

**LEVEL OF EMOTIONAL STRESS, COPING MECHANISMS AND
ACADEMIC PERFORMANCE OF STUDENTS ON
ONLINE LEARNING**

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**LEVEL OF EMOTIONAL STRESS, COPING MECHANISMS AND
ACADEMIC PERFORMANCE OF STUDENTS ON ONLINE LEARNING**

**An Undergraduate Research Output Presented
to the Faculty of the College of Nursing, Midwifery and Radiologic Technology,
Misamis University, Ozamiz City**

**In Partial Fulfillment of the Requirement for the Degree of Bachelor of Science in
Radiologic Technology**

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June 2023

“We hereby declare that this research output is our original work and it has been written by us in 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 fulfilment of the requirements for the degree of Bachelor of Radiologic Technology, this research output entitled, **“LEVEL OF EMOTIONAL STRESS, COPING MECHANISMS AND ACADEMIC PERFORMANCE OF STUDENTS ON ONLINE LEARNING”** is hereby recommended for acceptance and approval.

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ABSTRACT

Higher education faced considerable difficulties as a result of the COVID-19 pandemic's disruption of regular university teaching and learning. The abrupt change and shifting of learning from the traditional face-to-face learning to online learning seems to have taken a toll on the students. The purpose of this study was to identify the respondents' level of emotional stress and coping mechanisms and how they affected the respondents' academic performance. The study was conducted among third year radiologic technology students. A researcher-made questionnaire was distributed to the respondents. The results indicated that the level of emotional stress the respondents' experienced were high, their coping mechanisms were good, and their academic performance was exemplary. In conclusion, the respondents' level of emotional stress has no significant relationship with their academic performance on online learning and coping mechanisms and academic performance has also showed no significant relationship.

Keywords: academic performance ,coping mechanisms and ,emotional stress

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The Researchers

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Chapter 1

INTRODUCTION

Rationale of the Study

A set of viruses identified as coronavirus can make people sick with respiratory conditions, this new strain of coronavirus was initially discovered in Wuhan, China, on December 2019, and since then, it has spread to every country around the globe (Cleveland Clinic, 2023). The widespread transmission of the coronavirus disease has turned into a pandemic health crisis (Simbbulan, 2020). Because of the virus's characteristics, specifically, how it spreads, many countries have opted to engage in various health precautions, such as conducting quarantine protocols, lockdowns, and total shutdowns in their educational institutions to flatten the curve (Joaquin et al., 2020). The chaos brought by COVID-19 in the educational system in other countries, particularly in the Philippines, has urged universities to develop a flexible learning system, such as conducting online learning in replacement of traditional face-to-face classes (Dayagbil et al., 2021). Online learning, commonly called distance learning or e-learning, delivers educational materials and training over the Internet (Asad, 2023). The abrupt COVID-19 epidemic tested the world's educational systems and pushed online learning as a crisis management tool (Assi & Rashtchi, 2022). Students are forced to adapt to the new learning method, which prompts them to cope with the technologies and conditions different from the classroom setup (Vargas et al., 2020). Students find it challenging to learn online since most of their subjects require practical learning (Oducado et al., 2021).

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Clinic, 2023). The widespread transmission of the coronavirus disease has turned into a pandemic health crisis (Simbbulan, 2020). Because of the virus's characteristics, specifically, how it spreads, many countries have opted to engage in various health precautions, such as conducting quarantine protocols, lockdowns, and total shutdowns in their educational institutions to flatten the curve (Joaquin et al., 2020). The chaos brought by COVID-19 in the educational system in other countries, particularly in the Philippines, has urged universities to develop a flexible learning system, such as conducting online learning in replacement of traditional face-to-face classes (Dayagbil et al., 2021). Online learning, commonly called distance learning or e-learning, delivers educational materials and training over the Internet (Asad, 2023). The abrupt COVID-19 epidemic tested the world's educational systems and pushed online learning as a crisis management tool (Assi & Rashtchi, 2022). Students are forced to adapt to the new learning method, which prompts them to cope with the technologies and conditions different from the classroom setup (Vargas et al., 2020). Students find it challenging to learn online since most of their subjects require practical learning (Oducado et al., 2021).

Carpenter et al. (2020) state that the majority of students are experiencing emotional stress due to student change in the learning system and the possible outcome of losing an academic year. Emotional stress is a typical response to the demands of daily living. Other emotions, including anxiety, fear, rage, and sadness, are common reactions. You may experience a state of being emotionally exhausted and depleted when stress builds up as a result of difficult or unfavorable life events that keep happening; we refer to this as emotional stress (Mayo et al., 2020). The COVID-19 pandemic increased emotional stress among students by isolating them when social connections are crucial to their capacity to cope with the pressures of college life (Mccarthy, 2023). Based on the study of Khalil et al. (2020), the shutdown of all educational institutions and the shifting the educational system led to a stressful event for educational administrators and students. Zhai Yusen and

Du (2022) state that most students face emotional stress, which may result in a loss of motivation to study.

