (2001) 53% of those college students marked their selves as being depressed since first, that makes the reason why academic issues, loneliness, financial difficult social relationship problems becomes a stress encounter by those college students. To be include, 9% of those students reported suicidal ideation.

According to Morris, Books and May (2003), they started that pressure in stress and stressors is not needed consistently for all the college students, where in they have been discover the differentiation between traditional and non-traditional .In preferring the present study it may include the same attributes on academic issues, loneliness, financial and social relationship problems. In short, the following studies present the same kind of manner.

According to Dixon and Ro (2005), all of those people encounter stress that leads to rapid bodily changing which makes feelings of emotions unrest causing the body strains with the body part. Repeated stressful situations, may lead to cause rapid tension and pressures that contributed to physical and psychological problems.

Based on D'zurilla and Sheedy (1991), they define stress from the medical dictionary that dwells on any situation which brings to evokes negative thoughts and feeling among those persons, this means that people been encounter stress will have different experiences in times of dealing the pressure.

It is important that the persons who have been influenced by the individual's ability will effectively adapt a kind of situations, but they may be differ in dealing with it (Segal, 2013).

Local Literature

Blona (2005) claims that students experience stress since some are trying to cope with the demands of adapting to a new living environment, new peers, academic pressure, and sexual concerns. Being in college can also put financial stress on the students and their families. These situations can leave them with trembling hands, tense muscles, migraine, headache, and multiple other symptoms of stress performance or reduce the student to ineffectiveness.

Based on the study of Mazo (2015) entitled, "Causes, Effects of Stress, and the Coping Mechanism of the Bachelor of Science in Information Technology Students in A Philippine University" this study sought to determine the causes of stress, the effects of stress, and the stress coping mechanisms of Bachelor of Science in Information Technology students in the Leyte Normal University, Tacloban City. It tested some assumptions using the descriptive survey method with 51 respondents. Thesis writing/research and school requirements/projects were the most common causes of stress. Sleepless nights and irritable/moody feeling were the common effects of stress. There was disparity on the causes and effects of stress between the male and female respondents. The use of computer and praying to God were the common stress coping mechanisms. There was an observed disparity between the male and female responses.

Duque (2007) cited common effects of stress. These are insomnia, headaches, backaches, constipation, diarrhea, high blood pressure, heart disease, depression and alcohol, tobacco or drug use. He suggested doing the following: 1) After seeing the doctor, share your treatment plan with people close to you. Talk with friends and relatives and explain what you are going through; 2) If your doctor prescribed medication take it exactly the way it is prescribed. Do not stop taking your medication until you doctor tells you to stop doing so; 3) Keep all follow-up appointments with your doctor; 4) Remember that it may take some time to start feeling better; 5) If you experience side effects from any medication, tell your doctor; and 6) Seek professional counseling. If your methods of coping stress are not contributing to your greater emotional and physical health, it is time to find healthier ones. There are many healthy ways to manage and cope with stress, but they all require change. You can either change the situation or change your reaction. When deciding which option to choose, it is helpful to think of the four A's: avoid, alter, adapt, or accept. Since everyone has unique response to stress, there is no "one size fits all" solution to managing it. No single method works for everyone or in every situation, so experiment with different techniques and strategies. Focus on what makes you feel calm and in control.

Based on the study entitled "Stressors and Stress Responses of Filipino College students" Dy et. al. (2015), the study determined the stressors and stress responses of Filipino college students in relation to sex, course and academic classification. There were 258 respondents for the study. Of the respondents, 68% were females and 32% were males. According to their degree, 42% belonged to the soft sciences and 58% to the hard sciences. In terms of academic classification, 10% were freshmen, 36% sophomores, 33% juniors and 21% seniors. The top five overall stressors of the respondents were academic difficulty of subject matter, workload due to subjects, time management because of subjects, responsibilities due to being on one's own, and time management because of both subjects and

organizations. The most frequently occurring stress responses were affective stress responses followed by cognitive responses. For both male and female respondents, the top stressors were academics, workload due to subjects and time management concerns. Overall, the males reacted to stress through affective responses and females through cognitive responses. Students enrolled in the hard and soft sciences both considered academics, workload due to subjects and time management concerns as their top stressors. Those in the soft sciences reacted with cognitive stress responses while those in the hard sciences reacted with affective stress responses. Generally, all students, regardless of their academic classification pointed out that academics, workload due to subjects, and time management were their main stressors. They all reacted to stress with affective stress responses. These patterns can be monitored to maintain the psychological and physical well-being of adolescent students.

