

# From Stress to Success: Coping Mechanisms and Academic Motivation among Social Studies Students

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**Abstract-** *This study aimed to explore how social studies students deal with academic-related stress concerning their academic motivation stemming from these perspectives. They were a total of eighty (80) respondents who completed the survey questionnaire that include coping mechanisms classified into two categories as active coping strategies: confronting coping (acting and addressing the problem), seeking social support (seeking advice and emotional support), planful problem-solving (organizing to solve the problem), positive reappraisal (making positive interpretation and personal growth) and passive coping strategies: distancing (expecting that the problem resolves itself – includes psychological detachment), self-controlling (making actions to manage thoughts and behavior), accepting responsibility (acknowledging one's involvement in the problem), escape-avoidance (ignoring the issue by wishful thinking and behavioral efforts) and their academic motivation both intrinsic and extrinsic. The data result indicates that each of the dimensions of active coping mechanism is positively and significantly related to the students' intrinsic and extrinsic academic motivation. In contrast, the dimensions of passive coping mechanisms are not all positively and significantly associated with the students' intrinsic and extrinsic academic motivation. It shows that distancing and accepting responsibility are the only indicators significant to students' academic motivation. In general, most of the dimensions of coping mechanisms are significant to academic motivation in the respondents' intrinsic and extrinsic manner.*

**Keywords-** coping mechanisms, academic motivation, pre-service teacher, social studies.

## I. INTRODUCTION

Every human faces some difficulties that lead to stress at one stage or another in our life. Persistent feelings of anxiety for your career or personal life prevent you from being happy or secure due to being stress. The human body is naturally responding to stress that happens to anyone. When you experience difficulties (stressors), the body creates physical and emotional reactions. But we cannot put away stress everywhere and in everything that we do day by day in

our lives. Stress may depend upon the person's physical wellbeing, the amount of care we obtain from others, the number of changes in stressful experiences that we undergo, the degree of reliance on and demands of others, the nature of interpersonal connections, and the commitment we shoulder. As we all have our different concerns in life, we also have various sources of stress. It only means that stress is a natural aspect of your life.

For this reason, there is no exemption for the students from experiencing many pressures, especially in their college life since they are under many expectations to perform well. Eventually, early last year, it is reported that students' stress levels increased because of the sudden shifted from usual face-to-face instruction to online learning due to the pandemic. During this setup, students are learning more independently than before (Panergayo & Aliazas, 2021). They are obliged to study by themselves more often because they only have limited time to inquire with their teachers, especially college students (Manalo et al., 2023). Before, learning was taught by the teacher more efficiently by working together inside the classroom. There are discussions and collaborations between the students and the teachers. Students could get along with their classmates and shared learning together in person. But then, everything changes which requires significant adjustments to cope up with the situation. Based on the study conducted by the Journal of Medical Internet Research (2020), 71% of students increased their level of stress and anxiety to their academics because of the COVID-19 pandemic.

Despite that, individuals have different approaches to cope up with the difficulties they have. Because a person goes through various challenges in life, every person has a unique coping strategy. Students also have a different method for dealing with their stress. Some students are good at working in stressful situations, while others are not. Some release their tension through attitude-behavior while others indulge in an unhealthy manner such as stress eating and other related factors (Carada et al., 2022). However, some things, such as stress management capacity or coping strategies, also help students keep motivated and excel academically.

If individuals can control a difficult circumstance, they tend to respond to it more confidently (Yazon, 2018). Coping techniques influence a person's response and effectiveness when facing a challenge (Morales-Rodriguez, 2021). As indicated by Ackerman (2020), the body responds to every coping mechanism that a person prefers. When the students learn to handle their stress efficiently, they are more likely to have the motivation to study (Dimaunahan & Panoy, 2021). Moreover, there are eight (8) coping strategies identified by Leguizamo., (2021); later on, classified into two categories as active coping strategies: confrontive coping (acting and addressing the problem), seeking social support (seeking advice and emotional support), planful problem-solving (organizing to solve the problem), positive reappraisal (making positive interpretation and personal growth) and passive coping strategies: distancing (expecting that the problem resolves itself – includes psychological detachment), self-controlling (making actions to manage thoughts and behavior), accepting responsibility (acknowledging one's involvement in the problem), escape-avoidance (ignoring the issue by wishful thinking and behavioral efforts).

In several studies, the link between the coping strategy and academic motivation is being investigated by researchers implicitly. Likewise, studies have found that students using problem-focused coping are more likely to get motivated and perform better in their academics. Many studies state that a person who knows how to manage their stress efficiently can do better at things even in a stressful situation. Watson et al. (2021) says that students who saw themselves as being stressed with lower performance expectations and aren't motivated with poor self-confidence, most likely to experience negative than positive thoughts in their lives. On the other hand, those students who utilize problem-focused coping say that they have more outstanding achievement standards, accept more accountability for their academic results and feel more optimistic.