Coping mechanisms are tools that humans use to manage stress and unpleasant feelings (Bailey, 2022). The coping mechanism is described as the ideas and actions used to control stressful conditions internally and externally, and coping is described as the ideas and actions used to control stressful conditions internally and externally (Algorani & Gupta, 2023). Coping mechanisms increase students' participation, attendance, and fortitude in the face of setbacks or failure. They also give them a more demanding, robust self capable of learning much more challengingly (Napoles et al., 2022). Baloran (2022), in his study, revealed that Filipino students adopted a variety of personal coping mechanisms during the COVID-19 pandemic. Coping mechanisms are tranquil methods for assisting students in maintaining emotional adaptability throughout stressful situations (Majrashi Aisha et al., 2021).

Students must dedicate a significant amount of their time to their studies in order to graduate with high academic standing, Academic performance, which is determined by continuous assessment or grade point average (GPA), is the degree to which a student, instructor, or university has met their short- or long-term educational goals (Tadese et al., 2022). Test results and grades are crucial indicators of future achievement and fulfillment in adulthood (Browning & Rigolon, 2019). Academic achievement represents an important component of the variables influencing student success. It also greatly impacts education, especially by serving as a practical method to gauge students' learning progress (Tus, 2020).

The pandemic contributed a huge impact in shifting the way of academic learning from the traditional school setting to the online learning setup that affects students, particularly students enrolled in medical courses, as we struggle with this problem. Students are compelled to use an online education system due to abrupt changes in the teaching method. Based on the literature above, the researchers are interested in working on this study because they need help adjusting to the online learning system. Upon shifting to online education, the school and home environments are very different. In school, your attention is mainly on the instructor, but at home, there are several noises and other factors

that make you lose focus, not listen well, and not understand the discussion, leading to stress.

The study aimed to identify and provide knowledge about the significant relationship between emotional stress and academic performance, as well as the relationship between coping mechanisms and academic performance in online education students. The study aims to provide information concerning the levels of emotional students and methods students use in coping with stress on online learning.

Theoretical Framework

The Transactional Model of Stress and Coping Theory of Lazarus & Folkman (1984).

This research is underpinned by the transactional theory of stress and coping of Lazarus & Folkman (1984). This theory is a framework that emphasizes appraising to evaluate harm, threat, and difficulties, resulting in a coping process with stressful occurrences (Lazarus, 1966; Lazarus & Folkman, 1984). This theory demonstrates how the model is being used by Lazarus & Folkman. They broke down the model into three key steps: primary appraisal, secondary appraisal, and coping mechanism. First, it determines whether the stress is relevant or not. One of the three primary categories is where the occurrence is most likely to fit. Irrelevant, it does not have an impact on your well-being. Benign-positive, it gives relevance to your well-being. Lastly, stressful situations usually involve loss or harm and can present challenges or threats. It is significant to note that your emotional state and personality will greatly influence how you see the situation. If you are naturally confident and believe you can manage your circumstances, you will likely consider stressful situations challenging rather than threatening.

In the secondary appraisal, you must determine whether you have the resources necessary to deal with the scenario. It would help to consider whether you can handle the

matter alone. You have internal and external resources like self-control, experience, and confidence. An example of the former is peer support. Therefore, assess the situation for yourself to determine whether you can handle it on your own or if you need assistance from others. How effectively you deal with the stressor depends on your coping mechanisms. There are two components to managing a stressful situation, according to Lazarus & Folkman. First is problem-based coping, which involves taking practical steps to manage the issue. These may include action-based, practical measures that help you control the situation. In addition, emotional-based coping, or managing your emotions when stressed, involves positive emotional coping techniques like accepting responsibility for the issue or looking for moral or emotional support. These techniques can, however, also lead to negative behaviors like self-blame, avoidance, or even anger and frustration.

The theory was created to aid people in managing stressful situations by using realistic assessments and coping mechanisms. It demonstrated how the model is used by Lazarus & Folkman and assisted in demonstrating the relationship between emotional stress, coping mechanisms, and academic performance during online learning. The emotional stress in the study connects to the theory by determining the appraisals of the stress. While in coping mechanism, it determines what coping strategies the individual uses to cope with the stress and academic performance as the external factor of emotional stress and coping mechanisms.

Conceptual Framework

The term emotional stress used in the study refers to events that cause bodily and emotional tension. Emotional stress is when a person feels that they lack the personal resources necessary for successfully managing the demands of a situation (Lazarus, 1966). Stress could come in different related issues; one of the common issues is emotional stress,

which is brought on by actual or imagined external threats (Dampney, 2019). The phrase "emotional stress" refers to the fact that people experience stress in a way that has a significant affective component (Mendelson, 2013). Whitman et al. (1985) cite stressful events that an individual can appraise as "challenging" or "threatening" (Lazarus, 1966); when students view their education as a challenge, stress can help them develop a sense of competence and boost their learning capacity. When it comes to education, stress, on the other hand, can generate emotions of powerlessness and a foreboding sense of loss when seen as a danger. Stressful experiences might be classified as "difficult" or "threatening" by an individual. Medical students exposed to emotional stress could be experiencing academic difficulties (Mehfooz1 & Ijaz Haider, 2017). As part of a student's life, emotional stress is one of the factors they would encounter, which may affect their learning ability and academic performance.