Foreign Study

According to Presnall (2008), college students are being more tress because of school related issues. They are being affected in emotional and mental health. In addition, in survey polled 2,253 undergraduate students aged 18 to 24 where randomly selected from schools nationwide and revealed that financial, relationship, family problems and extracurricular activities. Students who experienced tress believe that alcohol drinking, using of drugs and hanging out of friends are their immediate solutions to their stress.

According to MacGeorge, Samter and Gillihan (2005) and Sasaki and Yamasaki said that "depression is a serious problem" In this study the intrapersonal and inter factors is the problem of the college students and depressions. Most of the time college students experience different stress that key encountered every day. They need to do these to aim good grades and to make charges to something in order to achieve a desired result.

Depression refers to the work and stress for those people who experience. That is why they forced them to do something better, compete with other people and most especially it is more depressive in accomplishing some things in times of rushing hour. Some of people experience the same depression especially in term of having in the same field (Murtali Raj, 2009).

Archer (2003), they stated that stress reactions to various situations affected the overall level of the person's health. They felt always overwhelmed in times of eating poorly, sleepless and overwhelmed those stressful events, which presented by the literature and studies that deals with those related stress to the study in times of feelings and emotions of those college students.

Suldo and Hardesty (2008), students who becomes high achievers in their academic, have a greater possibility to encounter stress due to their academic requirements that they need to pass. Additionally, those students had shown a different stress coping strategies to manage their stress. Stress begins as a threat but later on it considered of access to cope strategies (Mc Namara 2002). Proponents of the theory of Mc Namara (2000) and Pallack et al. (2010) wherein they argued the importance of psychological processes in identifying the effects if stress in our emotions, physical, health and behavior.

According to Pinel (2003), he stated, "the stress can be defined as the physiological response in order to become aware in threat". Readjustments to any life changes can cause stress. Nowadays teen are facing many challenges that parents and traditional educators did not experience when they were child or growing up. Because of the different pressures in 21st century, adolescents cannot cope properly their stress and they are recommending for some programs in school that promotes proper coping strategy when they are stress (Frydenberg et al., 2004)

It stated from the work of Ping Qi and Tinchang Wu (2004), heavy study tasks, difficult courses, unreasonable learning, ways including high standards could be representing the stresses encountered by senior high school student. Based on Holmes and Rare (1967), changing in life requires numerous readjustments that can be aware in encountering stress.

Local Study

Salvacion (2004) studied the stress profile of students in the College of Dentistry of the University of the Philippines, Manila. The study involved 149 dentistry student-respondents. Academic stressors like examinations and grades, fully loaded days, difficulty in completing clinical requirements, and fear of getting delayed topped the identified stressors. Academic factors were stressful in the first 3 year levels. Academic stress peaked during the sophomore year. No significant differences in rankings were observed between genders. There was undeniable similarity in the general stress profile of the different year levels. Common methods of coping with stress were employed by students which include crying, praying, talking, watching movies, and listening to music. Stress makes or breaks a person. It is like a two-edged sword which can either motivate or stimulate a student to peak

Grandea (2006) used a descriptive research approach in studying the stress and coping mechanism of college freshmen of Southville International School and Colleges. It involved 201 student-respondents. The student-respondents experienced high perceived stress. The identified main stressors were academics. The student-respondents used positive stress coping mechanism. The perceived stress and coping mechanisms of the student-respondents were independent of their profile.

Relevance of the study

The literatures and studies are relevant to present the study wherein the stress coping mechanism are further discussed and give support to the present study to form an idea or concrete evidences. Information coming from the literatures and studies will help to answer the research questions.

The gathered information on online sources, journals and books serves as support evidences and answer the specific research questions. Based on the literatures and studies, most of the authors discussed that stress is defined as a threat of the students and it makes them feel depress that cause health diseases. As a kind of depression wherein mostly experience by the students that makes the reason how student can manage their stress by finding different ways in order to overcome the stress wherein student must need to develop different coping strategies to manage a kind of stressful condition in everyday life. Focusing things into perspective, having pleasure when doing hobbies and enjoy services are secrets to combat stress. Stress produces headache, neck crick that causes many health problems like depression, anxiety, heart diseases and stroke.