### ***Background of the Study.***

COVID-19's pervasive transmission in many countries worldwide was proclaimed a global public health emergency in January 2020, affecting almost every aspect of people's lives (Mahase, 2020). Therefore, various research mainly focused on related issues like coping mechanisms, mental health factors, human treatment, psychological crisis control measures, and COVID-19 prevention. Moreover, mental health has suffered as a significant consequence due to the widespread use of COVID-19. Related to the persistent pandemic condition and even on lockdown and home-stay orders, the COVID-19 pandemic negatively affects higher education. It hinders students' productivity, attention, and social interactions—all of which are important for higher education success (Emmons et al.,

2021). The condition of the COVID-19 pandemic has taken this vulnerable population to a renewed attention. The Journal of Medical Internet Research (2020) reported that students' mental wellbeing in higher education had become a rising issue. Whereas, back in the year 2019, the American College Health Association reported that college students encounter high degrees of interpersonal distress and are associated with adverse academic effects in normal circumstances. But because of recent structural changes in the educational field (e.g., sharing of resources and technological communication developments), distance education has expanded. Students are more independent, thus becoming a significant cause of their anxiety (Emmons et al., 2021). Present research results illustrate the substantial need to develop approaches and preventative measures to address college students' mental wellbeing. And because of that, researchers pay more attention to coping strategies during the COVID-19 pandemic with the challenge of having limited access of the university administration to the students in determining their coping strategies following the shift from face-to-face to distant learning.

McDonal et al. (2022) cited research about the impact of academic distress that it is acceptable to assume that as a direct result of these interventions, students may face decreased motivation for studies, increased pressure to study individually, disruption of everyday activities, and perhaps higher dropout rates. As stress levels in the community increase, the students tend to focus on traditional coping mechanisms such as relying upon their family members. However, the COVID-19 pandemic has put much greater mental pressure on students who are still feeling the stress that strongly needs further study. Presently, a report explores the effect of COVID-19 on students' learning and wellbeing (Lin et al., 2020). Around 25% of their study recorded having anxiety symptoms, which significantly related to heightened uncertainty regarding academic delays, economic implications of the pandemic, and everyday life consequences. Additionally, among the numerous educational polls conducted globally, one led by Minds (2020) found that 83% of youth participants believed that the pandemic exacerbated pre-existing mental health problems mainly attributed to school closures, lack of routine, and limited social interactions.

According to Joaquin et al. (2020), UNESCO analyzed that over 28 million students at all educational classes in the Philippines should be at home and comply with the quarantine protocols implemented since the pandemic started. As a result, students struggle with various stressful events due to the multiple responsibilities they must face with their academics. According to Dr. Joan Rifareal from the

Philippines Psychiatric Association, students' mental wellbeing issues during distance learning are complex and challenging. We need to focus on the dynamic interrelationships from several factors. There are physiological, mental, societal, as well as religious factors. Regarding these concerns, to address learners' needs in response to the high demand in tertiary education, most universities have implemented proactive continuing education policies. Educational administrators design the strategies used for online learning to make learning accessible and more efficient.

The Laguna State Polytechnic University (LSPU) follows the government to resolve the significant effects of COVID-19 on the education field. Concerning the CHED Orders, the University conducted various research to determine students' status regarding the proposed introduction of new learning approaches. To reach out for the student's welfare, the University also gathered details on students' preparation and willingness to transition into an asynchronous and synchronous learning mode (Aliazas et al., 2021). Thus, this study will explore how Social Studies students deal with academic-related stress concerning their academic motivation stemming from these perspectives.

This research sought to identify the coping mechanism and academic motivation of Social Studies students. Specifically, the goal of this study was to focus on the following questions:

1. What is the mean student-respondents assessment on the coping mechanism in terms of:
  - 1.1. active coping strategies;
    - 1.1.1. confrontive coping;
    - 1.1.2. seeking social support;
    - 1.1.3. planful problem-solving;
    - 1.1.4. positive reappraisal;
  - 1.2. passive coping strategies;
    - 1.2.1. distancing;
    - 1.2.2. self-controlling;
    - 1.2.3. accepting responsibility; and
    - 1.2.4. escape-avoidance?
2. What is the academic motivation of the student-respondents in terms of:
  - 2.1 intrinsic and
  - 2.2 extrinsic?
3. Is there a significant relationship between students' coping mechanisms and academic motivation?

## II. METHODOLOGY

**Research Design.** The researchers utilized the descriptive-correlational research design to answer the

research questionnaire. The general purpose of descriptive-correlational studies is to describe the relationship between and among variables. In this study, the predicting variable is the respondents' coping mechanism, while the outcome variable is the academic motivation of the Social Studies students.