Coping mechanisms are used as a coping style that students utilize to cope and deal with stressful emotions in the study. It is a method described as the thoughts and activities used to deal with stressful events inside and outside. Coping is a positive way to overcome emotional stress, and it will be a good help to manage our emotional well-being. When people are confronted with a stressful situation, they have a variety of coping styles, which are a collection of relatively constant features that govern how they respond to stress (Algorani & Gupta, 2021).

Coping has been described as a stabilizing component that can aid a person's psychological adaptation amid stressful situations. Good time management, social support, positive reappraisal, and participation in leisurely pastimes are common coping mechanisms students adopt to minimize stress levels. Emotion-based coping, which

requires taking responsibility and self-blame, is more effective for medical students, and the tendency has switched to confronting, cognitive, and planned issue solutions (Bamuhair et al., 2015). It is thought to be utilized largely when a person considers a source of stress beyond their ability to change (Lazarus & Folkman, 1938). It also has been found that students that use an engagement method for coping have also been found to be able to influence circumstances, leading to a more adaptive outcome (Bamuhair et al., 2015). The study uses academic performance to measure student achievement across major academic subjects in the 1st semester of 3rd-year college.

Students' performance can be measured through grade point average, examination, returned demonstration, and classroom performance. Grade point averages, exams, returned demonstrations, and classroom performance can all be used to gauge students' achievement. According to Narad and Abdullah (2016), academic performance is the knowledge gained, assessed by marks by a teacher, and educational goals set by students and teachers to be achieved over a specific period. They added that these goals are measured by using continuous assessment or examination results. Annie, Howard, and Mildred (as cited in Arhad et al., 2015) also indicated that academic performance measures education outcomes. They stressed that it shows and measures the extent to which an educational institution, teachers, and students have achieved their educational goals. Similarly, Yusuf, Onifade, and Bello (2016) opined that academic performance is a measurable and observable student behavior within a specific period.

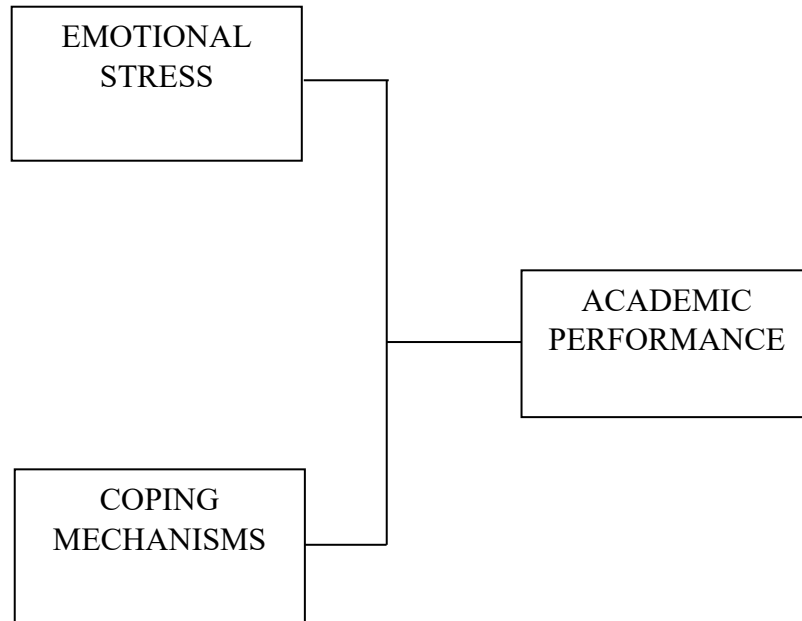


Figure 1. Schematic Diagram of the study

Statement of the Problem

The study identified the level of emotional stress, coping mechanisms, and academic performance of students on online learning. Specifically, the study sought to answer the following:

1. What is the respondents' level of emotional stress on online learning?
2. What is the respondents coping mechanisms?
3. What is the respondents' academic performance?
4. Is there a significant relationship between emotional stress and academic performance on online learning?
5. Is there a significant relationship between the coping mechanisms and the academic performance on online learning?

Hypotheses

The following are the null hypotheses of this study:

Ho1: There is no significant relationship between the level of emotional stress and academic performance on online learning.

Ho2: There is no significant relationship between the coping mechanisms and academic performance on online learning.