5. RESEARCH METHODOLOGY:

This chapter includes the presentation of methods, processes and procedure that have been used in this study. The researcher discusses the sample size and sampling technique that was chosen for the purpose of this study. It also provides information and describes the description of the participants. The instrument used for data collection also described and the procedures that followed to carry out this study were included. The researcher discusses the statistical treatment of data used to analyze the data. Lastly, this chapter helps the researchers on how the data being analyzed and interpreted.

Research Method

Saunders et al (2003) defines the descriptive survey method as one which looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees. Descriptive research design is concerned with describing characteristics of a problem.

Descriptive method was use in this study where the researchers are going to explain and interpret the data collecting from the respondents by means of conducting survey. They used survey questionnaire as their research design to be able to get as much precise and specific information and address their research question. In here, simple random sampling is used to have even respondents and to avoid bias.

To analyze the data gathered from the respondents. Researchers used statistical treatment of data to emphasize the numerical, statistic and mathematical analysis of data collected using survey questionnaire. Lastly, they will interpret and elaborate the data to answer the research question.

Research Locale

The study focuses on the stress coping mechanism of Senior High School students. This study was conducted at Paranaque National High School- Baclaran located at Rimas St. Dimasalang Ext. Baclaran, Paranaque City. Using survey questionnaire, the researchers were able to gather the data needed to the study.

Sample Size and Sample Technique

For this study to have respondents, researchers made use of Slovin formula to have concise and precise free from error sample size. Using five (5) percent margin of error, researchers come up to one hundred four (104) out of one hundred forty (140) respondents coming from Senior High School students.

Where:
    n is the sample size
    N is the population size
    e is the margin of error
    1 is the constant value

$$n = \frac{N}{1 + Ne^2}$$

After knowing the sample size, survey questionnaires were distributed to the respondents to gather information or data. Researchers used simple random sampling wherein they select the papers of the respondents randomly to achieve the exact number of respondents. In addition, because of this technique there is an unbiased result of the data.

Description of Respondents

The respondents of this research are the Senior High School students specifically thirty-two (32) Accountancy, Business and Management (ABM) students, forty-one (41) Bread and Pastry Production students and lastly thirty-one (31) Housekeeping students for the total of one hundred four (104) respondents. They will be given a survey questionnaire wherein they will answer it and serve as the data collection of the study.

Research Instrument

For the purpose of this study, the researcher made use of structured questions to save the respondent's time and gather necessary data. It contains the demographic profile of the respondents and consists of twenty (20) questions set by categories namely: Use of Instrumental Social Support, Mental Disengagement, Use of Emotional Social Support, Planning and Active Coping. Using survey questionnaire with the rating scale of (5) strongly agree, (4) agree, (3) neither agree nor disagree, (2) disagree, and (1) strongly disagree, researchers were able to gather concise and precise information that will be used to answer the research questions.

Data Gathering Procedure

This study used survey questionnaire to gather the needed data or information to address the research questions. Reason (1985) defines a questionnaire as a formalized list of questions that is use to solicit information from respondents. The questionnaires were delivered in person. Questionnaires were distributed after the class for them to answer the survey questionnaire with full responsibility, integrity and honesty. Respondent's answer will be confidential and used only for the purpose of this study. The data from the respondents were collected for the analysis and interpretation.

Statistical Treatment

The following statistical formulas were used to process the data to get the answers to the research questions:

5.1 Frequency and Percentage Distribution

This treatment was use in this study to describe the demographic profiles of the respondents pertaining to gender, track, strand and age of the students.

$$P = \frac{f}{N} x \, 100$$

Whereas:
P= percentage
f= number of respondents answers
  N= Total number of respondents

5.2 Weighted Mean

It is use to determine the indicators under stress coping mechanism of Senior High School students.

$$X = \sum X / N$$

Wherein:
$\sum X$ = sum of the quantitative variables
N = total sample size

5.3 Likert Scale

Respondents were given a chance to rate each statement in the questionnaire. Their answers were given a corresponding number as follows:

5	Strongly agree
4	Agree
3	Neither Agree Nor Disagree
2	Disagree
1	Strongly Disagree

The responses coming from the respondents were tabulated and mean score of each item was computed using descriptive statistics. After the computation of mean score in each item, researchers come up to the final 5 point scale.

