STRESSORS AND COPING MECHANISM OF BPED STUDENTS DURING THE PANDEMIC

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ABSTRACT

This research study is all about the Stressors and Coping Mechanisms of BPEd Students during the Pandemic at Nueva Ecija University of Science and Technology.

The descriptive research design was used. Descriptive studies are usually the best methods for collecting information that have been demonstrated the relationship and described the world as it exists. An online survey questionnaire was used in collecting the data that needed to make the research study successful.

Researchers adopted the study of Shannon E. Ross, Bradley C. Niebling and Teresa M. Heckert (2008) about the four factors of stress that affects the students in an International School. In this research study we have the Interpersonal, Intrapersonal, Academic and Environmental Factors that affect the students, and each factor have five questions provided.

As a finding in the study, the Bachelor of Physical Education Students were stressed mostly on intrapersonal factors particularly in scenario of change in sleeping habits. Whilst students are never stress in the scenario of Serious argument with Teacher/Instructor under the academic factor.

KEYWORDS: *stressors, interpersonal factor, intrapersonal factor, academic factor, environmental factor*

INTRODUCTION

Students in today's generation are more likely to be with stress, even before the new normal setting of classes. We, the researchers, pursued to conduct this study because of the needs of new information regarding on the factors of stress that affects the academic performance of student, in relation to their mental health. The (3) three foreign researchers, Shannon E. Ross, Bradley C. Niebling and Teresa M. Heckert, already conducted this topic more than a decade ago.

Stress is our body's response to pressure. Many different situations or life events can cause stress. It is often triggered when we experience something new, unexpected or that threatens our sense of self, or when we feel we have little control over a situation (mentalhealth.org.uk, 2021) Stress is your body's way of responding to any kind of demand. It can be caused by both good and bad experiences. Stress can affect our everyday routine. Stress can also affect the studies, especially the students. And stress is not only experienced by the students, but also the people around us who is suffering with stress.

Psychology says that there are two kinds of stress, the positive and the negative stress. Positive stress helps to improve our performance. Sometimes it also plays as a factor in motivating ourselves. While the negative stress may lead our body to risks such as depression.

MATERIALS AND METHODS

This research was conducted on BPEd students of College of Education at Nueva Ecija University of Science and Technology to know and to be clear the Stressors and Coping Mechanisms of BPEd Students during the Pandemic.

The researchers used the simple random sampling as the sampling technique. It is the effective way of choosing the sample population to show a non-biased and by chance for the respondents.

The data collected using a survey questionnaire. The researchers provided or applied the questionnaires to the respondents and get the information on the selected population.

The questionnaire was divided into four factors of stress: interpersonal, intrapersonal, academic, and environmental stress. There were five questions in every factors of stress provided.

Scales with their corresponding weights and ranges for each point was used to determine the factors of stress affecting the academic performances of the students.

Sampling is the process of choosing a group from a population to participate and be part of the study. It is the process of selecting several individuals for a study in such a way that the individuals selected represent the large group from which they were selected.

The sample size was determined using the Slovin's formula. The formula of this is:

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

Where:
N = Population
e = Margin of Error
n = Sample Size

The said formula was applied to compute the sample size of the population. The population of Bachelor of Physical Education Students at Nueva Ecija University of Science and Technology are 355, by the used of 5% margin of error, there were 188 students involved in this study. The researchers used the stratified random sampling procedure technique to highlight the subgroups within the sample size.

RESULTS

The first and specific questions of this study are the sex, age, year level and locality of Bachelor of Physical Education Students at Nueva Ecija University of Science and Technology.

Table 1. Respondents According to Sex

Sex	Frequency	Percentage
Male	99	52.7%
Female	89	47.3%
Total	**188**	**100%**

As shown in table 1, respondents according to sex, one of the major factors that considered in the profile of students of Bachelor of Physical Education was their sex. In the tabular presentation, there were 99 (52.7%) male respondents and 89 (47.3%) female respondents of Bachelor of Physical Education Students who participated on the study and served as the respondents of the research. Male students have the more dominant participation on the given study.

In accordance with these findings, the Bachelor of Physical Education Student of Nueva Ecija University was composed of many males than the female students that was participated on the given study.

Table 2. Respondents According to Age

Age	Frequency	Percentage
18 Below	2	1.1%
19-20	116	61.7%
21-22	66	35.1%
23 and Above	4	2.1%
Total	**188**	**100%**

As shown in table 2, respondents according to age, most of the respondents were in the age between 19-20 years old. It was composed of 116 (61.7%) respondents. Followed by the age between 21-22 years old with 66 (35.1%) respondents. There were only 4 (2.1%) respondents in the age of 23 and Above. And last, the 2 (1.1%) respondents were fell in 18 Below.

In accordance with these findings, the Bachelor of Physical Education Student of Nueva Ecija University of Science and Technology was in the normal range of their age for a College Students.

