

**COPING STYLES AND PSYCHOLOGICAL WELL-BEING AMONG
COLLEGE STUDENTS IN OZAMIZ CITY**

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**COPING STYLES AND PSYCHOLOGICAL WELL-BEING AMONG
COLLEGE STUDENTS IN OZAMIZ CITY**

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Presented to the Faculty of the College of Nursing

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In Partial Fulfillment of the
Requirements for the Degree
Bachelor of Science in Nursing

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DECLARATION PAGE

We hereby declare that this research output is our original work, and it has been written by us its entirety. We have duly acknowledged all the sources of information which have been used in this output.

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing, this research output entitled, **“COPING STYLES AND PSYCHOLOGICAL WELL-BEING AMONG COLLEGE STUDENTS IN OZAMIZ CITY”** is hereby recommended for acceptance and approval.

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ABSTRACT

The present study investigated and aimed to identify the coping styles and psychological well-being among college students in Ozamiz City. Concern over psychological distress has grown recently as it has become a common problem among college students. A person's emotional health and overall functioning are referred to as psychological well-being, which is frequently regarded as a sign of good mental health in adults. Coping styles include the behavioral and cognitive changes people make to deal with their unique stressors, which help them manage stress and negative experiences. They include behavioral, emotional, and cognitive techniques meant to address or lessen the tension that exists between a person and their surroundings. This study utilized a descriptive-correlational research design with 100 college students from selected university in Ozamiz City determine through random sampling as the respondents. A researcher-made questionnaire was used in collecting data from the respondents to assess their coping styles together with their psychological well-being. Approval from the Dean of the institution before conducting the study was secured. Anonymity, confidentiality, and informed consent were maintained throughout the conduct of the study. Mean, Standard Deviation and Pearson Product-Moment correlation coefficient were used as statistical method and techniques. The respondents' demonstrated an effective coping styles with problem-solving and avoidance strategies being prominent and a very high level of psychological well-being particularly in terms of self-acceptance and personal growth. Seeking social support as a coping style contributes to positive relations with others

and overall psychological well-being. There is a significant relationship between respondents' coping styles and psychological well-being. The predictors of psychological well-being are problem solving and seeking social support.

Keywords: *Coping, mental health, psychological well-being, stress*

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CHAPTER I

INTRODUCTION

Rationale of the Study

Recent concern has heightened regarding the mental health of college students (Milojevich and Lukowski, 2020). Various studies have highlighted the prevalence of psychological symptoms associated with this academic phase, with stress emerging as a predominant concern (Gustems-Carnicer et al., 2019).

When compared to the general population, college students and undergraduates have a higher rate of distress (Udhayakumar & Illango, 2018). As a result, research on stress and coping mechanisms in college students has been done in great detail (Väisänen et al. 2018).

College students face a multitude of demands in their daily lives, encompassing academic as well as non-academic responsibilities, which can significantly influence their psychological health. Academic demands include pressure to perform well, overwork, difficulty adjusting to a new environment, lack of time to complete assignments and exams, and preparation for and completion of exams (Webber et al., 2019). According to Beiter et al. (2019), non-academic demands include moving, having to make new friends, having disagreements with family members, worrying about money, and worrying about their future careers.

Not only does it negatively affect a student's physical and mental health (including substance misuse, insomnia, anxiety, and mental and physical fatigue), stress can also adversely affect a student's academic performance (for example, a decline in memory or attention span, a lack of commitment to study, as well as more tardies). Additionally, more flexible students show less stress levels and improved mental health (Freire et al., 2018).

Coping mechanisms are techniques that assist individuals in managing stressful situations and unpleasant feelings. A person is regularly utilizing coping mechanisms, whether he or she even realize it. These actions may occasionally be detrimental or beneficial in helping you manage your stress (Bailey, 2022). We employ behavioral and cognitive coping strategies to deal with both internal and external stressors (Algorani & Gupta, 2021). People's coping mechanisms and approaches to stressful situations have an impact on their psychological and physical health (Amponsah et al. 2020).

A person's emotional health and overall functioning are referred to as their "psychological well-being." Researchers have also discovered that a person's high psychological well-being isn't always indicated by the absence of distress.

Good performance and happiness are essential elements of high psychological well-being. Those with high psychological well-being express feelings of competence, contentment, support, and happiness in their lives. Studies have shown a correlation between longer and healthier lifespans and higher psychological well-being. Additionally, their chances of having a higher quality of life are higher (Hernández et al., 2022). Improving your psychological well-being requires leading a meaningful and purposeful life (Kubzansky et al., 2022).

When someone is psychologically well, especially as an adult, they are more likely to be perceived as having good mental health. According to Ruggeri et al. (2020), it is a state of well-being in which an individual can give back to their community, work effectively and efficiently, manage daily stressors, and recognize their own potential.

Although many studies have examined the coping styles and psychological well-being of the various individuals, there is a lack of study on the relationship between specific coping styles and specific psychological variables of the college students of Ozamiz City. The researchers would like to investigate on the coping styles and psychological well-being of the students.

The output of this study would contribute to the academic community,

Respondents of the study may benefit by knowing their coping styles as well as their psychological well-being. Determining their coping styles could help them increase their resilience in opposition to the natural stressors of the academic setting and effectively deal with a negative emotion or situation, and aid in moving on, managing, and letting pass of the unpleasant emotions evoked by that encounter.

Parents and guardians may also benefit from the findings of this study. By knowing the coping styles and psychological well-being of their children, they can know how to regulate and manage their attitudes towards their children, generating an emotional climate in which parents act.

The guidance and counseling offices of the university may also benefit in the results of this study as it could serve as baseline information to enhance counseling services and establish programs that could help the students in having an awareness about coping styles and their psychological well-being.

The community and the local government may also benefit by being aware of the coping styles and psychological well-being. Additionally, it can assist them in developing policies and initiatives that raise awareness of the value of having a healthy psychological profile and a positive coping mechanism.

Lastly, the data and information gathered in this study can serve as a basis to the future researchers if ever, they conduct a related or same study.

Having known all this information, the researchers prompted to conduct a study which aims to determine the coping styles and psychological well-being of college students in Ozamiz City.

Theoretical Framework

The investigation was supported by Betty Neuman's Systems Model (1970). The Neuman Systems Model is based on the concepts of stress and reaction to it (Neuman & Fawcett, 2011). The theory of Neuman is inspired by Lazarus 2007 Theory on Coping.

Neuman's theory states that every system is subject to a variety of stressors, each of which has the potential to upset the equilibrium within an individual, family, or community. Coping mechanisms' efficacy varies according to the needs of the individual. Stress can be caused by extrapersonal stressors like financial worries, intrapersonal stressors like illness or injury, and interpersonal stressors like a disagreement or misunderstanding between two people. Each person has a "normal line of defense"—a collection of reactions to stress—that they acquire over time (Neuman & Fawcett, 2011). This first line of defense aids in preserving wellbeing and health. But when it comes to physical, mental, social, cultural, developmental, or spiritual

Resources that aren't able to withstand stress, the body's natural defenses are compromised, and illness frequently follows. The purpose of coping strategies is to counteract or lessen stressful situations by either redefining goals or making adjustments to a new, more favorable situation.