The researchers used Likert Scale to measure respondents' attitudes to a particular question or statement. A Likert Scale is composed of a series of four or more Likert-type items that represent similar questions combined into a single composite score/variable.

5.4 Point Likert Scale

Mean	Scale Value	Verbal Interpretation
4.21-5.00	5	Strongly Agree
3.41-4.20	4	Agree
2.61-3.40	3	Neither Agree Nor Disagree
1.81-2.60	2	Disagree
1.00-1.80	1	Strongly Disagree

5.5 Standard Deviation

This was used to quantify the amount of variation or dispersion of a set of data values. Derived with the formula:

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N - 1}}$$

Whereas:
   SD – standard deviation
   x – Variable
   n – Sample size

5.6 Pearson r Correlation Coefficient

     Pearson product-moment correlation coefficient is a measure of the strength of the linear relationship between two variables (David Lane, date). This treatment used to determine if the five (5) indicators has a degree of relationship or correlation pertaining to age of the respondents.
Where the formula of Pearson r is:

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\left[N\Sigma X^2 - (\Sigma X)^2\right]\left[N\Sigma Y^2 - (\Sigma Y)^2\right]}}$$

Whereas:
N= Number of respondents
$\sum XY$= sum of the products of paired scores
$\sum X$= sum of the x scores
$\sum Y$= sum of y scores
$\sum x2$= sum of squared x scores
$\sum y2$= sum of squared y scores

Interpretation of the Correlationship Coefficient

± 0.00 to ± 0.20	Negligible Relationship
± 0.21 to ± 0.40	Low correlation, Present but Slight
± 0.41 to ± 0.70	Substantial or Marked Relationship
± 0.71 to ± 1.0	High to very high, Perfect Relationship

5.7 T-Test

     This treatment was used also to determine whether the obtained correlation coefficient is significant. In addition, if a real correlation exists or that obtained *r* is not significant due to sampling variation. T- test was used to test the significance of two variables where the formula is as follows:
Whereas:
r – The obtained Pearson r value
n – Sample size

$$t = r\sqrt{\frac{n - 2}{1 - r^2}}$$

6. PRESENTATION ANALYSIS AND INTERPRETATION OF DATA:

     This chapter includes the data analysis and findings of research study. Researchers used tables in presenting the data gathered from the respondents. In addition, it includes the interpretation of data.

6.1 What is the demographic profile of the respondents in terms of the following:

6.1.1 Gender

Table 1.1: Respondents Profile as to Gender

Gender	Frequency	Percentage
Male	45	46.8
Female	59	53.2
	n= 104	100

Table 1.1 shows that the dominant respondents profile as to gender is female with a 59 or 53.2% while the male with 45 or 46.8%.

6.1.2 Track

Table 1.2: Respondents Profile as to Track

Track	Frequency	Percentage
Academic	32	33.3
Tech- Voc	72	66.7
	n= 104	100

Table 1.2 shows that academic track consist of 32 or 33.3% while technical- vocational has 72 or 66.7%. Therefore, technical vocational got the highest percentage when it comes to track.

6.1.3 Strand

Table 1.3: Respondents Profile as to Strand

Strand	Frequency	Percentage
Accountancy Business and Management (ABM)	32	33.3
Bread and Pastry	41	34.5
Housekeeping	31	32.2
	n= 104	100

Table 1.3 shows that respondents profile as to strand wherein ABM gets 32 or 33.3%, Housekeeping has 31 or 32.2% and Bread and Pastry has 41 or 34.5%. Therefore, Bread and Pastry got the highest percentage when it comes to strand.

6.1.4 Age

Table 1.4: Respondents Profile as to Age

Age	Frequency	Percentage
15-16	22	21.1
17-18	71	68.3
19-above	11	10.6
	n= 104	100

Table 1.4 shows that the age 15-16 consist of 22 or 21.1% while age of 17-18 has 71 or 68.3% and age 19 and above has 11 or 10.6%. Therefore, age 17-18 got the highest percentage when it comes to age.

6.2 What are the different stress coping mechanism of Senior High School students.

The following tables show the different stress coping mechanism of Senior High School students.