Table 3. Respondents According to Year Level

Year Level	Frequency	Percentage
First Year	15	7.97%
Second Year	105	55.81%
Third Year	68	36.17%
Total	**188**	**100%**

As we can noticed in table 3, respondents according to year level, second year students have the more dominant participation on the given study with 105 (55.81%) respondents. Followed by the third-year students with 68 (36.17%) respondents and 15 (7.97%) respondents for the first-year students.

Table 4. Respondents According to Locality

Locality	Frequency	Percentage
Urban Area	68	36.2%
Rural Area	120	63.8%
Total	**188**	**100%**

In accordance with the respondent's locality in table 4, most of the Bachelor of Physical Education Student at Nueva Ecija University of Science and Technology are currently living in Rural Area with 120 (63.8%) respondents. For the Urban Area, a number of 68 (36.2%) respondents have gathered.

Most of the respondents from Bachelor of Physical Education are currently living in Rural Area than Urban Area.

Table 5. Findings of the Study

Factors of Stress		Frequency	Weighted Mean	Verbal Interpretation
Interpersonal Factor				
1. Trouble with parents	1	50	1.87	Sometimes
	2	112		
	3	26		
2. Trouble with friends	1	63	1.74	Sometimes
	2	112		
	3	13		
3. Roommate conflict	1	92	1.58	Never
	2	82		
	3	14		
4. Be with people you don't know	1	52	1.86	Sometimes
	2	111		
	3	25		

5. Change in social activities	1	20	2.09	Sometimes
	2	131		
	3	37		
Intrapersonal Factor				
1.Financial difficulties	1	9	2.32	Sometimes
	2	110		
	3	69		
2. New responsibilities	1	7	2.34	Sometimes
	2	110		
	3	71		
3. Death of family member	1	97	1.6	Never
	2	70		
	3	21		
4. Change in sleeping habits	1	4	2.58	Always
	2	72		
	3	112		
5. Change in eating habits	1	6	2.48	Always
	2	85		
	3	97		
Academic Factor				
1. Lower grade than anticipated	1	22	2.07	Sometimes
	2	130		
	3	36		
2. Increased class workload	1	3	2.38	Sometimes
	2	110		
	3	75		
3. Serious argument with Teacher/Instructor	1	123	1.41	Never
	2	52		
	3	13		
4. Missed too many classes	1	71	1.73	Sometimes
	2	97		
	3	20		
5. Many school activities and events	1	11	2.33	Sometimes
	2	105		
	3	72		
Environmental Factor				
1. Messy living condition	1	42	1.95	Sometimes
	2	112		
	3	34		
2. Change in living environment	1	40	1.94	Sometimes
	2	119		
	3	29		
3. Waited in a long period of time	1	18	2.12	Sometimes
	2	129		
	3	41		
4. Placed in unfamiliar situation	1	30	2.03	Sometimes
	2	122		
	3	36		
5. Vacation/Breaks	1	42	1.89	Sometimes
	2	124		
	3	22		
Grand Weighted Mean			**1.94**	**Sometimes**

As the results from the online survey derives in table 5, findings of the study, the respondents that rated the interpersonal factor was sometimes stressful when it comes to trouble with parents, as an evidence the weighted mean ranged into 1.87. The trouble with friends weighted mean was 1.74 and with verbal interpretation of sometimes stressful. Followed by roommate conflict with a weighted mean of 1.58 and a corresponding verbal interpretation of never stressful. Work with people you don't know gained 1.86 weighted mean with an interpretation of sometimes stressful. And last for interpersonal factors was change in social activities that considered sometimes stressful for the respondents with a weighted mean of 2.09.

In interpersonal factor, change in social activities was the most stressful for the respondents with the highest weighted mean of 2.09 and roommate conflict has the lowest number of stress answered by the respondents with the weighted mean of 1.58.

Under the second factor, the intrapersonal, respondents were rated the financial difficulties as sometimes stressful with a

weighted mean of 2.32. Another factor was new responsibilities, rated as sometimes stressful of the respondents with a weighted mean of 2.34. The death of the family members was rated as never stressful for the respondents with a weighted mean of 1.6. Change in sleeping habits was rated as always stressful for respondents with a weighted mean of 2.58. And lastly, the change in eating habits was rated as always stressful with a weighted mean of 2.48.

In intrapersonal factor, death of family members was the least stressful for the respondents with a weighted mean of 1.6 and change in sleeping habits had the greatest number of stress to a student with a weighted mean of 2.58.

The third one, we have the academic factor; respondents were rated the lower grade than anticipated as sometimes stressful with a weighted mean of 2.07. Another factor is increased class workload rated as sometimes stressful with a weighted mean of 2.38 Serious argument with Teacher/Instructor was rated as never stressful with a weighted mean 1.41. Missed too many classes were rated as sometimes stressful with a weighted mean of 1.73. And lastly, many school activities and events were rated as sometimes stressful with a weighted mean of 2.33.

In academic factor, Serious argument with Teacher/Instructor had the lowest number of stress to a student with a weighted mean of 1.41 and increased class workload was the most stressful for the respondents with the lowest weighted mean of 2.38.