According to Lazarus and Folkman (1984), coping refers to the mental and behavioral efforts a person makes to manage stress. Usually, these endeavors are separated into two groups: problem-focused coping and emotion-focused coping. Emotionally focused behavior can include emotional avoidance, escape, and distancing, such as avoiding a situation or trying to hide a fear by turning to comfort food or other drugs. Self-control, confronting others, looking for social support, positive reappraisal, and strategic problem solving are problem-focused. Lazarus and Folkman view coping as a process rather than a personal characteristic. According to Lazarus and Folkman (1984), coping mechanisms can be either positive or negative depending on whether they enhance or impair mental health. Managing life's stressors has an impact on psychological and mental health.

According to Neuman's theory, from this angle, an individual's indicator or coping mechanism for a given stressor can be either positive or negative, depending on the measures they take to modify and adapt to the circumstances. These reactions are described by Neuman as either entropy or negentropy. Negentropy is an adaptive response geared toward stability or health. This is typified by an individual managing stress by concentrating on resolving the issue. Entropy, on the other hand, is geared toward the system's disarray and subsequent sickness. Psychological well-being, according to Loukzadeh et al. (2013), focuses on both positive and negative emotions and enhances pleasure while lowering negative moods.

Coping has been identified in numerous studies as one of the variables that affect

wellbeing. Wellness or well-being is associated with the Neuman's System Model. An individual requires more energy than they have when they approach illness. On the other hand, when an individual has more energy available than they require, their system tends toward wellness. This argument backs up the assertion made by (Kraag et al., 2006) that coping strategies also have a big impact on how people perceive their psychological well-being. The purpose of coping strategies is to counteract or lessen stressful situations by either redefining goals or making adjustments to a new, more favorable situation. Thus, the current study identified specific coping style indicators based on the theory of Lazarus and Folkman, according to which emotion-focused indicators are seeking social support and avoiding situations, and problem-focused indicators are problem-solving coping, in order to ascertain the mediating factor of coping style as a predictor of psychological well-being. Next, it would be determined whether these indicators would be associated with sickness (entropy) or wellness (negentropy) of a person's psychological health, derived from Neuman's 1970 theory.

Betty Neuman's Systems Model focuses on the concepts of stress and how individuals, families, and communities react to and manage stressors. According to this model, individuals develop a set of responses to stress that help maintain their health and well-being. But when the body's defenses aren't strong enough to withstand stress, illness frequently follows. Coping strategies are essential for maintaining health and preventing disease, according to Neuman's model. Using Neuman's Systems Model, the researchers determine that coping mechanisms are essential for maintaining wellbeing and preventing disease in the face of stressors. The coping theory developed by Lazarus and Folkman explains the behavioral and cognitive strategies people use to deal with stress. Two types of coping strategies exist: emotion-focused coping and problem-focused coping. Problem-focused coping concentrates on coming up with solutions and taking proactive measures to

deal with the stressor, whereas emotion-focused coping entails controlling emotions and looking for social support. The impact of coping strategies on mental health can determine whether they are beneficial or detrimental.

In general, the research study's theoretical framework combines Lazarus and Folkman's theory of coping with Neuman's Systems Model to investigate the connection between coping strategies and psychological well-being among students in college. It offers a framework for comprehending how coping mechanisms contribute to wellness maintenance and illness prevention, as well as how they might affect a person's psychological health.

Conceptual Framework

This research looked into the differences in the respondents' coping mechanisms and their overall psychological wellbeing. It sought to ascertain how their coping mechanisms and overall psychological wellbeing related to each other.

Coping Styles

Coping involves a crucial process for effectively managing stress. It encompasses cognitive and behavioral efforts by individuals to navigate both external and internal stressors (Väisänen et al., 2018). Coping styles play a significant role in shaping one's perception of psychological well-being (Kraag et al., 2006). Folkman and Lazarus described coping as the active use of cognitive and behavioral strategies to manage particular external or internal pressures that are perceived to exceed an individual's capabilities.

Problem-solving

According to Ding et al. (2021), the perceived level of stress was positively

correlated with problem-solving coping, subsequently influencing psychological well-being positively. Problem solving entails defining a problem, identifying its cause, prioritizing alternatives for a solution, and implementing that solution. Moreover, as noted by Tamannaifar and Shahmirzaei (2019), problem-solving coping styles aim to cognitively reconstruct the problem or modify the situation through proactive efforts to address or mitigate its effects. Therefore, problem-solving coping impacts psychological distress primarily through mediation.

Seeking social support

Research indicates that loneliness can have significant repercussions on both emotional and physical well-being (Tiwari, 2022). Maintaining robust social support networks is crucial for maintaining psychological health. If you find yourself lacking in social support, taking proactive steps to expand your social circle can be beneficial. Engaging in community activities, getting to know your neighbors, or reconnecting with old friends are all constructive ways to enhance your social connections. Social support protects against the negative effects of stress and has been repeatedly associated with enhanced psychological well-being. According to Shumaker and Hill (1991), social support is comprised of two distinct elements: the structural dimension, which deals with the existence and type of connections within a social network, and the functional dimension, which deals with the resources and support offered by the network. Additionally, distinguishing between support from friends and support from family is essential, as individuals may differ in their reliance on and benefit from each type of support (Procidano & Heller, 1983).

Avoidance

Avoidance coping, also known as avoidant coping, avoidance behaviors, or escape coping, represents a maladaptive approach to dealing with challenges, wherein individuals alter their behavior to evade confronting difficult thoughts, feelings, or tasks (Scott, 2022). There are various reasons why individuals resort to avoidance coping rather than confronting stressors directly. For instance, individuals experiencing anxiety may gravitate towards avoidance coping initially as it seems to offer relief from distressing thoughts and situations. This coping mechanism entails the adoption of cognitive, emotional, or behavioral strategies aimed at sidestepping the problem or the negative emotions associated with a stressful situation (Wang et al., 2014). However, despite its initial appeal, avoidance coping is widely recognized as ineffective in alleviating stress. Students may resort to avoidance coping due to established habits or procrastination, even though it is not conducive to stress reduction. Research by Dwyer (2001) highlighted that students with heightened stress levels tend to employ more avoidance-focused coping strategies. Nevertheless, in the long term, reliance on avoidance coping tends to intensify anxiety rather than mitigate it (Hofmann et al., 2022).