Chapter 2

RESEARCH METHODOLOGY

This chapter presents the research design, setting, respondents, instrument, and data gathering procedure, ethical considerations, and data analysis technique.

Design

This study was quantitative research, particularly descriptive correlation. Quantitative research assesses numerical data or data that accessible statistics can modify. Descriptive correlation is a design that indicates the degree of variables and is appropriate for the study to investigate the variables on how they are related. This method determined the significant relationship between emotional stress, coping mechanisms, and academic performance.

Setting

This study was conducted at one of the Higher education institutions of Ozamis City. It has been a private institution that caters to quality learning since 1929. The school caters to students from the cities and municipalities of Misamis Occidental and the neighboring provinces of Lanao and Zamboanga. The university offered an education at all levels and medical courses.

Respondents

The study's respondents are those students in the third year level of the College of Nursing, Midwifery, and Radiologic Technology who had experienced emotional stress, coping mechanisms, and academic performance during online learning and were willing to participate in the study. A complete enumeration survey was used in this study to gather

the respondents; in this method, there were nine respondents that the researchers concluded to be the most appropriate and accessible respondents for the study.

Instrument

A research-made questionnaire was used in the study to collect data and information. For the questionnaire to be valid, a pilot study was conducted. The research tool was divided into three sections. Part I was designed to assess the respondents' emotional stress, while Part II included items to assess coping mechanisms. Part III is used to assess academic performance. A 5-point Likert scale was used in the study to assess emotional stress and coping mechanisms, and students will enter their general weighted average from the first semester of AY 2021-2022 of their third year to determine their general point average.

Part I contain statements about emotional stress. This tool will be used to determine the emotional stress of students on online learning.

The continuum presented below will be used to interpret the data to be gathered.

Weight	Continuum	Responses	Interpretation
5	4.30 – 5.00	Very often	Very high
4	3.50 – 4.20	Fairly often	High
3	2.70 – 3.40	Sometimes	Moderate
2	1.90 – 2.60	Almost never	Low
1	1.0 – 1.80	Never	Very low

Part II compose statements about assessing coping mechanisms. This tool is used to determine the coping mechanisms of students on online learning.

This continuum presented below will be used to interpret the data to be gathered.

Weight	Continuum	Responses	Interpretation
5	4.30 – 5.00	Very often	Very good
4	3.50 – 4.20	Fairly often	Good
3	2.70 – 3.40	Sometimes	Moderate
2	1.90 – 2.60	Almost never	Poor
1	1.0 – 1.80	Never	Very poor

Part III determine the respondent's academic performance. This tool was used to identify the grade point average of the third year students during their first semester SY 2021-2022.

The point system will be used to interpret data to be gathered.

Point System	Percentage Equivalent	Interpretation
1.0	95 – 100	Excellent
1.25	93 – 94	Superior
1.50	90 – 92	Exemplary
1.75	88 – 89	Very good
2.00	85 – 87	Good
2.25	83 – 84	Satisfactory
2.50	80 – 82	Fairy satisfactory
2.75	78 – 79	Fair

3.00	75 – 77	Passed
5.00	Below 75	Failure

Data Gathering Procedure

To ensure the accuracy and validity of the researchers-made questionnaire, the researchers asked permission from the College Dean of Nursing, Midwifery, and Radiologic Technology to allow the researchers to conduct a pilot test. After getting the approval, the researchers conducted a pilot test that was validated. The researchers again asked the College Dean for permission for their data gathering. They were granted permission, asked the respondents to sign an informed consent, and then distributed the questionnaire.

The result of the survey was computed and analyzed. The researchers assured the respondents that the data collected would be kept confidential and only the researchers could access it.

Ethical Considerations

The researchers will be utilizing all the ethical considerations before gathering the data. The researchers will seek approval from the College Dean of Nursing, Midwifery, and Radiologic Technology. The respondents will be asked to sign the informed consent before distributing the research-made questionnaire through Google Forms. The respondents participating in the survey will be thoroughly informed about the aims, benefits, and potential risks of the study. Researchers conducted and gathered the data through a non-forced survey; the respondents can withdraw from participating in the study at any time. In case of queries or problems, the respondents can contact the researchers. The respondent's identity will be anonymous except for the researchers, and the data

collected will be kept confidential. Upon completion of the study, the data will be destroyed.

Data Analysis Technique

The Statistical analysis used in the study is the Pearson Coefficient test under descriptive analysis to identify the significant relationship between the respondents' emotional stress, coping mechanisms, and academic performance. In the gathered data from the questionnaire, the Pearson coefficient is used to determine the relationship between emotional stress and coping mechanisms, coping mechanisms, and academic performance in online learning.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents and interprets the data that were gathered and collected. The parts included:

Respondent's emotional stress on online learning.

Stress coping mechanisms used by respondents.

Academic performance of the respondents.

The significant relationship between emotional stress and academic performance.

The significant relationship between the coping mechanisms and the academic performance on online learning of respondents.