**Population and Sampling Technique.** The respondents for this study are eighty (80) randomly selected Social Studies students from the College of Teacher Education in Laguna State Polytechnic University-San Pablo City Campus. These students are previously enrolled in the academic year 2020-2021. The researcher chose social studies majors among other major specializations to be the respondents of this study because, according to the National Council for the Social Studies (NCSS), this discipline covers units and courses dealing with psychology which is highly related to the focus of this study.

Simple random sampling is utilized for the collection of the study. This sampling approach is used in which each population participant has an equal probability as a sample. As all those prospective study participants have an equal chance of being chosen, this is the most effective sampling method. The researcher first defined the population, identified all the population participants, and then randomly selected the respondents to perform this sampling procedure.

**Research Instrument.** This study's instrument was designed based on Folkman and Lazarus's Ways of Coping Questionnaire (1988). The researcher developed a questionnaire measuring students' coping mechanisms and academic motivation. The questionnaire has two main sections: the first is a respondent profile, and the second is a survey part. The respondent profile includes demographic descriptions such as age, sex, and course/year level. The survey properly explored the respondents' response analysis to stress and its relation to their academic motivation.

The questions were constructed using Likert Scale Format. This survey form offers four options for each statement. This measure describes the respondent's extent of approval or dissatisfaction with the issue. The scale interpreted all respondents' cumulative answers to each survey questionnaire, measuring the average mean for each question.

**Data Gathering Procedure.** The researcher asked for permission to conduct a research survey at the university by sending an e-mail to the College of Teacher Education office. After signing the request letter, the researcher started to communicate with the target respondents of the study and inform them as a participant in the survey. Later, the researcher sent an online questionnaire in Google Forms

through a group message to the participants with an informed consent form to indicate that their participation was voluntary and that their answers would be confidential. The researcher gave the respondents enough time to answer the survey questionnaire for accurate information. After retrieving all completed questionnaires from the respondents, the data was later classified, tabulated, statistically treated, analyzed, and interpreted.

**Data Analysis.** After the researcher collects the results, they will be processed, organized, arranged, and tabulated. They were subjected to statistical analysis to address the research questions. The statistical tools utilized are frequency counts, percentage, mean, standard deviation, and Pearson Product Moment Correlation Coefficient. It determined the degree and extent of the connection between two variables evaluated on at least an interval scale.

### III. RESULTS AND DISCUSSION

**Table 1.** Perceived Active Coping Strategies as to Confrontive Coping Mechanism

Indicators	M	SD	VI
1. I take action to confront my problem even though I am not sure of its results.	3.29	0.62	Very Helpful
2. I express my emotion to the person or thing liable to the problem.	3.35	0.76	Very Helpful
3. I do something risky to address the problem.	2.55	0.91	Slightly Helpful
4. I manage to maintain my stand and fight for what I believe.	3.40	0.56	Very Helpful
5. I am not hesitant to tell what I think and feel about any situation.	3.10	0.70	Very Helpful
Overall	3.14	0.44	Very Helpful

*Legend: 3.50–4.00 (Very Helpful); 2.50–3.49 (Slightly Helpful); 1.50–2.49 (Slightly Unhelpful); 1.00–1.49 (Very Unhelpful).*

The concept of confrontive coping encompasses a range of personal tactics that individuals utilize to directly address and effectively handle the pressures they encounter in their life. These items function as markers of how participants perceive and actively confront stress. Surprisingly, a substantial majority of participants perceive these coping strategies as highly beneficial in dealing with the difficulties

presented by stress, especially among students studying social studies.

Fundamentally, these coping techniques are considered to be efficacious mechanisms for directly addressing stresses, so assisting individuals in preserving their overall well-being in the face of challenging situations. Nevertheless, despite the prevailing agreement regarding the efficacy of the approach, the survey results shed light on a more nuanced viewpoint. Although the majority of coping strategies are considered extremely advantageous, there is one indication that respondents see taking risks in handling stressors as just "slightly helpful".

The present study provides insight into the complex characteristics of confrontive coping mechanisms, suggesting that although most techniques are widely accepted for their effectiveness, there may exist particular ways that are regarded with a certain level of caution or doubt.

Consistent with Giacomini (2020) findings, confrontational coping is shown as a process based on self-enhancement and proactive endeavor. The concept encompasses a cognitive orientation that promotes individuals to actively address obstacles, with the aim of fostering personal development and fortitude in the midst of hardship.