Table 1.5: Indicators as to Use of Instrumental Social Support

Use of Instrumental Social Support	Weighted Mean	Verbal Interpretation
1. I try to get advice from someone about what to do.	3.9	Agree
2. I talk to someone to find out more about the situation.	3.9	Agree
3. I talk to someone who could do something concrete about the problem.	3.2	Neither Agree Nor Disagree
4. I ask people who have had similar experiences what they did.	3.9	Agree
Average Mean=	3.725	Agree

Table 1.5 shows that the average weighted mean as to use of instrumental social support is 3.725 with verbal interpretation of agree. Students try to get advice from someone about what to do have a weighted mean of 3.9 with verbal interpretation of agree. Students talk to someone to find out more about the situation has weighted mean of 3.9 with verbal interpretation of agree. Students talk to someone who could do something concrete about the problem has weighted mean of 3.2 with verbal interpretation of neither agree nor disagree. Students ask people who have had similar experiences what they did have weighted mean of 3.7 with verbal interpretation of agree.

Table 1.6 : Indicators as to Mental Disengagement

Mental Disengagement	Weighted Mean	Verbal Interpretation
1. I turn to work or other substitute activities to take my mind off things.	3.7	Agree
2. I daydream about things other than this.	3.7	Agree
3. I let my feelings out.	3.5	Agree
4. I feel a lot of emotional distress and I find myself expressing those feelings a lot.	3.6	Agree
Average Mean=	3.625	Agree

Table 1.6 shows that the average weighted mean as to mental disengagement is 3.625 with verbal interpretation of agree. Students turn to work or other substitute activities to take my mind off things has a weighted mean of 3.7 with verbal interpretation of agree. Students daydream about things other than this has weighted mean of 3.7 with verbal interpretation of agree. Students let their feelings out has weighted mean of 3.5 with verbal interpretation of agree. Students feel a lot of emotional distress and they find themselves through expressing those feelings a lot has a weighted mean of 3.6 with verbal interpretation of agree.

Table 1.7 : Indicators as to Use of Emotional Social Support

Indicators	Weighted Mean	Verbal Interpretation
1. I discuss my feelings with someone.	3.7	Agree
2. I get sympathy and understanding from someone	3.5	Agree
3. I try to get emotional support from friends or relatives.	3.6	Agree
4. I talk to someone about how I feel.	3.8	Agree
Average Mean=	3.65	Agree

   Table 1.7 shows that the average weighted mean as to use of emotional social support is 3.65 with verbal interpretation of agree. Students who discuss their feelings with someone has a weighted mean of 3.7 with verbal interpretation of agree. Students who get sympathy and understanding from someone has weighted mean of 3.5 with verbal interpretation of agree. Students who try to get emotional support from friends or relatives has weighted mean of 3.6 with verbal interpretation of agree. Students who talk to someone about how they feel has a weighted mean of 3.8 with verbal interpretation of agree.

Table 1.8 : Indicators as to Planning

Indicators	Weighted Mean	Verbal Interpretation
1. I make a plan of action.	3.9	Agree
2. I try to come up with a strategy about what to do.	4	Agree
3. I think about how I might best handle the problem.	4	Agree
4. I think hard about what steps to take.	3.9	Agree
Average Mean=	4	Agree

   Table 1.8 shows that the average weighted mean as to use of planning is 4 with verbal interpretation of agree. Students who make a plan of action has a weighted mean of 3.9 with verbal interpretation of agree. Students who try to come up with a strategy about what to do has a weighted mean of 4 with verbal interpretation of agree. Students who think about how they might best handle the problem has a weighted mean of 4 with verbal interpretation of agree. Students who think hard about what steps to take has a weighted mean of 3.9 with verbal interpretation of agree.

Table 1.9 : Indicators as to Active Coping

Indicators	Weighted Mean	Verbal Interpretation
1. I concentrate my efforts on doing something about it.	3	Neither Agree Nor Disagree
2. I take additional action to try to get rid of the problem.	3.9	Agree
3. I take direct action to get around the problem.	3.8	Agree
4. I do what has to be done, one step at a time.	3.8	Agree
Average Mean=	3.625	Agree

   Table 1.9 shows that the average weighted mean as to use of active coping is 3.625 with verbal interpretation of agree. Students who concentrate their efforts on doing something about it has a weighted mean of 3 with verbal interpretation of agree. Students take additional action to try to get rid of the problem has weighted mean of 3.9 with verbal interpretation of agree. Students who take direct action to get around the problem has a weighted mean of 3.8 with verbal interpretation of agree. Students who do what has to be done, one step at a time has a weighted mean of 3.8 with verbal interpretation of agree.