Respondent's Emotional Stress on Online Learning

Table 1 presents the respondent's emotional stress on online learning of third-year students. The overall weighted average mean for emotional stress on online learning is 3.91. Based on the rating scale in the study, this weighted average mean is interpreted as "high." The result explained that respondents commonly experienced higher emotional stress during online learning.

As illustrated in the table, the statement "I overthink about failing in my studies every day" has the highest of 4.89, interpreted as "very high." The result explains that the respondents are worried about failing their grades. As stated by Chowdhury, R. et al. (2020), one of the causes that students overthink failure is that they may find it difficult to stay focused on their school work while they are under constant emotional stress and inability to give effort on giving their best during their studies. The data indicated the students' concern about failing grades, resulting in emotional stress.

On the other hand, the statement “I found that I could not cope with all things that I had to do” gathered the lowest weighted average mean 3.33 which is interpreted as “moderate”. The data indicated that the respondents are often to managed their responsibilities that have been assigned to them which has an impact on the emotional stress of the respondents. Mariano, A.A et al (2022), interruptions cause decreased productivity which lead to a lack of interest in managing the responsibilities because of this students find it challenging to handle their obligations.

Table 1
Respondent’s Emotional Stress
(n=9)

STATEMENTS	WM	QI
A. Emotional stress		
1. I have been upset about something that happened unexpectedly.	4.00	High
2. I felt that I was not able to control the important things in my life.	4.00	High
3. I felt nervous and stressed.	4.00	High
4. I have been losing interest in my daily activities.	3.56	High
5. I easily get distracted by the noise coming from my surroundings every time I have classes.	4.11	High
6. I get distracted whenever my parents ask me to do something in the middle of my synchronous class.	3.78	High
7. I get worked up over small things.	3.67	High
8. I found that I could not cope up with all the things that I had to do.	3.33	Moderate
9. I easily lose motivation in doing school works.	3.78	High
10. I overthink about failing in my studies every day.	4.89	Very high
Average Weighted Mean	3.91	High

Respondent's Coping Mechanisms on Online Learning

Table 2 reveals respondents' coping mechanisms. As shown in the table, the respondents' coping mechanisms obtained a weighted mean average of 3.59 which is interpreted as "good." The results explained that the respondents' coped with their stress on online learning.

Based on the table, "I seek God's help" has the highest weighted mean average of 4.44, interpreted as "very good." The results imply that when students struggle and lose interest in their academic performance, it helps them cope with their emotional stress. The result of this study agreed with the findings of Wirkus L and Ch son (2021); students try to cope with emotional stress by seeking assistance from others and embracing it through either negative or positive coping mechanisms. Furthermore, communication with others improves student satisfaction. Upon applying, they were coping mechanisms to aid in conquering the distraction. Physical and spiritual support appears as a powerful coping mechanism that helps students to cope with their emotional stress (Francis, L.J. et al. 2017).

As presented in the table, the statement, "I discuss my feelings with some," has the lowest weighted mean average of 3.00, interpreted as "sometimes." However, most students were not used to expressing their inner feelings toward others.

Table 2
Respondent's Coping Mechanisms
(n=9)

STATEMENTS	WM	QI
B. Coping Mechanisms		
1. I try to grow as a person as a result of the experience.	4.11	Good
2. I turn to work or other substitute activities to take my mind off things.	3.00	Moderate
3. I discuss my feelings with someone.	3.00	Moderate
4. I sleep more than usual.	3.33	Moderate
5. I concentrate my efforts in doing something about it.	3.78	Good
6. I laugh about the situation.	3.67	Good
7. I seek God's help.	4.44	Very good
8. I try to get emotional support from friends and relatives.	3.22	Moderate
9. I make a plan of action.	3.11	Moderate
10. I keep myself from getting distracted by other thoughts or activities.	3.67	Good
Average Weighted Mean	3.59	Good

Respondent's Academic Performance on Online Learning

Table 3 illustrates the academic performance of third-year students during the first semester of AY 2021-2022. The weighted mean average is 1.73, interpreted as "very good." The data indicated that the respondents are handling their academic performance well under the online learning method.

The table shows that the highest GPA is 1.58, and the lowest is 1.50. The finding shows that the respondents' academic grades are maintained as they use the online learning method. Rotas & Cahapay (et al., 2020) state that students perceive their experience as a positive state of mind. Regardless of the new set-up of online learning, to preserve the

student's enthusiasm to study more despite challenges and obstacles, students' confidence and academic drive had an important impact on maintaining their academic performance (Dullas, 2018). Online learning has not been a barrier during the crisis. Thus, Munroe (2021) emphasized that online learning was the most efficient alternative for providing ongoing work and development at home during a pandemic.