**Table 2.** Perceived Active Coping Strategies as to Seeking Social Support

Indicators	M	SD	VI
1. I can speak up about my problem or concern to a trusted person.	3.50	0.66	Very Helpful
2. I ask for help from a valued relative(s) or friend(s).	3.46	0.69	Very Helpful
3. I acknowledge sympathy and advice from someone.	3.64	0.62	Very Helpful
4. I can confess my feelings to someone.	3.08	0.92	Very Helpful
5. I seek someone with whom I could talk to and discuss my problem.	3.45	0.78	Very Helpful
Overall	3.43	0.55	Very Helpful

*Legend: 3.50–4.00 (Very Helpful); 2.50–3.49 (Slightly Helpful); 1.50–2.49 (Slightly Unhelpful); 1.00–1.49 (Very Unhelpful).*

The phenomenon of seeking social support can be seen as an indicator of individuals' tendencies to seek help or

moral advice from their social network when faced with pressures in their lives. Based on the data provided in the table, it can be observed that all the statements associated with this coping component are universally perceived as "highly beneficial" by the participants. The strong agreement among scholars emphasizes the effectiveness of seeking social assistance as a coping strategy among students, emphasizing its crucial role in assisting individuals in navigating difficult situations.

The prevailing recognition of the need of seeking social support as a therapeutic approach signifies an inherent human requirement for social connection and interpersonal bonds in periods of adversity. By seeking support from reliable individuals in their social circle, students can tap into a crucial reservoir of emotional comfort, practical guidance, and ethical motivation, thus mitigating the challenges brought about by stressful circumstances.

The need of actively seeking social support extends beyond providing emotional solace, as it also serves as a vital factor in alleviating academic stress experienced by students. The study conducted by Williams et al. (2018) provides insight into the impact of a positive sense of support from acquaintances on individuals' inclination to seek new sources of support, which in turn results in a decrease in levels of academic stress. This highlights the significant impact of social support systems, in which a feeling of community and inclusion promotes the development of resilience and enables the implementation of effective coping methods.

**Table 3.** Perceived Active Coping Strategies as to Planful Problem-Solving

Indicators	M	SD	VI
1. I can take the next task at hand or move to the next step.	3.29	0.58	Very Helpful
2. I consider a change to make things right.	3.63	0.49	Very Helpful
3. I am aware of what I need to do and thus double my efforts to make it work.	3.54	0.62	Very Helpful
4. I consider different solutions to solve the problem.	3.55	0.59	Very Helpful
5. I modify some things to work out for the better.	3.59	0.52	Very Helpful
Overall	3.52	0.41	Very Helpful

*Legend: 3.50–4.00 (Very Helpful); 2.50–3.49 (Slightly Helpful); 1.50–2.49 (Slightly Unhelpful); 1.00–1.49 (Very Unhelpful).*

Table 3 presents a comprehensive analysis of the coping strategies used by individuals, with a specific emphasis on planned problem-solving methods. The results highlight the respondents' tendency to deal with problems by actively understanding their nature and developing suitable solutions. Significantly, participants had a firm conviction in the effectiveness of this coping strategy, as seen by their assurance in handling the next task or moving on to the next phase in the process. In addition, the respondents highlighted the significance of taking action to correct the situation and showed a strong understanding of the necessary measures to tackle obstacles, thus indicating a readiness to enhance their endeavors in order to attain success.

In addition, the participants recognized the need of exploring many options to successfully address issues, emphasizing their capacity to adapt and approach problem-solving situations with an open mind. In addition, the respondents expressed a willingness to adjust specific aspects of their strategy in order to maximize results, demonstrating their adaptability and ingenuity in overcoming obstacles.

The intentional utilization of problem-solving techniques, as evidenced in the research, indicates that students can successfully address instances of subpar academic performance by actively employing analytical methods or engaging in self-reflection to enhance their strategies for future achievement (Gebremarian & Asgede, 2023). This proactive attitude to problem-solving not only promotes resilience but also enables individuals to develop more efficient strategies for accomplishing their goals.

**Table 4.** Perceived Active Coping Strategies as to Positive Reappraisal

Indicators	M	SD	VI
1. I take an innovative approach to face the issue.	3.39	0.61	Very Helpful
2. I grow as a better person.	3.60	0.49	Very Helpful
3. I understand the significance of life.	3.65	0.53	Very Helpful
4. I am positive that after the adversity comes a bright tomorrow.	3.59	0.61	Very Helpful
5. I believe that nothing is impossible when you pray.	3.78	0.50	Very Helpful

Overall	3.60	0.40	Very Helpful
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*Legend: 3.50–4.00 (Very Helpful); 2.50–3.49 (Slightly Helpful); 1.50–2.49 (Slightly Unhelpful); 1.00–1.49 (Very Unhelpful).*

Table 4 provides a thorough analysis of the positive coping strategies employed by the participants, with a specific emphasis on the use of positive reappraisal techniques. These data reveal that the respondents tend to cope with stressful situations by promoting positive interpretations and personal development.

In general, the respondents unanimously agreed that the statements supplied under this aspect were highly effective in reducing stress. They emphasized their inclination to tackle obstacles with innovation, perceiving them as chances for personal advancement and expansion. In addition, the participants demonstrated a deep comprehension of the importance of life and retained a positive perspective, having faith in the potential for better days after going through challenging times. In addition, the participants highlighted the effectiveness of prayer in overcoming challenges, emphasizing the importance of faith and spirituality in their strategies for dealing with difficulties.