6.3 Among the five indicators which has the highest impact to the respondents.
Table 1.10: Ranking of Indicators

Indicators	Weighted Mean	Rank	Verbal Interpretation
Use of Instrumental Social Support	3.725	2	Agree
Mental Disengagement	3.625	4	Agree
Use of Emotional Social Support	3.65	3	Agree
Planning	4	1	Agree
Active Coping	3.625	4	Agree
Average Mean=	4		Agree

   Table 1.10 shows that the average weighted means of ranking of indicators is 4 with an interpretation of agree. Indicator planning, being the rank one (1), got the highest weighted mean of 4 with a verbal interpretation of agree and has the highest impact to the respondents. Followed by the indicator use of instrumental social support, being rank two

(2) which got 3.725 weighted mean with a verbal interpretation of agree. Indicator use of emotional social support, being rank three (3) got 3.65 weighted mean with a verbal interpretation of agree. Indicators active coping and mental disengagement, being rank four (4) got the same weighted mean of 3.625 with a verbal interpretation of agree.

6.4 Is there a significant relationship between the stress coping mechanisms of Senior High School pertaining to age?
Pearson Correlations Coefficient for Indicators and Age

Table 1.11 Relationships between Indicators and Age

Indicators	Degree of Freedom	Critical Value	Pearson r value	Verbal Interpretation
Use of Instrumental Social Support Vs. Age	102	1.658	0.066	Negligible Relationship
Mental Disengagement Vs. Age	102	1.658	0.019	Negligible Relationship
Use of Emotional Social Support Vs. Age	102	1.658	-0.052	Negligible Relationship
Planning Vs. Age	102	1.658	-0.036	Negligible Relationship
Active Coping Vs. Age	102	1.658	-0.032	Negligible Relationship
Total=	102	1.658	-0.007	Negligible Relationship

Critical value is based on 2 tailed and level of significance= 0.05*

Table 1.11 shows that there is a degree of relationship between the indicators and age of the respondents namely: use of instrumental social support, mental disengagement, use of emotional social support, planning and active coping with an average Pearson r value of -0.007 with an interpretation of negligible relationship. Indicator use of instrumental social support has a degree of freedom of 102 and Pearson r value of 0.066 with a verbal interpretation of negligible relationship. Indicator mental disengagement has a degree of freedom of 102 and Pearson r value of 0.019 with a verbal interpretation of negligible relationship. Indicator use of emotional social support has a degree of freedom of 102 and Pearson r value of -0.052 with a verbal interpretation of negligible relationship. Indicator planning has a degree of freedom of 102 and Pearson r value of -0.036 with a verbal interpretation of negligible relationship. Indicators active coping has a degree of freedom of 102 and Pearson r value of -0.032 with a verbal interpretation of negligible relationship. Critical value is based on 2 tailed and level of significance at 0.05.
T- Test Value for Indicators and Age

Table 1.12 Relationships between Indicators and Age

Indicators	Degree of Freedom	Critical Value	Level of Significance	T-Test Value	Verbal Interpretation
Use of Instrumental Social Support Vs. Age	102	1.658	P > 0.05	3.35	Significant
Mental Disengagement Vs. Age	102	1.658	P > 0.05	2.35	Significant
Use of Emotional Social Support Vs. Age	102	1.658	P > 0.05	4.66	Significant
Planning Vs. Age	102	1.658	P > 0.05	2.20	Significant
Active Coping Vs. Age	102	1.658	P > 0.05	2.79	Significant
Total=	102	1.658		3.07	Significant

Critical value is based on 2 tailed and level of significance= 0.05*

It can be seen in the table that reject the H_o and accept H_1 since the value of T= 3.07 are greater than the critical value= 1.658 with the degrees of freedom 102 at 0.05 level of significance. Therefore, there is a significant relationship between the five indicators and age of the respondents. Indicator use of instrumental social support has the value of T= 3.35 with the degrees of freedom 102 at 0.05 level of significance and verbal interpretation of significant. Indicator mental disengagement has the value of T= 2.35 with the degrees of freedom 102 at 0.05 level of significance and verbal interpretation of significant. Indicators use of emotional social support has the value of T= 4.66 with the degrees of freedom 102 at 0.05 level of significance and verbal interpretation of significant. Indicator

planning has the value of T= 2.20 with the degrees of freedom 102 at 0.05 level of significance and verbal interpretation of significant. Indicator active coping has the value of T= 2.79 with the degrees of freedom 102 at 0.05 level of significance and verbal interpretation of significant. Critical value is based on 2 tailed and level of significance at 0.05.