Psychological Well-Being

The author of a study in *Applied Psychology: Health and Well-Being* defines psychological well-being as the amalgamation of feeling good and functioning effectively. It encompasses living life in a fulfilling manner and achieving self-realization (Linley, 2013). The term "psychological well-being" denotes an individual's emotional health and overall functionality. Ryff's model, a widely recognized concept, outlines several dimensions of psychological well-being. According to Ryff (1989), these dimensions include self-acceptance, positive relations with others, autonomy, purpose in life, and

personal growth. Self-acceptance involves maintaining an optimistic attitude toward oneself and embracing one's own characteristics. Positive relations with others entail fostering genuine and satisfactory relationships with peers. Autonomy pertains to the degree of self-determination and independence an individual possesses. Purpose in life encompasses having goals and objectives and feeling a sense of meaning in life. Personal growth refers to the continuous development of one's potential (Ryff, 2015). Millstein et al. (2019) conducted a study evaluating various indicators of psychological well-being. Among the predictors examined, purpose in life exhibited the strongest positive association with psychological well-being. Additionally, happiness, personal growth, and autonomy showed minimal effects, while other indicators such as self-acceptance and emotional vitality were also considered (Millstein et al., 2019).

Self-acceptance

Accepting oneself as one entails accepting all facets of oneself, positive or negative, mental or physical (Morgado, Campana, & Tavares, 2019). Embracing self-acceptance enables individuals to cultivate self-love and self-compassion, facilitating the journey towards authenticity (Boyras & Kuhl, 2015). Ellis (1995) regarded the reinforcement of self-acceptance beliefs as pivotal for psychological well-being. The study conducted by Flett et al. (2003) provides credence to this idea, which found a correlation between higher levels of self-acceptance and lower depression scores. Likewise, Chamberlain and Haaga (2001) came to the conclusion that reduced anxiety and depression were related to self-acceptance levels.

Positive relations with others

The World Health Organization (2020) acknowledges social relationships as a critical social determinant of health throughout our lifespan. Concerning positive relations with others, research indicates that social support is a vital strategy for coping with traumatic experiences. Knowing that others have faced similar situations and having someone to rely on and understand you can serve as motivation and promote positive coping. Positive relationships are widely regarded as fundamental to well-being. According to research by Dirkzwager et al. (2003), having strong social support is thought to improve resilience to adversity and overall health, making it one of the most important indicators of well-being. In a similar vein, Dunkley et al. (2000) proposed a strong negative correlation between university students' levels of social support and their levels of stress or daily hassles.

Autonomy

Happiness and contentment are examples of positive emotions that are associated with well-being, as are realizing one's potential, feeling in control of one's life, having a sense of purpose, and building meaningful relationships (Ruggeri et al., 2020). Moreover, there is a correlation between well-being and varying degrees of individual autonomy, underscoring the significance of understanding the ways in which psychological well-being appears in diverse spheres of human existence. Research by Alonso-Stuyck and Aliaga (2019) indicates that the desire for autonomy increases during adolescence irrespective of gender.

Purpose in life

Psychological well-being and optimal functioning are positively correlated with having a purpose in life (Brassai et al., 2019; Park & Gutierrez, 2012). Finding meaning in life's experiences and having an intentional, goal-directed sense of purpose are necessary components of having a purpose. It suggests that having a purpose in life may mitigate negative outcomes following potentially traumatic events by acting as a mediator between perceived stress and avoidant coping (Halama & Bakošova, 2009). Furthermore, Park and Baumeister (2017) investigated people's daily stress and discovered that people who felt less purpose in life reported higher stress levels, which had an effect on their psychological well-being.

Personal growth

Personal growth initiative is a crucial construct that can enhance individuals' well-being. According to Ismailet et al. (2019), well-being is linked to individuals' happiness, pleasure, and personal growth. Personal growth involves individuals becoming aware of their entire selves and taking steps to address behaviors, attitudes, values, actions, and habits they wish to change. Similarly, Robitschek and Kashubeck (1999) suggested in a previous study that high levels of personal growth initiatives are associated with high levels of psychological well-being and lower levels of distress, depression, and anxiety.

The figure below, depicted as Figure 1, illustrates the schematic diagram of the conceptual framework. It demonstrates how specific indicators serve as mediators in the relationship between coping styles and psychological well-being.

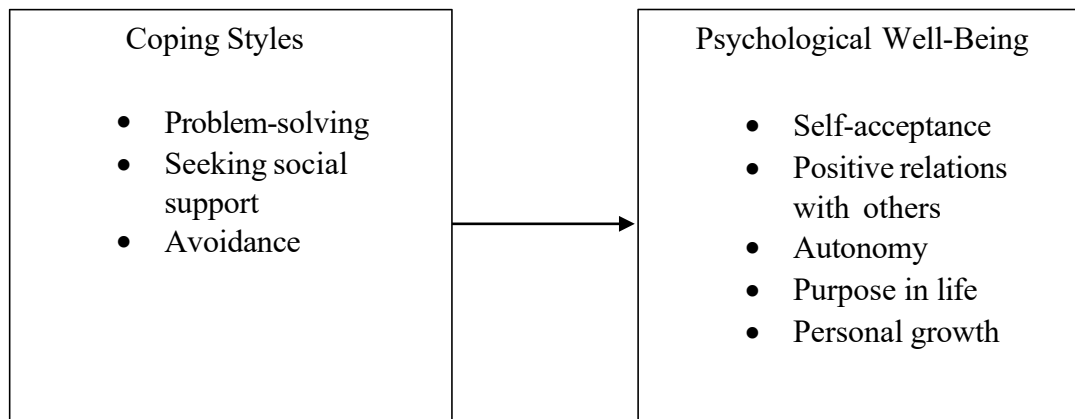


Figure 1. Schematic Diagram of the Study

Statement of the Problem

This study aimed to determine the coping styles and the psychological well-being of the college students in Ozamiz City. Specifically, it seeks to answer the following questions:

1. What are the respondents' coping styles in terms of problem- solving, seeking social support and avoidance?
2. What are the respondents' psychological well-being in terms of self- acceptance, positive relations with others, autonomy, purpose in life, and personal growth?
3. Is there a significant relationship between the respondents' coping styles and psychological well-being?
4. What are the predictors of psychological well-being?

Hypothesis

H0: There is no significant relationship between the respondents' coping styles and their psychological well-being.

CHAPTER 2

RESEARCH METHODOLOGY

This chapter presented the discussion on the design, setting, respondents, instruments, data gathering procedures, ethical considerations and data analysis techniques.

Design

The study employed a descriptive-correlational research design. Descriptive research design elucidates the characteristics of the population under study, while correlational design offers flexibility in exploring and delineating the relationship among independent and dependent variables. Given the study's focus on examining the relationship between coping styles and psychological well-being among college students in Ozamiz City, the researchers deemed this design appropriate.