Table 3

Respondent's Academic Performance
(n=9)

Students	General Point Average in First Semester	Interpretation
A	1.58	Exemplary
B	1.94	Good
C	1.50	Exemplary
D	1.61	Very good
E	1.78	Very good
F	1.92	Good
G	1.58	Exemplary
H	1.58	Exemplary
I	2.06	Good
Average Weighted Mean	1.73	Very good

Significant Relationship between the Respondent's Level of Emotional Stress and their Academic Performance

Table 4 Presented Pearson correlations were used to determine the significant relationship between the respondent's level of emotional stress and academic performance on online learning. The relationship between the respondent's level of emotional stress and their academic performance based on the hypotheses showed no significant relationship

between the respondent's level of emotional stress and academic performance on online learning. The correlation coefficient (r) value of 0.546 and a p -value of 0.0879 indicate no significant relationship between the two variables. The correlation coefficient (r) value of 0.546 indicated a very weak relationship between the emotional stress level and students' academic performance in online learning. The finding signifies that the respondent's level of emotional stress has nothing to do with their academic performance in online learning.

As stated by Rafiola, Radjah, and Ramli (2020) studied the effect of emotional stress on students' academic performance. Those students who encountered less emotional stress had greater academic performance in online learning. Emotional stress does not affect students' academic performance; online learning enhances the students' skills, knowledge, and performance. Regardless of the education system experienced with online learning, students can still maintain their academic performance. However, Kötter et al. (2017) state that emotional stress affects students' academic performance and can both increase and decrease academic performance. Students must complete and finish their tasks through motivation and cope with their emotional stress. One of the factors that has a significant effect on academic performance is emotional stress. Crego et al. (2016) indicate that a student's academic performance can be hindered by emotional stress.

Table 4
Significant Relationship between the Respondent's Level of Emotional Stress and their Academic Performance on Online Learning

r-value	p-value	Relationship
0.546	0.0879	Not significant

*Legend: 0.00-0.01**Highly Significant; 0.02-0.05*Significant; above 0.05 Not Significant*

Significant Relationship between the Respondent's Coping Mechanisms and their Academic Performance

Table 5 Pearson correlations were used to determined the significant relationship between the coping mechanisms and academic performance based on the hypotheses there is no significant relationship between the coping mechanisms and academic performance. The correlation coefficient (r) value of 0.105 and a p-value of 0.069 indicate that there is no significant relationship between the two variables. The correlation coefficient (r) value of 0.105 indicated a very weak relationship between the respondent's coping mechanisms and their academic performance on online learning of students. This signified that the coping mechanisms have nothing to do with their academic performance on online education.

The findings of the study revealed that in coping with emotional stress is one of the factor that may affect the student's academic performance. They were students who are skilled in managing their emotions to achieve better academic results (Fereidooni-moghadam et al, 2017). Majority of students find other ways to deal with their emotional stress, such as time management, distracting their self and giving oneself to rest and relax. As a result, coping with emotional stress is more important for academic success and have a greater accomplishment is also an outcome of greater motivation (Kori et al, 2016). Seeking social support was a common coping mechanism applied by the students to

overcome with emotional stress. Social support serves as helpful coping mechanism for the reason that can either reduce emotional stress or encourage students to cope with circumstances an appropriate way (McCarthy et al, 2018).

Table 5
Significant Relationship between Coping Mechanisms and Academic Performance on
Online Learning

r-value	p-value	Relationship
0.105	0.069	Not significant

*Legend: 0.00-0.01 **Highly Significant; 0.02-0.05 *Significant; above 0.05 Not Significant*

Chapter 4

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains synopsis of the data that the researchers had analyzed, as well as written conclusions and suggestions to improve the study and guide for the future researchers.

Summary

The study identified the level of emotional stress, coping mechanisms, and academic performance of students in online learning. This study was conducted in a university with only nine respondents from third-year students. This study utilized quantitative research, particularly descriptive correlation. This method determined the significant relationship between emotional stress, coping mechanisms, and academic performance. A research-made questionnaire was used in the study to collect data and information.

Findings

Based on the data collected, the following were obtained:

1. Most of the respondents' level of emotional stress of students on online learning attained an overall weighted mean of 3.91 which is interpreted as "high."
2. The respondents' coping mechanisms on online learning attained an overall weighted mean of 3.59 which is interpreted as "good."
3. The respondents' academic performance of students on online learning during the school year 2021-2022 attained an overall weighted mean of 1.73 which is interpreted as "exemplary."
4. There is no significant relationship between emotional stress and academic performance.
5. There is no significant relationship between coping mechanisms and academic performance.

Conclusions

The results have led the researchers to the following conclusions:

1. The respondents' levels of emotional stress were high during online learning.
2. The respondents' coping mechanisms were good during online learning.
3. The respondents' academic performance was exemplary during online learning.
4. The respondents' level of emotional stress has nothing to do with their academic performance in online learning.
5. The respondents' coping mechanisms have nothing to do with their academic performance in online learning.

Recommendation

The following recommendations were based on the conclusions stated previously.