7. DISCUSSION:

This chapter includes the summary of findings gathered from the respondents of this study. It discussed also the conclusions about the findings of the study. Lastly, researchers will give some recommendation about the study.
Summary of Findings
7.1 What is the demographic profile of the respondents in terms of the following?
7.1.1 Respondents Profile as to Gender
 Demographic profile of the respondents as to gender shows that the dominant respondent is female with a 59 or 53.2% while the male with 45 or 46.8%.
7.1.2 Respondents Profile as to Track
 The academic track consists of 32 or 33.3% while technical- vocational has 72 or 66.7%. Therefore, technical vocational got the highest percentage when it comes to track.
7.1.3 Respondents Profile as to Strand
 The respondents profile as to strand wherein ABM gets 32 or 33.3%, Housekeeping has 31 or 32.2% and Bread and Pastry has 41 or 34.5%. Therefore, Bread and Pastry got the highest percentage when it comes to strand.
7.1.4 Respondents Profile as to Age
    Age 15-16 consist of 22 or 21.1% while age of 17-18 has 71 or 68.3% and age 19 and above has 11 or 10.6%. Therefore, age 17-18 got the highest percentage when it comes to age.

7.2 What are the different stress coping mechanisms of Senior High School students?
7.2.1 Indicators as to Use of Instrumental Social Support
The average weighted mean as to use of instrumental social support is 3.725 with verbal interpretation of agree. Students try to get advice from someone about what to do have a weighted mean of 3.9 with verbal interpretation of agree. Students talk to someone to find out more about the situation has weighted mean of 3.9 with verbal interpretation of agree. Students talk to someone who could do something concrete about the problem has weighted mean of 3.2 with verbal interpretation of neither agree nor disagree. Students ask people who have had similar experiences what they did have weighted mean of 3.7 with verbal interpretation of agree.
7.2.2 Indicators as to Mental Disengagement
The average weighted mean as to mental disengagement is 3.625 with verbal interpretation of agree. Students turn to work or other substitute activities to take my mind off things has a weighted mean of 3.7 with verbal interpretation of agree. Students daydream about things other than this has weighted mean of 3.7 with verbal interpretation of agree. Students let their feelings out has weighted mean of 3.5 with verbal interpretation of agree. Students feel a lot of emotional distress and they find themselves through expressing those feelings a lot has a weighted mean of 3.6 with verbal interpretation of agree.
7.2.3 Indicators as to Use of Emotional Social Support
     The average weighted mean as to use of emotional social support is 3.65 with verbal interpretation of agree. Students who discuss their feelings with someone have a weighted mean of 3.7 with verbal interpretation of agree. Students who get sympathy and understanding from someone has weighted mean of 3.5 with verbal interpretation of agree. Students who talk to someone who could do something concrete about the problem has weighted mean of 3.6 with verbal interpretation of agree. Students who talk to someone about how they feel has a weighted mean of 3.8 with verbal interpretation of agree.
7.2.4. Indicators as to Planning
The average weighted mean as to use of planning is 4 with verbal interpretation of agree. Students who make a plan of action have a weighted mean of 3.9 with verbal interpretation of agree. Students who try to come up with a strategy about what to do have weighted mean of 4 with verbal interpretation of agree. Students who think about how they might best handle the problem has a weighted mean of 4 with verbal interpretation of agree. Students who think hard about what steps to take a weighted mean of 3.9 with verbal interpretation of have agreed.
7.2.5 Indicators as to Active Coping
The average weighted mean as to use of active coping is 3.625 with verbal interpretation of agree. Students who concentrate their efforts on doing something about it has a weighted mean of 3 with verbal interpretation of agree. Students take additional action to try to get rid of the problem has weighted mean of 3.9 with verbal interpretation of agree. Students who take direct action to get around the problem have a weighted mean of 3.8 with verbal interpretation of agree. Students who do what has to be done, one step at a time has a weighted mean of 3.8 with verbal interpretation of agree.