Setting

The research was conducted at a specific university in Ozamiz City, an educational institution dedicated to providing progressive and dynamic education. It upholds the principle that God is at the core of its existence and that education is a service offered to both God and country. Notably, it is the first and only university in Mindanao to be ISO certified by Det Norske Veritas, The Netherlands, for Quality Education and Service. The university obtained ISO 9001:2000 certification on April 28, 2005, and later received ISO 9001:2008 certification five years later, acknowledging its Quality Management System concerning educational, research, and training services.

Respondents

The study obtained 100 college students from Ozamiz City. Respondents was chosen using simple random sampling. A subset of the population chosen at random constitutes a simple random sample. Every member of the population has an exact equal chance of being chosen using this sampling technique. Of all the probability sampling techniques, this one is the easiest to understand because it only requires one random selection and minimal prior population knowledge.

Instruments

To gather pertinent data and information, a researcher-made questionnaire was used in which Part 1 is used to identify the coping styles of the respondents and Part 2 assesses the respondents' psychological well-being. The Cronbach's Alpha result for coping styles was 0.8201 which is reliable.

Part 1 of questionnaire is about the respondents' coping styles. It is a 15-item self-reporting scale and is a 4-point Likert scale which assesses the coping styles of students to stressful life experiences. Below is the continuum used.

Continuum	Responses	Interpretation
3.25 – 4.0	Always (A)	Very Effective (VE)
2.50 – 3.24	Often (O)	Effective (E)
1.75 – 2.49	Seldom (S)	Least Effective (LE)
1.00 – 1.74	Never (N)	Not Effective (NE)

Part 2 of the questionnaire is about the respondents' psychological well-being. It is a 20-item self-reporting scale and is a 4-point Likert scale which assesses the psychological well-being of the students. Below is the continuum used. The Cronbach's Alpha result for psychological well-being was 0.8201 which is also reliable.

Continuum	Responses	Interpretation
3.25 - 4.0	Strongly Agree (SA)	Very Good (VG)
2.50 – 3.24	Agree (A)	Good (G)
1.75 – 2.49	Disagree (DA)	Fair (F)
1.00 – 1.74	Strongly Disagree (SD)	Poor (P)

Data Gathering Procedure

Before commencing the study, the researchers obtained approval from the Dean of the institution involved by submitting a letter of request. Subsequently, they distributed the survey questionnaire to the respondents. Upon collection of the data from the respondents, the researchers proceeded to statistically analyze the data to fulfill the study's requirements. The acquired data were then compiled, categorized, arranged, and tabulated for further analysis.

Ethical Considerations

Research requires not only skill and diligence but also honesty and integrity, especially when it comes to recognizing and protecting the rights of human subjects. The study was conducted with utmost ethical integrity by adhering to the rights to informed consent, anonymity, confidentiality, and self-determination. Respondents gave their consent before starting the questionnaires, indicating that they were willing to take part in the study after being fully informed about its goals and methods. They received assurances that there would be no expenses or hazards. By keeping the names of respondents off the questionnaires and in research reports, as well as by keeping the written consent forms apart from the questionnaires, anonymity was maintained. Similarly, confidentiality was upheld by ensuring that the information provided by respondents would not be publicly reported in a manner that identified them. Collected data were kept confidential, with no identifying information recorded on the questionnaires until after data collection. Respondents were treated as autonomous agents, given the opportunity to choose whether to participate or not. Additionally, information about the researchers was provided in case respondents had further questions or complaints.

Data Analysis Techniques

The data collected from the respondents underwent thorough statistical evaluation to meet the study's data requirements. It was efficiently assembled, categorized, arranged, and tabulated. The researcher employed various statistical techniques to ensure the validity and reliability of the analysis and interpretation of the data.

Mean and Standard Deviation: Mean, or average, represents the typical value of the entire population and is calculated by dividing the total sum of values in a sample by the number of values in the sample. Standard deviation measures the dispersion of data in relation to the mean.

Pearson Product-Moment Correlation Coefficient (MCC): The linear relationship between the study's quantitative variables is assessed using the Pearson Product-Moment Correlation Coefficient (MCC). A relationship that is strongly positive (value of +1), strongly negative (value of -1), or not present at all (value of 0)

Chapter 3

RESULTS AND DISCUSSION

This chapter presented, analyzed, and interpreted the data of the study which are arranged according to the following sequence below:

Respondents' coping style in terms of problem-solving, seeking social support and avoidance.

Respondents' psychological well-being in terms of self – acceptance, positive relations with others, autonomy, purpose in life, and personal growth.

Significant relationship between the respondents' coping styles and psychological well-being.

Predictors of psychological well-being.

Respondents' Coping Styles in terms of Problem-solving, Seeking Social Support and Avoidance

Table 1 shows that the overall mean of the respondents' coping style is 2.8746, which falls within the range of "Effective" on the Coping Styles Scale. This suggests that the students generally have an effective coping style. It indicates that they possess adequate strategies to manage and deal with various stressors they encounter. This result aligns with the findings of a study conducted by Kozłowski, P., et al. (2021), which emphasize that Polish students; coping strategies can be considered as effective during

challenging situations. These findings suggest the importance of a multifaceted approach to coping, including problem-solving, avoidance when appropriate, and seeking social support when needed. Further, all the individuals surrounding the students play significant roles in helping the student cope with stress to enhance their psychological well-being.

Analyzing the coping styles individually, the highest mean score is observed in the "Problem-Solving" coping style, with a mean of 3.1440. This coping style is inferred as "Very Effective" according to the Coping Styles Scale. The observed strong inclination of respondents towards employing problem-solving strategies to overcome stressors suggests their proactive approach in addressing challenges, potentially contributing to their overall well-being. This finding aligns with the results of Ranjbar's study (2013), which revealed a significant relationship between social problem-solving ability and mental health. Additionally, findings from Ding et al. (2021) support this, indicating that problem-solving coping positively predicts perceived stress levels, which in turn positively predicts psychological well-being. Therefore, it is vital for students to consistently utilize problem-solving coping strategies to effectively manage stressors and promote psychological well-being.

On the other hand, the coping style with the lowest mean score is "Seeking Social Support," with a mean of 2.5160. Despite having the lowest

mean, it is still classified as "Effective" according to the Coping Styles Scale. This suggests that the respondents tend to seek social support to a certain extent when faced with stressors. The study conducted by Poudel et al. (2020) revealed that adolescents perceiving good social support exhibited higher self-esteem, consequently contributing to their psychological well-being. This finding is consistent with previous research indicating that individuals with supportive spouses, friends, and family experience greater life satisfaction and overall well-being. Therefore, strengthening the practice of seeking social support, which involves reaching out to others for emotional or instrumental assistance, is essential among students.