The findings indicate that students can effectively address their problems by adopting an adaptive approach, such as positive reappraisal, which allows them to transform these challenges into opportunities for practical and useful personal development. Stiller et al. (2019) noted that positive reappraisal is a beneficial self-regulation technique that helps to increase positive emotions and decrease stress. This highlights the significance of including adaptive coping methods in educational interventions to promote resilience and well-being among children.

**Table 5.** Perceived Passive Coping Strategies as to Distancing Coping

Indicators	M	SD	VI
1. I continue as if nothing had happened.	2.85	0.89	Slightly Helpful
2. I refrain from taking problems too seriously.	2.90	0.76	Slightly Helpful
3. I shift the topic if anyone discusses the problem.	2.41	0.98	Slightly Helpful
4. I indulge in the positive side than the negative ones.	3.34	0.76	Very Helpful
5. I urge myself to ignore the whole problem.	2.38	0.96	Slightly Helpful

Overall	2.78	0.61	Slightly Helpful
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*Legend: 3.50–4.00 (Very Helpful); 2.50–3.49 (Slightly Helpful); 1.50–2.49 (Slightly Unhelpful); 1.00–1.49 (Very Unhelpful).*

Table 5 offers useful insights into the perceived passive coping mechanisms, with a specific emphasis on separation as a coping mechanism. This coping approach is detaching oneself from the problem in order to minimize its effects.

The results indicate that although a few students perceive distancing as somewhat beneficial for managing stress, they typically carry on with their regular routines without giving much importance to their concerns. In addition, the respondents expressed that changing the subject during discussions about the problem is only somewhat ineffective, suggesting an inclination to redirect focus away from troubling matters. In addition, participants indicated a propensity to compel themselves to disregard the entire issue entirely.

Surprisingly, even if there are differing opinions on how successful distancing is as a coping mechanism, the respondents recognized the importance of combining distancing with positivity. This implies that although they may distance themselves from the problem, they do so with an emphasis on preserving an optimistic perspective.

Social studies students use distancing as a coping mechanism, choosing to apply it based on how effective they think it would be in a particular setting. This sophisticated approach implies that students are perceptive in their methods of dealing with difficulties, choosing tactics that enable them to remain open to experiences while also establishing a sense of emotional detachment.

Rintala (2023) emphasizes the importance of distance as a strategy for individuals to acknowledge their distinctiveness and create a sense of detachment from external sources of stress. This viewpoint is consistent with the research findings, which suggest that separation is not just a way to cope with difficult situations, but also a way to express oneself and establish boundaries.

**Table 6.** Perceived Passive Coping Strategies as to Self-controlling Coping

Indicators	M	SD	VI
1. I manage to hold my emotions.	3.15	0.75	Very Helpful
2. I hide the difficulty of	3.06	0.80	Very

the situation from everyone.			Helpful
3. I constrain my emotions to any conflicting situation.	3.05	0.81	Very Helpful
4. I do not allow myself to behave rashly towards an unpleasant situation.	3.35	0.75	Very Helpful
5. I restrain from too much interfering in a negative situation.	3.16	0.74	Very Helpful
Overall	3.16	0.53	Very Helpful

Legend: 3.50–4.00 (Very Helpful); 2.50–3.49 (Slightly Helpful); 1.50–2.49 (Slightly Unhelpful); 1.00–1.49 (Very Unhelpful).

Table 6 offers information about the perceived passive coping techniques, with a specific emphasis on self-control as a means of managing thoughts and behaviors in stressful situations. The results indicate that the participants generally view all the answers in this category as extremely beneficial in efficiently dealing with stress.

Respondents demonstrated a tendency to regulate their emotions by deliberately restraining them, as well as hiding the challenges they encounter from others. Furthermore, they exhibited the ability to control their emotions when confronted with conflicting circumstances, therefore avoiding impulsive or hasty actions. In addition, the participants indicated a conscious intention to avoid excessive involvement in bad events, demonstrating a thoughtful approach to handling their reactions.

These findings emphasize the importance of self-control as a coping strategy, showing its effectiveness in helping individuals remain calm and make wise decisions in difficult situations. Carnegie. (2022) highlight that persons with robust self-control demonstrate a keen understanding of their urges and possess the ability to skillfully maneuver around them.

Overall, the results indicate that participants constantly utilize self-control as a strategy for dealing with stress, showcasing a purposeful and attentive method of regulating their thoughts and actions. This highlights the significance of developing self-regulation abilities as a component of creating resilience, enabling individuals to effectively and calmly navigate through challenging situations.