1. The students can use the study to help them identify the level of emotional stress they are in and the possible coping mechanisms that can be helpful to cope up with their emotional stress.
2. The teachers or instructors can use this study to be able to understand or to have more knowledge about the students' level of emotional stress and their coping mechanisms during online learning.
3. The parents of the students can use this study to have knowledge about the levels of emotional stress and coping mechanisms of their children during online learning.
4. The study was conducted with only nine respondents. The future researchers can increase the size of the respondents.
5. The future researchers can compare the results of this study to another studies that has existed before the pandemic started.
6. The future researchers may explore other types of stress the students may be in that could affect their academic performance.
7. The future researchers may explore other types of coping mechanisms students use to handle their emotional stress.

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Appendices A: Letter of Request

Date: June 3, 2022

Sammy B. Taghoy PhD, MAN, MN, RN

Dean of the College of Nursing, Midwifery, and Radiologic Technology
Misamis University, Ozamiz City

Dear Dr. Taghoy,

Good day!

In partial fulfillment of the requirements of Bachelor of Science in Radiologic Technology, we are conducting a study entitled, “Level of Emotional Stress, Coping Mechanisms and Academic Performance of Students on Online Learning”.

We are on the process of gathering data through survey that will be used in our study. We would like to ask for your permission to allow us to distribute our questionnaires to the respondents which will involve the third year students.

Rest assured that the information gathered will be kept confidential. We would greatly appreciate your consent to our request. Thank you.

Respectfully yours,

Jade Caparida

Frizty Lien M. Eslit

Jesamille S. Sapar

Kathleen May S. Zosa

Researchers

Approved by:

Sammy B. Taghoy PhD, MAN, MN, RN

Dean, College of Nursing, Midwifery, and Radiologic Technology

Date: June 3, 2022

Sammy B. Taghoy PhD, MAN, MN, RN

Dean of the College of Nursing, Midwifery, and Radiologic Technology
Misamis University, Ozamiz City

Dear Dr. Taghoy

Good day!

In partial fulfillment of the requirements of Bachelor of Science in Radiologic Technology, we are conducting a study entitled, “Level of Emotional Stress, Coping Mechanisms and Academic Performance of Students on Online Learning”.

We are in the process of gathering data that will be use in our study, we would like to us to access the grades of the third year BS Radiologic Technologist for our study. Rest assured that the information gathered will be kept confidential. We would greatly appreciate your consent to our request. Thank you.

Respectfully yours,

Jade Caparida

Frizty Lien M. Eslit

Jesamille S. Sapar

Kathleen May S. Zosa

Researchers

Approved by:

Sammy B. Taghoy PhD, MAN, MN, RN

Dean, College of Nursing, Midwifery, and Radiologic Technology

Appendices B: Questionnaire

Questionnaire on Level of Emotional Stress, Coping Mechanism, and Academic Performance of Students on Online Learning

A. Emotional Stress

Instructions: The following are statements about emotional stress on online education. Put a check mark (✓) on the space provided that corresponds your answer.

The following indicators are given:

5 - Very Often 4 - Fairly Often 3 - Sometimes 2 - Almost Never 1 – Never

Level of Emotional Stress	1	2	3	4	5
1. I have been upset of something that happened unexpectedly.					
2. I felt that I was not able to control the important things in my life.					
3. I felt nervous and stressed.					
4. I have been losing interest in my daily activities.					
5. I easily get distracted by the noise coming from my surroundings every time I have classes.					
6. I get distracted whenever my parents ask me to do something in the middle of my synchronous classes.					
7. I get worked up over small things.					
8. I found that I could not cope with all the things that I had to do.					
9. I easily lose motivation in doing school works.					
10. I overthink about failing in my studies every day.					

B. Coping Mechanisms

Instructions: The following are statements about coping mechanisms on online education. Put a check mark (✓) on the space provided that corresponds your answer.

Coping Mechanisms	1	2	3	4	5
1. I try to grow as person as a result of the experience.					
2. I turn to work or other substitute activities to take my mind off things.					
3. I discuss my feelings with someone.					
4. I sleep more than usual.					
5. I concentrate my efforts in doing something about it.					
6. I laugh about the situation.					
7. I seek God's help.					
8. I try to get emotional support from friends and relatives.					
9. I make a plan of action.					
10. I keep myself from getting distracted by other thoughts or activities.					

C. Academic Performance

Instructions: Write your Grade point average during the 1st semester SY 2021-2022.

GPA: . _____

Appendices C: Informed Consent

MISAMIS UNIVERSITY Ozamis City College of Nursing, Midwifery and Radiologic Technology

RESEARCH INFORMED CONSENT FORM

Title

In the partial fulfillment of the requirements for the degree of Bachelor of Science in Radiologic Technology, we are conducting a study entitled, “Level of Emotional Stress, Coping Mechanisms, and Academic Performance of Students on Online Learning”.