Table 1

Respondents' Coping Styles

Variables	Mean	SD	Interpretation
Problem-Solving	3.1440	0.4395	Very Effective
Seeking Social Support	2.5160	0.4741	Effective
Avoidance	2.9640	0.4959	Effective
<i>Overall Coping Style</i>	2.8746	0.4698	Effective

Note: Coping Styles Scale: 3.25 - 4.0 (Very Effective); 2.50 - 3.24 (Effective); 1.75 - 2.49 (Least Effective) ;1.00 - 1.74 (Not Effective)

Respondents' Psychological Well-being in terms of Self – acceptance, Positive Relations with others, Autonomy, Purpose in life, and Personal Growth

Table 2 presents the mean scores and standard deviations for various variables related to psychological well-being. The overall psychological well-being score is 3.3035, which falls within the range of 3.25 to 4.0, indicating a very good level of psychological well-being among the respondents. This means that, on average, the participants in the study reported experiencing a strong sense of self-acceptance, positive relations with others, autonomy, purpose in life, and personal growth. These findings indicate that the respondents possess positive psychological qualities and experiences that contribute to their overall well-being and life satisfaction. This aligns with the results of a study by Seifert (2005), which found that students with higher scores on measures of psychological well-being tend to exhibit self-acceptance, positive relationships with others, a sense of purpose in life, personal growth, autonomy, and environmental mastery. It can be inferred that these individuals feel capable, happy, well-supported, and satisfied with life. Therefore, it is important for them to be exposed to various coping styles and strategies to manage stressors effectively and maintain their psychological well-being continuously.

Among the individual variables, the highest mean score is observed for "Personal Growth" (mean = 3.4875), which indicates that the respondents reported a very high level of personal growth. This implies that they perceive themselves as continuously developing, learning, and expanding their capabilities. It suggests that the respondents have a positive outlook on their own progress and are actively engaged in self-improvement. The study conducted by Ayub & Iqbal (2012) revealed a strong correlation between personal growth initiative and psychological well-being. It was found that students who exhibit high levels of personal growth initiative and psychological well-being experience fewer mental health issues. This underscores the importance of personal growth in promoting mental health among students. Consequently, there is a need to involve students in activities that provide opportunities for continuous enhancement of their initiative to engage in personal growth and development. By fostering personal growth initiatives, educational institutions can contribute to the overall well-being of their students.

On the other hand, the lowest mean score is for "Positive Relations with others" (mean = 3.1800). Despite being the lowest mean score among the variables, it still falls within the range of very high psychological well-being. This implies that despite the respondents have a high degree of positive relations with others, it may be slightly lower compared to their scores on other variables. This could indicate that although they generally experience positive interactions and relationships with others, there might be room for

further improvement or development in this aspect of their psychological well-being. Similarly, a study by Mertika et al. (2020) indicates that positive relationships at each developmental stage are correlated with well-being in diverse ways. Consequently, activities aimed at cultivating positive relationships should be prioritized to enhance students' well-being. These activities may involve sharing positive experiences, providing support while respecting autonomy, and demonstrating genuine interest and emotional engagement. By fostering positive relationships, educational institutions can play a crucial role in promoting the well-being of their students.

Table 2

Respondents' Psychological well-being

Variables	Mean	SD	Interpretation
Self-Acceptance	3.3025	0.4876	Very Good
Positive Relations with others	3.1800	0.6166	Very Good
Autonomy	3.2850	0.4606	Very Good
Purpose in life	3.2625	0.5886	Very Good
Personal Growth	3.4875	0.4472	Very Good
<i>Overall Psychological Well-being</i>	3.3035	0.5201	Very Good

Note: Psychological Well-Being Scale: 3.25 - 4.0 (Very Good); 2.50 - 3.24 (Good); 1.75 -2.49 (Fair); 1.00 - 1.74 (Poor)

Significant Relationship Between the Respondents' Coping Styles and Psychological Well-being

Table 3 shows that there is a significant relationship between the respondents' psychological well-being as to self-acceptance and their coping

styles in terms of problem solving. It indicates a correlation coefficient (r value) of 0.374, which is statistically significant with a p-value of 0.000. Since the p-value is less than 0.01 (highly significant), it suggests that the relationship between self-acceptance and coping styles as to problem solving is not likely due to chance. The positive correlation coefficient of 0.374 indicates that as problem solving coping style increases, psychological well-being in terms of self-acceptance also tends to increase. These results are consistent with the findings of the study conducted by Gucuyeter (2003), as referenced by Ozer & Korkman (2022), which revealed that as adolescents utilized more problem-solving and seeking social support strategies, their levels of self-acceptance improved. This further implies that students feel capacitated when they tend to resolve problems that arise, thus, improving their self-acceptance.

It was also revealed that there is a significant relationship between the respondents' psychological well-being as to self-acceptance and their coping styles in terms of seeking social support. The correlation coefficient (r value) of 0.467 is statistically significant with a p-value of 0.000 which is less than 0.01. Thus, the null hypothesis is rejected. This result is also coherent to the results of Gucuyeter (2003) emphasizing the importance of seeking social support towards the self-acceptance of adolescents.

A statistically significant relationship was also unveiled between the respondents' psychological well-being as to self-acceptance and avoidance coping strategies since the correlation coefficient 0.200 is statistically significant with a p-value of 0.046 leading to the rejection of the null hypothesis. It can be deduced that the avoidance coping has a positive impact on the students' psychological well-being specifically their self- acceptance as stated by Shafir (2022) that avoidance helps individuals function and cope in the short term when faced with uncontrollable circumstances, thus, improving their psychological well-being.

On the other hand, Table 3 revealed that there was no significant relationship between positive relation and problem-solving and avoidance coping strategies since the correlation coefficient 0.120 and 0.066, respectively are statistically insignificant with a p-value of 0.236 and 0.514 leading to the acceptance of the null hypothesis. However, a highly significant relationship was also unveiled between the respondents' positive relations and seeking social support coping strategies since the correlation coefficient 0.536 is statistically significant with a p-value of 0.000 leading to the rejection of the null hypothesis. Similarly, the study by Mertika et al. (2020) suggests that positive relationships at each developmental stage are correlated with well-being, indicating a strong connection between positive relations and social support in promoting psychological well-being. It can be further inferred that individuals who employ seeking social support as a coping style are more likely to experience higher levels of positive relations in their psychological well-being. This underscores the importance of social support in fostering positive relationships and enhancing overall well-being.

Moreover, there was no significant relationship between autonomy and seeking social support as revealed by the correlation coefficient 0.134 with a p-value of 0.184 which is greater than 0.01 leading to the acceptance of the null hypothesis. These findings align

with the study by Ishikawa et al. (2023), which indicated that higher levels of self-reliance were associated with lower intentions to seek informal and professional help. This suggests that while self-reliance has its merits, social support plays a critical role in mitigating the negative aspects of excessive self-reliance on mental health. Moreover, a statistically significant relationship was observed between autonomy and problem-solving, as well as avoidance coping styles, with correlation coefficients of 0.516 and 0.284, respectively, at p-values of 0.000 and 0.004. This finding is consistent with the study by Carassco et al. (2013), which suggested that employing varied coping strategies leads to greater perceived autonomy, thereby contributing to higher levels of psychological well-being.