**Table 7.** Perceived Passive Coping Strategies as to Accepting Responsibility Coping

Indicators	M	SD	VI
1. I am accountable for my actions.	3.71	0.51	Very Helpful
2. I am responsible for taking action for the better.	3.73	0.48	Very Helpful
3. I accept that I am the cause of the problem.	3.41	0.76	Very Helpful
4. I urge myself to commit things better next time.	3.66	0.55	Very Helpful
5. I am fully aware that it is me who decides on how to make things better.	3.64	0.53	Very Helpful
Overall	3.63	0.42	Very Helpful

Legend: 3.50–4.00 (Very Helpful); 2.50–3.49 (Slightly Helpful); 1.50–2.49 (Slightly Unhelpful); 1.00–1.49 (Very Unhelpful).

Table 7 offers useful insights into the perceived passive coping style of taking blame among the participants. This coping method is recognizing one's participation in a problem or stressful situation. The results indicate that all participants consider this coping style as extremely advantageous for properly managing stress while responding in a passive manner.

The respondents strongly believed in the effectiveness of admitting responsibility, considering it a vital measure for being accountable for their activities. They expressed a readiness to assume responsibility for their involvement in the situation, recognizing that they are accountable for instigating constructive transformation. In addition, the respondents displayed a strong dedication to acquiring knowledge from their past encounters, motivating themselves to adopt other approaches in similar circumstances in the future. They also stressed the need of acknowledging their ability to influence the result and actively working towards improvement.

The results suggest that social studies students effectively employ the coping mechanism of accepting responsibility to enhance their comprehension of their role in difficult situations and to promote problem-solving. Dmytriyev et al. (2021) emphasizes the importance of embracing accountability, which involves the ability to fulfill one's obligations and acknowledge all pertinent concerns.

In summary, the results emphasize the significance of recognizing one's participation in issues as a proactive measure to address and solve them. Through the act of

accepting responsibility, individuals showcase their accountability, agency, and dedication to personal development. These qualities are crucial for effectively managing stress and building resilience.

**Table 8.** Perceived Passive Coping Strategies as to Escape-avoidance Coping

Indicators	M	SD	VI
1. I let the problem solve on its own.	2.14	0.90	Slightly Helpful
2. I rely upon miracle in solving things	2.01	0.93	Slightly Helpful
3. I try to forget about the problem.	2.45	1.01	Slightly Helpful
4. I avoid social interactions and discussions.	2.45	0.88	Slightly Helpful
5. I wish and believe that the situation will get out of my way.	2.85	0.89	Slightly Helpful
Overall	2.38	0.71	Slightly Helpful

*Legend: 3.50–4.00 (Very Helpful); 2.50–3.49 (Slightly Helpful); 1.50–2.49 (Slightly Unhelpful); 1.00–1.49 (Very Unhelpful).*

Table 8 offers insights into the respondents' reported use of the passive coping strategy of escape-avoidance. This coping method entails the act of disregarding the situation by indulging in wishful thinking or evading any behavioral attempts to address it. The poll results suggest that social studies students generally consider this coping mechanism as minimally beneficial.

Respondents exhibited a propensity to passively wait for problems to settle on their own, relying on the prospect of a miraculous solution, and making an effort to suppress the problem from their thoughts. In addition, they conveyed an inclination to evade social engagements and discussions, while desiring and holding the belief that the situation will spontaneously resolve itself.

Although participants accepted that utilizing escape-avoidance as a coping method can be somewhat beneficial, they also noted its limits. While this passive technique may offer momentary respite, it does not make a substantial contribution to effectively managing stressful situations.

Stanisławski (2019) defines escape-avoidance as an ineffective coping strategy that only modifies the perception or encounter with stress without resolving the root problems. This emphasizes the need of acknowledging the necessity for

proactive and constructive coping mechanisms that actively tackle and resolve stressful circumstances.

Overall, although escape-avoidance may provide temporary respite, it is crucial for individuals to acknowledge its limitations and pursue more effective coping strategies that foster long-term resilience and well-being.

**Table 9.** Perceived Academic Motivation of the Respondents as to Intrinsic Motivation

Indicators	M	SD	VI
<i>I study...</i>			
1. because learning new things is fun, enjoyable, and satisfying.	3.71	0.56	Very Helpful
2. because doing learning activities is internally rewarding.	3.50	0.60	Very Helpful
3. because I feel the satisfaction of accomplishing academic activities.	3.64	0.64	Very Helpful
4. because I am fond of understanding complex concepts.	3.35	0.68	Very Helpful
5. because I feel great when I'm expressing my thoughts and ideas to others.	3.53	0.66	Very Helpful
6. because I feel joy and pride in getting academic excellence.	3.46	0.69	Very Helpful
7. because I learn to overcome my weaknesses and push my strengths more.	3.66	0.53	Very Helpful
8. because I think a university education will guide me to make a better decision in choosing a career.	3.58	0.57	Very Helpful
9. because learning new things boost my curiosity in life.	3.75	0.44	Very Helpful
10. because I learn more about personal development that would help to improve myself.	3.81	0.39	Very Helpful
Overall	3.60	0.42	Very Helpful



Legend: 3.50–4.00 (Very Helpful); 2.50–3.49 (Slightly Helpful); 1.50–2.49 (Slightly Unhelpful); 1.00–1.49 (Very Unhelpful).