In environmental factor that respondents marked their selves sometimes stress when it comes to messy living condition with a weighted mean of 1.95. Another factor of stress is change in living environment with a weighted mean of 1.94 with a verbal interpretation of sometimes stressful for the respondents. Followed by the waited in a long period of time with a weighted mean of 2.12 and verbal interpretation of sometimes stressful. Placed in unfamiliar situation had a weighted mean of 2.03 with a verbal interpretation of sometimes stressful for the respondents. And lastly, vacation/breaks which was considered as sometimes stressful for the respondents with a weighted mean of 1.89.

In Environmental factor, the least stressful scenario or factors is vacation breaks that comes from the respondents with a weighted mean of 1.89 and the greatest number of stress factors is the waited in a long period of time that comes from the respondents with a weighted mean of 2.12.
Among the four factors of stress and its given questions, change in sleeping habits marked as always stressful under the intrapersonal factors for the students of Bachelor of Physical Education, with a corresponding weighted mean of 2.58. On the other hand, serious argument with Teacher/Instructor ranked least or never stressful among the questions under the academic factor with a weighted mean of 1.41.

SUMMARY OF FINDINGS
This study was conducted to know the Stressors and Coping Mechanisms of BPEd Students during the Pandemic. By the used of stratified random sampling procedure, one hundred eighty-eight (188) respondents were involved for the study conducted. The Slovin's formula was used to compute the sample size. The online survey questionnaire was the instrument used to gather a data to the students.

The following are the specific questions on this study and their findings:
How may the profile of students be described in terms of their Sex, Age, Year Level and Locality?

Therein 99 (52.7%) male respondents and 89 (47.3%) female respondents of Bachelor of Physical Education Students who participated on the study.

As to their age, most of the respondents were in the age between 19-20 years old. It was composed of 116 (61.7%) respondents. Followed by the age between 21-22 years old with respondents of 66 (35.1%). There are only 4 (2.1%) respondents that in the age of 23 and Above. And last is the 2 (1.1%) respondents wherein 18 Below.

In the grade level, second year students have the more dominant participation on the given study with 105 (55.81%) respondents. Followed by the third-year students with 68 (36.17%) respondents and 15 (7.97%) respondents for the first-year students.

And for the locality, most of the Bachelor of Physical Education Student at Nueva Ecija University of Science and Technology are currently living in Rural Area with 120 (63.8%) respondents. For the Urban Area, a number of 68 (36.2%) respondents have gathered in accordance with their socio-demographic profile.

Which factors of stress mostly affect the academic performance of students in terms of Interpersonal Factor, Intrapersonal Factor, Academic Factor and Environmental Factor?

In interpersonal factor, change in social activities was the most stressful for the respondents with the highest weighted mean of 2.09 and roommate conflict has the lowest number of stress answered by the respondents with the weighted mean of 1.58.

In intrapersonal factor, death of family members was the least stressful for the respondents with a weighted mean of 1.6 and change in sleeping habits had the greatest number of stress to a student with a weighted mean of 2.58.

In academic factor, Serious argument with Teacher/Instructor had the lowest number of stress to a student with a weighted mean of 1.41 and increased class workload was the most stressful for the respondents with the lowest weighted mean of 2.38.

In Environmental factor, the least stressful scenario or factors is vacation breaks that comes from the respondents with a weighted mean of 1.89 and the greatest number of stress factors is the waited in a long period of time that comes from the respondents with a weighted mean of 2.12.

Among the four factors of stress and its given questions, change in sleeping habits marked as always stressful under the intrapersonal factors for the students of Bachelor of Physical Education, with a corresponding weighted mean of 2.58. On the other hand, serious argument with Teacher/Instructor ranked least or never stressful among the questions under the academic factor with a weighted mean of 1.41.

CONCLUSION
1. Among all the stress factors presented, the findings revealed that change in sleeping habits was the most stressful for Bachelor of Physical Education students and this is under intrapersonal factors. This factor has a significant impact on the students. This type of stress has an impact on the students' academic performances.
2. There is a significant effect between the demographic profile of the students and the factors of stress.

3. There is a significant relationship between stress and the academic factors of the students.

RECOMMENDATION
1. Students who pursue a bachelor's degree in physical education should develop coping strategies in dealing with changes in sleeping habits, which is a major stressor that has an impact on their academic performance.
2. Teachers can collaborate to help make learning less stressful for students by assisting them in managing their stress.
3. Parents can also assist by regularly monitor their children to ensure that they are performing well and having positive coping mechanism in managing stress.
4. The students must undergo seminars or training in stress coping mechanism so that they may be able to learn how to handle stress with regards to their daily school activities.
5. Additional studies on factors of stress affecting the academic performances of students are encouraged to support the results of this study.
6. Use a larger sample respondent not only some students not only from Bachelor of Physical Education for more accurate and clear findings.
7. The future researchers can use the survey questionnaire of the researcher and suggested to be modified that will be inclined on the situation of new normal setting.

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