A high level of statistically significant relationship was also found to have existed between having a purpose in life and problem solving and seeking social support strategies at an r-value of 0.260 and 0.416, respectively. Whereas, no significant relationship was found to have existed between purpose in life and avoidance. This aligns to the findings of

Pietruska et al. (2007) emphasizing the role of emotion-focused coping strategies in augmenting the reasons for living and purpose in life of individuals implying the need to enhance student's problem solving styles and social support.

No significant relationship was also found to have existed between personal growth and problem solving and avoidance coping strategies at a r -value 0.176 and 0.132, respectively. However, personal growth was found to be significantly associated with seeking social support coping styles at a r -value 0.197. Indeed, these findings reinforce the study conducted by Ayub & Iqbal (2012), which highlighted a strong correlation between personal growth initiative and psychological well-being. The study indicated that students with high levels of personal growth initiative and psychological well-being tend to experience fewer mental health issues. This underscores the significance of personal growth-enhancing activities in promoting students' psychological well-being. Such activities involve individuals striving for self-improvement, personal development, and the pursuit of meaningful goals. By fostering personal growth initiatives among students, educational institutions can play a crucial role in promoting their overall psychological well-being and mental health.

Table 3

Significant Relationship Between the Respondents' Coping Styles and Psychological Well-being

Variables	<i>r</i> value	<i>p</i> value	Decision	Remarks
Self-Acceptance and				
Problem Solving	0.374	0.000	Reject Ho	Highly Significant
Seeking Socials	0.467	0.000	Reject Ho	Highly Significant
Avoidance	0.200	0.046	Reject Ho	Significant
Positive Relation and				
Problem Solving	0.120	0.236	Do not Reject	Not Significant
Seeking Socials	0.536	0.000	Reject Ho	Highly Significant
Avoidance	0.066	0.514	Do not Reject	Not Significant
Autonomy and				
Problem Solving	0.516	0.000	Reject Ho	Highly Significant
Seeking Socials	0.134	0.184	Do not Reject	Not Significant
Avoidance	0.284	0.004	Reject Ho	Highly Significant
Purpose in life and				
Problem Solving	0.260	0.009	Reject Ho	Highly Significant
Seeking Socials	0.416	0.000	Reject Ho	Highly Significant
Avoidance	0.132	0.189	Do not Reject	Not Significant
Personal Growth				
Problem Solving	0.176	0.079	Do not Reject	Not Significant
Seeking Socials	0.197	0.049	Reject Ho	Significant
Avoidance	0.132	0.189	Do not Reject	Not Significant

Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)

Predictors of Psychological well-being

The table demonstrates that both problem-solving and seeking social support significantly influence psychological well-being. The constant coefficient of 1.793 indicates the expected psychological well-being score when all predictor variables are zero, with a statistically significant p-value of 0.000.

For the predictor variable "Problem Solving," the coefficient (β) is 0.2101 with a standard error of 0.0762. The t-value of 2.76 suggests a positive and significant effect on psychological well-being, with a p-value of 0.007, indicating statistical significance at the 5% level.

Regarding "Seeking Social Support," the coefficient (β) is 0.3378 with a standard error of 0.0707. The t-value of 4.78 indicates a positive and significant impact on psychological well-being, with a highly significant p-value of 0.000 at the 5% level.

With an adjusted R-squared value of 31.18%, the predictor variables collectively account for approximately 31.18% of the variance in psychological well-being. This suggests that other unaccounted factors also contribute to psychological well-being.

These results align with a study by Kageema et al. (2017), which found significant influences of social support, including parental, peer, and religious support, on psychological well-being among students. This underscores the critical role of problem-solving strategies and social support in students' psychological well-being, highlighting the importance of providing opportunities for students to further develop these areas.

Table 4

Predictors of Psychological well-being

Predictors	Coef (β)	E Coef	t- value	p-value
(Constant)	1.793	0.249	7.21	0.000
Problem Solving	0.2101	0.0762	2.76	0.007
Seeking Social Support	0.3378	0.0707	4.78	0.000
Adjusted r-sq	31.18%			
p-value	0.007			
Psychological Well-being = 1.793 + 0.2101 Problem-Solving				
+ 0.3378 Seeking social support				

Note: * means p-value = < 0.05 significant at 5% level; ns > 0.05 not significant at 5%

Chapter 4

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the focus shifts to providing a comprehensive summary of the study's findings, presenting the results of the data analysis, drawing meaningful conclusions, and offering practical recommendations. The aim is to synthesize the key insights derived from the research and propose actionable steps to improve the coping styles and psychological well-being of college students in Ozamiz City.

Summary

The objective of this study was to investigate the coping styles and psychological well-being of college students in Ozamiz City and understand how these factors interrelate. The research employed a descriptive-correlational design, utilizing a researcher-made questionnaire to gather data on coping styles and psychological well-being. The findings indicated that students generally exhibited effective coping styles, notably emphasizing problem-solving and avoidance strategies. Moreover, the students reported a very high level of psychological well-being, with strong scores in self-acceptance, personal growth, and self-esteem. Importantly, the study identified a significant relationship between coping styles and psychological well-being, particularly regarding self-acceptance and positive relations with others. These findings shed light on the coping mechanisms employed by college students and their impact on overall psychological well-being in the context of Ozamiz City.

Findings

1. The study found out that college students in Ozamiz City exhibit effective coping styles. The overall mean score for coping styles was 2.8746, falling within the range of "Effective" on the Coping Styles Scale. The highest mean score was observed in the "Problem-Solving" coping style, indicating that the respondents possess strong problem-solving skills to manage stressors. However, the coping style with the lowest mean score was "Seeking Social Support," indicating that while students engage in seeking social support, it is relatively lower compared to other coping strategies.
2. The study revealed that students in the higher education institution reported a notably high level of psychological well-being, with an overall score of 3.3035. This score falls within the range of 3.25 to 4.0, indicating a strong sense of self-acceptance, positive relations with others, autonomy, purpose in life, and personal growth among the respondents. Among the individual variables, "Personal Growth" garnered the highest mean score, suggesting that students perceived themselves as continually developing and expanding their capabilities. However, the lowest mean score was observed for "Positive Relations with Others," indicating that while students had positive interactions with others, there might be room for further improvement in this aspect of their psychological well-being.

3. The study uncovered significant associations between coping styles—specifically problem-solving, seeking social support, and avoidance—and psychological well-being, particularly in terms of self-acceptance. However, no links were detected between positive relations and problem-solving and avoidance coping strategies, though a noteworthy connection emerged between positive relations and seeking social support. Autonomy displayed correlations with problem-solving and avoidance coping strategies but not with seeking social support. Additionally, a strong statistically significant relationship was identified between having a sense of purpose in life and problem-solving and seeking social support strategies, while no such relationship was observed between purpose in life and avoidance coping. Moreover, personal growth correlated with problem-solving and avoidance coping strategies but not with seeking social support. These findings underscore the intricate dynamics between coping mechanisms and various facets of psychological well-being among college students.