Table 9 provides insight into the perceived academic motivation of social studies student respondents, with a specific focus on intrinsic motivation. Intrinsic motivation refers to the engagement in activities for the internal pleasure they bring. The replies suggest that internal stimuli have a crucial impact on enhancing morale and cultivating academic motivation among the pupils.

The most notable discovery is the prioritization of learning for personal growth as the statement with the highest rating among all the options presented. Respondents consider the act of studying to enhance their own growth as a profoundly satisfying pursuit. They derive pleasure, amusement, and fulfillment from the process of acquiring new knowledge, demonstrating a sincere eagerness for learning.

Moreover, participants experience inherent gratification from participating in educational activities and experience a feeling of achievement when finishing academic assignments. They have a strong inclination towards understanding intricate ideas and gain pleasure from expressing their thoughts and ideas to others, emphasizing the delight they experience in intellectual interaction.

Respondents derive delight and pride from achieving academic success, which serves as a key incentive. In addition, they perceive learning as a chance to identify and enhance areas of weakness and strength, demonstrating a proactive attitude towards self-improvement. In addition, survey participants hold the belief that a higher education will provide them with the essential resources to make well-informed choices regarding their careers, emphasizing the significant importance they attach to academic endeavors in the long run. In addition, they articulate how acquiring new knowledge ignites their inquisitiveness in life, showcasing a more extensive recognition of the profound impact of education.

These findings align with the research conducted by Khalalia (2015), indicating that persons who are intrinsically motivated tend to have higher academic performance, have a more optimistic perception of their academic talents, and experience reduced levels of academic stress. Therefore, the focus on internal motivators highlights the need of nurturing a sincere enthusiasm for acquiring knowledge, as it not only improves academic achievements but also helps to general happiness and individual development.

**Table 10.** Perceived Academic Motivation of the Respondents as to Extrinsic Motivation

Indicators	M	SD	VI
<i>I study...</i>			
1. because I want to get higher grades.	3.06	0.90	Very Helpful
2. because I want to be recognized as I finish my college degree.	3.25	0.85	Very Helpful
3. because I seek for my parents to be proud of me.	3.55	0.73	Very Helpful
4. because I desire praise from the people around me.	2.61	1.00	Slightly Helpful
5. because it will help me to be successful in my dream career.	3.65	0.66	Very Helpful
6. because education leads me to better career orientation.	3.64	0.60	Very Helpful
7. because I believe that education improves my competence as a worker in the future.	3.71	0.56	Very Helpful
8. because I believe that complete education will lead me to a higher-paying job.	3.48	0.78	Very Helpful
9. because I want to be more knowledgeable and skillful in getting the best workplace in town.	3.50	0.68	Very Helpful
10. because I want to have a better and stable life in the future.	3.74	0.55	Very Helpful
Overall	3.42	0.52	Very Helpful

Legend: 3.50–4.00 (Very Helpful); 2.50–3.49 (Slightly Helpful); 1.50–2.49 (Slightly Unhelpful); 1.00–1.49 (Very Unhelpful).

Table 10 depicts the reported academic motivation of the participants, specifically emphasizing extrinsic motivation, which refers to external influences that influence their academic endeavors. The responses underscore the diverse motivations that drive students to thrive academically.

Survey participants exhibit a strong aspiration to obtain higher academic scores and receive acknowledgment upon successfully finishing their university education. They

derive significant advantages from seeking acceptance and feeling proud of themselves through their parents, and they need recognition from the others in their social circle. Furthermore, they hold the belief that achieving academic excellence is crucial for attaining their employment goals and ensuring a more promising future. Education is regarded as a means to enhance career possibilities, develop skills as a worker, and access higher-paying employment opportunities. Furthermore, the participants express a desire to augment their knowledge and abilities in order to flourish in their professional environment and attain stability in their personal lives.

The results emphasize the substantial influence of external variables on students' academic motivation. Extrinsic motivation, which is impacted by the presence of rewards or incentives, acts as a valuable motivating factor by fulfilling bodily or psychological demands. These incentives serve as rewards, inspiring students to pursue academic achievement.

Malik (2017) examines the concept of extrinsic motivation and emphasizes its susceptibility to a range of rewards, encompassing both tangible and psychological factors, that stimulate distinct regulatory mechanisms. This implies that external variables have a significant impact on influencing students' academic motivation by offering them concrete objectives and incentives to work towards.

In general, intrinsic motivation arises from internal causes such as personal satisfaction and self-development, whereas extrinsic motivation is driven by external incentives and acknowledgment. Both types of motivation are crucial in fostering academic achievement and molding students' educational trajectory.