Researchers

This study is to be conducted by Jade Caparida, Frizty Lien M. Eslit, Jesamille S. Sapar, and Kathleen May S. Zosa with their research adviser, Sheila Mae Manlegro. The researchers are currently studying Bachelor of Science in Radiologic Technology at Misamis University. You can reach out to the researchers through this email address, friztylieneslit@gmail.com, or mobile number, 09558863015.

Purpose of the Research

This study aims to identify the level of emotional stress, to assess the coping mechanisms, to determine the academic performance, to explore the significant relationship of emotional stress and academic performance, and to explore the significant relationship of coping mechanisms and academic performance of third year Radiologic Technology students during online education.

Description of the Research

This study is a descriptive correlational type of research.

Benefits

This study will benefit the Radiologic Technology students in a way they will become more aware about emotional stress and several ways to cope up with it. The parents can also benefit from this because they will have better understanding about emotional stress and can help their children cope up with it. This will also be beneficial to the College of Radiologic Technology which will enable them to improve their academic curriculum and student support. And lastly, to the future researchers who can use this research as a basis or reference to broaden their study.

Confidentiality

The anonymity of the respondents and confidentiality of the gathered data will be maintained throughout the whole process of this study. It is guaranteed that no information will be released unless given permission from the respondents, which will only happen if it is necessary. The data gathered from the raw materials used will be destroyed after it is used.

Publication

The researchers give their consent for publication after completing this study in any form for it to be available through broader audience, and this use to contribute more knowledge for future researches.

Participation

Your participation in this study voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part, you will be asked to sign a consent form. You are free to withdraw if you change your mind and if ever you feel uncomfortable about the data gathering process.

Informed Consent

I have read and I understand the provided information and have had opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without questions. I voluntarily agree to take part of this study. My signature will be the indication I am willing to participate in this study.

Printed Name and Signature of the Research Respondent

Date

CURRICULUM VITAE



Personal Background

Name: Jade Caparida
Address: Purok 1, Brgy. 1 Poblacion Hall, Tangub City
Date of Birth: January 16, 2001
Father's Name: Arturo B. Ramirez
Mother's Name: Marivic B. Caparida
Sex: Female
Civil Status: Single
Age: 22 years old

Educational Attainment

College: Misamis University
H.T. Feliciano St. Ozamiz City, Philippines
Senior High School: La Salle University
Valconcha, Ozamiz City, Philippines
May 2019
Junior High School: St. Michael's High School
Sentro, Tangub City
March 2017
Intermediate: St. Michael's High School
Sentro, Tangub City
March 2013

CURRICULUM VITAE



Personal Background

Name: Frizty Lien M. Eslit
Address: P-8 Lapasan, Clarin, Misamis Occidental
Date of Birth: February 12, 2001
Father's Name: Tirso P. Eslit
Mother's Name: Merelyn M. Eslit
Sex: Female
Civil Status: Single
Age: 22 years old

Educational Attainment

College: Misamis University
H.T. Feliciano St. Ozamiz City, Philippines
Senior High School: Ozamis City School of Arts and Trades
Maningcol, Ozamis City
May 2019
Junior High School: Ozamis City School of Arts and Trades
Maningcol, Ozamis City
March 2017
Intermediate: Catadman Elementary School
Catadman – Manabay, Ozamis City
March 2013

CURRICULUM VITAE



Personal Background

Name: Jesamille S. Sapar
Address: Purok-7, Villaflor, Oroquieta City
Date of Birth: January 14, 2000
Father's Name: Jethro Y. Sapar
Mother's Name: Rosario S. Sapar
Sex: Female
Civil Status: Single
Age: 23 years old

Educational Attainment

College: Misamis University
H.T. Feliciano St. Ozamiz City, Philippines
Senior High School: Misamis Occidental National High School
Gov. A. Bernad St, Oroquieta City, Misamis Occidental
2017-2018
Junior High School: Misamis Occidental National High School
Gov. A. Bernad St, Oroquieta City, Misamis Occidental
2015-2016
Intermediate: Oroquieta City Central Elementary School
Upper Loboc, Oroquieta City, Misamis Occidental
2011-2012



CURRICULUM VITAE

Personal Background

Name: Kathleen May S. Zosa
Address: Blk 6 lot 13 Emerald Homes, Mediatrix Bagakay, Ozamis City
Date of Birth: February 23, 2000
Father's Name: Melvin A. Zosa
Mother's Name: Brenda S. Zosa
Sex: Female
Civil Status: Single
Age: 22 years old

Educational Attainment

College: Misamis University
H.T. Feliciano St. Ozamiz City, Philippines
Senior High School: Davao Doctors College
General Malvar St, Poblacion District, Davao City
April 2019
Junior High School: St. Peter's College of Toril
110 Maharlika Hway, Toril, Davao City,
March 2017
Intermediate: St. Peter's College of Toril
110 Maharlika Highway, Toril, Davao City,
March 2013