4. The results underscore the significance of social support, problem-solving, and seeking social support in predicting and enhancing psychological well-being. The findings indicate that both problem-solving and seeking social support play crucial roles as predictors of psychological well-being. Students who effectively engage in problem-solving and seek social support tend to exhibit higher levels of psychological well-being.

Conclusions

1. The college students in Ozamiz City generally possess effective coping styles, with problem-solving and avoidance strategies being prominent.
2. The college students demonstrate a very high level of psychological well-being, particularly in terms of self- acceptance and personal growth. However, positive relations with others could be further developed.
3. Seeking social support as a coping style significantly contributes to positive relations with others and overall psychological well-being.

4. While coping styles play a role in certain aspects of psychological well-being, other factors may influence autonomy, purpose in life, and personal growth. Further research is needed to explore these factors in more depths.

Recommendations

The researchers suggest encouraging students to continue utilizing effective coping strategies, such as problem-solving and avoidance, to manage stressors. To emphasize the importance of seeking social support when needed to help them increase their resilience and manage themselves against inherent stressors.

To foster an environment that promotes positive relationships among students, especially for the parents and guardians to know how to regulate and manage their attitude towards their children, aiming to enhance the dimension of positive relations with others towards improved psychological well-being. Additionally, providing support and resources for students to cultivate and amplify their personal growth, autonomy, purpose in life, and self-acceptance is crucial. By offering these avenues for development, educational institutions can contribute significantly to the holistic well-being of their students.

Consider conducting counseling services, programs, seminars, that could help students to promote awareness and importance on their coping styles and their psychological well-being.

Conduct further research to explore the specific mechanisms through which coping styles, particularly problem-solving and seeking social support, influence psychological well-being, and identify interventions to

enhance these coping strategies among students.

For future researchers, this study can serve as a foundational framework for conducting related or similar studies. It is advisable to consider increasing the number of respondents and avoid relying solely on convenience sampling methods. By expanding the sample size and employing more diverse sampling techniques, researchers can enhance the robustness and generalizability of their findings, thus contributing to a more comprehensive understanding of the subject matter.

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APPENDICES

Appendix A: Request Letter



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CERTIFIED: ISO 9001:2015 Quality Management System – DNV
ACCREDITED: Philippine Association of Colleges and Universities
Commission on Accreditation (PACUCOA)
GRANTED: AUTONOMOUS STATUS by the Commission on Higher
Education (CHED)

April 28, 2023

DR. SAMMY B. TAGHOY
Dean, College of Nursing, Midwifery and Radiologic Technology
Misamis University

Dear Dr. Taghoy:

Good day!

The undersigned are 3rd year students of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing and are currently working on research study entitled "COPING STYLES AND PSYCHOLOGICAL WELL-BEING AMONG HEI STUDENTS IN OZAMIZ CITY". This study aims to explore and described the experience of the coping styles and psychological well-being of the students. With this, they would like to ask approval from your good office to allow them to conduct the study. It will be conducted in Ozamiz City, specifically here in Misamis University from April to June 2023.

Rest assured that all information derived herein will be treated with utmost confidentiality.

Thank you very much and God bless.

Sincerely yours,


CRISLYN THEA MACALUA

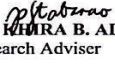
KEIZHA MAE N. MALAGUM

ANGEL LOK S. MUTIA

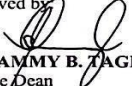
CRISTINE JOY T. PACE

VALERIE ROSE O. RANADA
Researchers

Noted by:


DR. MIRA B. ADALIN
Research Adviser

Approved by:


DR. SAMMY B. TAGHOY
College Dean

Appendix B: Research Instrument

COPING STYLES AND PSYCHOLOGICAL WELL-BEING AMONG COLLEGE STUDENTS IN OZAMIS CITY

QUESTIONNAIRE

Coping Styles of the Respondents (15 items)

Instruction: Read each statement carefully and rate them accordingly that best corresponds to your answer. Please put a (/) check on the box provided. Refer to the following codes 4-Always (A), 3-Often (O), 2-Seldom (S), 1- Never (N).

Indicators	Always 4	Often 3	Seldom 2	Never 1
Problem-solving				
1. I don't think rationally on my situations and decide what to do.				
2. I engage in brainstorming or idea generation when attempting to solve a problem.				
3. I've been thinking hard about what steps to take.				
4. I take action to try solutions to make the situation better.				
5. I've been blaming myself for things that happened.				
Seeking social support				
6. I can handle myself and don't bother anyone.				
7. I go out and spend time with my family or friends.				
8. I go to the guidance counselor and seek support.				
9. I seek emotional support by talking to a friend or classmate.				
10. I post on social media and seek support online.				
Avoidance				
11. I find comfort to alcoholic drinks and any other drugs by				

myself.				
12. I get away and forget				
13. I eat to ease stress.				
14. I sleep to ease stress.				
15. I do something I enjoy, browse on social media, watch television, listening to music, go shopping, watch movies, etc.				

Psychological Well-Being (20 items)

Instructions: Read each statement carefully and rate them accordingly that best corresponds to your answer. Please put a (/) check on the box provided. Refer to the following codes 4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (DA). 1 Strongly Disagree (SD).

Statement	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
Self-acceptance				
1. I have a sense that I have really improved in many ways as a person over the years.				
2. I feel satisfied with myself and about				
3. I can accept my				
imperfections.				
4. I feel happy, content and satisfied with my life.				
Positive relations with others				
5. Maintaining close relationships and voicing my feelings has been easy for me.				

6. I feel supported and loved by others around me– (e.g., friends, family, etc)				
7. I know how to get along with other people.				
8. I enjoy personal and mutual conversations with family members or friends.				
Autonomy				
9. It's more important that I really enjoy what I do				
10. I worry about what other people think of me.				
11. I can determine my priorities in life without other's influence.				
12. It's hard for me to voice my own opinions/thoughts.				
Purpose in life				
13. I enjoy making plans and setting goals for the future and working on them to make it a reality.				
14. I have a sense of direction and purpose in life.				
15. I know what I was meant to do in life.				
16. I know that my life is worthwhile, and I play a valuable role in it.				
Personal Growth				
17. I have a good sense of what it is I'm trying to accomplish in life.				

18. I think life has been a continuous process of learning, changing, and growing.				
19. I am more mature and experienced in my attitude and behavior.				
20. I think it's important to have new experiences to challenge how you think about yourself and the world.				