7.3 Among the five (5) indicators which has the highest impact to the respondents.

7.3.1 Ranking of Indicators

The average weighted means of ranking of indicators is 4 with an interpretation of agree. Indicator planning, being the rank one (1), got the highest weighted mean of 4 with a verbal interpretation of agree and has the highest impact to the respondents. Followed by the indicator use of instrumental social support, being rank two (2) which got 3.725 weighted mean with a verbal interpretation of agree. Indicator use of emotional social support, being rank three (3) got 3.65 weighted mean with a verbal interpretation of agree. Indicators active coping and mental disengagement, being rank four (4) got the same weighted mean of 3.625 with a verbal interpretation of agree.

7.4 Is there a significant relationship between the stress coping mechanisms of Senior High School pertaining to age?

7.4.1 Relationships between Indicators and Age

There is a degree of relationship between the indicators and age of the respondents namely: use of instrumental social support, mental disengagement, use of emotional social support, planning and active coping with an average Pearson r value of -0.007 with an interpretation of negligible relationship. Indicator use of instrumental social support has a degree of freedom of 102 and Pearson r value of 0.066 with a verbal interpretation of negligible relationship. Indicator mental disengagement has a degree of freedom of 102 and Pearson r value of 0.019 with a verbal interpretation of negligible relationship. Indicator use of emotional social support has a degree of freedom of 102 and Pearson r value of -0.052 with a verbal interpretation of negligible relationship. Indicator planning has a degree of freedom of 102 and Pearson r value of -0.036 with a verbal interpretation of negligible relationship. Indicators active coping has a degree of freedom of 102 and Pearson r value of -0.032 with a verbal interpretation of negligible relationship. Critical value is based on 2 tailed and level of significance at 0.05.

7.4.2 Relationships between Indicators and Age

There is a significant relationship between the five (5) indicators and age of the respondents where reject the Ho and accept H1 since the value of T= 3.07 are greater than the critical value= 1.658 with the degrees of freedom 102 at 0.05 level of significance. Indicator use of instrumental social support has the value of T= 3.35 with the degrees of freedom 102 at 0.05 level of significance and verbal interpretation of significant. Indicator mental disengagement has the value of T= 2.35 with the degrees of freedom 102 at 0.05 level of significance and verbal interpretation of significant. Indicators use of emotional social support has the value of T= 4.66 with the degrees of freedom 102 at 0.05 level of significance and verbal interpretation of significant. Indicator planning has the value of T= 2.20 with the degrees of freedom 102 at 0.05 level of significance and verbal interpretation of significant. Indicator active coping has the value of T= 2.79 with the degrees of freedom 102 at 0.05 level of significance and verbal interpretation of significant. Critical value is based on 2 tailed and level of significance at 0.05.

8. CONCLUSIONS:

- Most of the respondents are female. Majority of the respondents are part of Technical- Vocational Livelihood students. Majority of the respondents are from Bread and Pastry strand. Majority of the respondents are 17-18 years old.
- The different stress coping mechanism of Senior High School students are use of instrumental social support, mental disengagement, use of emotional social support, planning and active coping.
- Among the five (5) indicators, planning got the highest impact to the respondents.
- It was determined that the coping mechanism or indicators has a degree of relationship pertaining to age which is negligible relationship.
- It was determined that the five (5) indicators have a significant relationship pertaining to the age of the respondents.

9. RECOMMENDATIONS

- Students must know themselves even more especially in dealing with the stress they are experiencing.
- The teachers may serve as the stress coping mechanism of the students. They must be open for their students by giving them advice on what is right thing to do.
- Parents should guide their children on how to cope with the stress that they are experiencing.
- Friends may encourage their fellow friends to handle stress in a better way.
- School should help their students to cope effectively when dealing with the stress.
- The administration should create programs and activities for the students that will enhance their coping strategies when dealing with the stress.
- For the future researchers they may add more indicators that will make this research more reliable. Also, adding respondents will help their study to get concise and precise information's. They may also study about the cause and effects of stress.

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