Appendix C: Informed Consent Form



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MISAMIS UNIVERSITY

Ozamiz City

College of Nursing and Midwifery and Radiologic Technology

Title

This study is titled “Coping Styles and Psychological Well-Being of College Students in Ozamiz City” in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

Researcher

This study is to be conducted by Crislyn Frecia Macalua, Keizha Faye N. Malagum, Angel Lou S. Mutia, Cristine Joy T. Pace and Valerie Rose Ranada, who is pursuing the degree in Bachelor of Science in Nursing at Misamis University College of Nursing, with Ms. Khira M. Adalin as the adviser. The researcher can be contacted through this mobile number

+639389676425 or email address macaluak@gmail.com, keiizhafaye@gmail.com, angelmunia89@gmail.com, pacecristinejoy08@gmail.com and bbyloverose@gmail.com.

Purpose of the Research

This study aims to assess the coping styles and psychological well-being of HEI students in Ozamiz City.

Description of the Research

This study is a descriptive– correlational type of research, and the data will be gathered through a researcher-made questionnaire within three (3) months.

Potential Benefits

Respondents of the study may benefit by knowing their coping styles as well as their psychological well-being. Determining their coping styles could help them increase their resilience against the inherent stressors of the university context. It can also help them reflect and learn how to properly handle negative emotions,

panic attacks, and other difficult situations. This will help them effectively deal with a negative emotion or situation, and aid in moving on, managing, and letting go of the negative feelings that are associated with that experience.

Confidentiality

Anonymity and confidentiality were maintained throughout the study, in which anonymity was ensured by not disclosing the patient's name on the questionnaire, in research reports, and by detaching the written consent form from the questionnaire. When respondents are promised confidentiality, it means that the information they provide will not be publicly reported in a way that identifies them, and it was maintained by keeping the collected data confidential and not revealing the subjects; no identifying information was entered onto the questionnaire, and questionnaires were only numbered after data was collected. Respondents were treated as autonomous agents by informing them about the study and allowing them to voluntarily choose to participate or not.

Publication

The results of this study may be published in any form for public and scholarly consumption or used in classrooms instruction to enrich learning and generate more knowledge for future research.

Participation

Your participation in this study must be voluntary and you have the right to withdraw if you feel uncomfortable in the process of gathering information from you.

Informed Consent

Given the information above, I confirm that the potential harms, benefits, and alternatives have been explained to me. I have read and understood this consent form, and I understand that I am free to withdraw from my involvement in the study any time I deem it to be necessary or to seek clarifications for any unclear steps in the research process. My signature indicates my willingness to participate in the study.

Printed Name and Signature of the Research Respondent

Date

CURRICULUM VITAE



PERSONAL INFORMATION

Name : Crislyn Frecia Macalua
Address : Guma Midsalip, Zamboanga del Sur
Date of Birth : October 4, 2001
Place of Birth : Guma Midsalip, Zamboanga del Sur
Age : 22 years old
Civil Status : Single
Citizenship : Filipino
Religion : Roman Catholic
Mother's Name : Grecelda M. Lantaca
Father's Name : Joel S. Lantaca

EDUCATIONAL BACKGROUND

ELEMENTARY: **Pob. A Midsalip Elementary School**
Pob. A Midsalip Zamboanga del sur 2013-2014

JUNIOR HIGH: **Pob. A Midsalip National High School**
Pob. A Midsalip Zamboanga del sur 2017- 2018

SENIOR HIGH: **Pob. A Midsalip National High School**
Pob. A Midsalip Zamboanga del sur 2019- 2020



PERSONAL INFORMATION

Name : Keizha Faye N. Malagum
Address : Kinangay Norte, Clarin, Misamis Occidental
Date of Birth : May 1, 2001
Place of Birth : Oroquieta City, Misamis Occidental
Age : 22 years old
Civil Status : Single
Citizenship : Filipino
Religion : Latter day Saints
Mother's Name : Faith N. Malagum
Father's Name : Richard S. Malagum

EDUCATIONAL BACKGROUND

ELEMENTARY: **Clarin Central Shool**
 Pob 3, Clarin, Misamis Occidental 2013-2014

JUNIOR HIGH: **Misamis Occidental National High School**
 Oroquieta City, Misamis Occidental 2017-2018

SENIOR HIGH **La Salle University**
 Aguada, Ozamiz City, Misamis Occidental 2019-202



PERSONAL INFORMATION

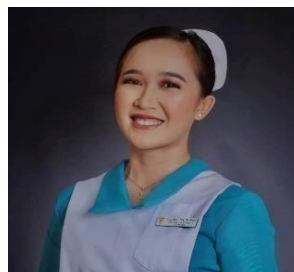
Name : Angel Lou S. Mutia
Address : Lobogon , Aloran, Misamis Occidental
Date of Birth : March 20, 2002
Place of Birth : Misamis Occidental Provincial Hospital
 Oroquieta City
Age : 22 years old
Civil Status : Single
Citizenship : Filipino
Religion : Roman Catholic
Mother's Name : Mary Ann S. Mutia
Father's Name : Loreto T. Mutia Jr.

EDUCATIONAL BACKGROUND

ELEMENTARY : **Aloran Central School**
 Dalisay, Aloran, Misamis Occidental 2013-2014

JUNIOR HIGH : **St. Matthew's High School**
 Dalisay, Aloran, Misamis Occidental 2017-
 2018

SENIOR HIGH : **Stella Maris College** Independence St.,
 Oroquieta City 2019 – 2020



PERSONAL INFORMATION

Name : Cristine Joy T. Pace
Address : P-3 Gata Diot Clarin, Misamis Occidental
Date of Birth : October 8, 2001
Place of Birth : Zamboanga Sibugay Province
Age : 22 years old
Civil Status : Single
Citizenship : Filipino
Religion : Roman Catholic
Mother's Name : Myrsan Tinapay
Father's Name : Gregorio Pace

EDUCATIONAL BACKGROUND

ELEMENTARY : **Lapasan Elementary School**
 Lapasan, Clarin Mis. Occ 2013-2014

JUNIOR HIGH : **Our Lady Of Peace High School**
 Malabang, Lanao Del Sur 2017-
 2018

SENIOR HIGH : **Claremont School Of General Trias**
 Cavite Inc. Pasong Camachile 1 General trias Cavite 2019 – 2020



PERSONAL INFORMATION

Name : Valerie Rose O. Ranada
Address : Poblacion Tabina Zamboanga del Sur
Date of Birth : February 14, 2002
Place of Birth : Pagadian City Zamboanga del Sur
Age : 22 years old
Civil Status : Single
Citizenship : Filipino
Religion : Roman Catholic
Mother's Name : Rosalita O. Ranada
Father's Name : Papin E. Ranada

EDUCATIONAL BACKGROUND

ELEMENTARY : **Tabina Central Elementary School**
 Poblacion, Tabina Zamboanga del Sur 2013-2014

JUNIOR HIGH : **Saint Ambrose High School**
 Poblacion, Tabina Zamboanga del Sur 2017-2018

SENIOR HIGH : **Saint Columban College**
 San Francisco District, Pagadian City 7016, Zamboanga del Sur, Philippines 2019-2020