**Table 11.** Test of Correlation between Coping Mechanism and Academic Motivation in terms of Active Coping Strategies

Pair of Variables	r	p	Remarks
<b>Intrinsic Motivation</b>			
Confrontive Coping and Intrinsic Motivation	.447**	p<.001	Significant
Seeking Social Support and Intrinsic Motivation	.401**	p<.001	Significant
Planful-Problem Solving and Intrinsic Motivation	.542**	p<.001	Significant
Positive Reappraisal and Intrinsic Motivation	.576**	p<.001	Significant
<b>Extrinsic Motivation</b>			

Confrontive Coping and Extrinsic Motivation	.456**	p<.001	Significant
Seeking Social Support and Extrinsic Motivation	.458**	p<.001	Significant
Planful-Problem Solving and Extrinsic Motivation	.577**	p<.001	Significant
Positive Reappraisal and Extrinsic Motivation	.507**	p<.001	Significant

Note: \*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 11 presents the examination of the correlation between coping methods and academic motivation, with a specific emphasis on active coping techniques. The results reveal notable associations between particular coping techniques and both internal and external motivation, providing insight into the relationship between coping mechanisms and academic motivation.

Firstly, the confrontive coping mechanism exhibits a significant link with both intrinsic and extrinsic motivation, with correlation coefficients of  $r=.447$  and  $r=.456$  respectively. This implies that those who actively address problems have higher levels of motivation, both intrinsically and extrinsically, in their academic endeavors (Alkhalaf & Khasawneh, 2024).

Furthermore, the act of seeking social support is found to be a coping mechanism that is strongly linked to both intrinsic and extrinsic motivation, with correlation coefficients of  $r=.401$  and  $r=.458$  respectively. This suggests that persons who actively seek help and instruction from others are more likely to be driven by both personal satisfaction and external incentives in their academic pursuits (Ryan & Deci, 2020).

In addition, there is a significant association between planful problem-solving and both internal and extrinsic motivation, with correlation coefficients of  $r=.542$  and  $r=.577$  respectively. This emphasizes the significance of implementing proactive and methodical strategies to tackle academic difficulties, which subsequently enhances motivation on both internal and external levels (Van den Beemt et al., 2020).

Positive reappraisal is strongly correlated with both intrinsic and extrinsic motivation, with correlation coefficients of  $r=.576$  and  $r=.507$  respectively. This highlights the importance of adopting a positive mindset and optimistic perspectives in enhancing motivation in all aspects of

academic endeavor, whether they are internal or external (Li et al., 2020).

Overall data highlight the complex connection between coping methods and academic motivation, especially in respect to active coping techniques. Individuals that utilize assertive coping strategies, actively seek assistance from others, implement strategic problem-solving techniques, and participate in positive reframing are more likely to have increased levels of both internal and external motivation in their academic pursuits. This emphasizes the significance of developing flexible coping mechanisms to promote motivation and resilience in educational settings.

**Table 12.** Test of Correlation between Coping Mechanism and Academic Motivation in terms of Passive Coping Strategies

Pair of Variables	r	p	Remarks
<b>Intrinsic Motivation</b>			
Distancing and Intrinsic Motivation	.316**	p<.001	Significant
Self-controlling and Intrinsic Motivation	0.115	p<.001	Not Significant
Accepting Responsibility and Intrinsic Motivation	.432**	p<.001	Significant
Escape-avoidance and Intrinsic Motivation	-0.001	p<.001	Not Significant
<b>Extrinsic Motivation</b>			
Distancing and Extrinsic Motivation	.379**	p<.001	Significant
Self-controlling and Extrinsic Motivation	0.191	p<.001	Not Significant
Accepting Responsibility and Extrinsic Motivation	.365**	p<.001	Significant
Escape-avoidance and Extrinsic Motivation	0.086	p<.001	Not Significant

Note: \*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 12 presents information about how coping techniques and academic motivation are related, with a specific emphasis on passive coping strategies. The data reveal associations between specific coping strategies and both internal and external motivation, emphasizing the intricate relationship between coping methods and academic motivation.

Firstly, there is a strong association between remoteness and both intrinsic and extrinsic drive, with correlation coefficients of  $r=.316$  and  $r=.379$  respectively. This implies that persons who tend to emotionally disengage from sources of stress may encounter effects on their levels of

motivation, both from inside themselves and from external factors (Baqutayan, 2015).

However, self-control does not show a significant link with either intrinsic or extrinsic drive, with correlation coefficients of  $r=.115$  and  $r=.191$  respectively. This suggests that the act of regulating one's thoughts and behaviors may not have a direct impact on academic motivation in terms of internal or external factors (de la Fuente et al., 2020).

Moreover, the act of taking responsibility demonstrates a significant association with both internal and external motivation, with correlation coefficients of  $r=.432$  and  $r=.365$  respectively. This implies that individuals who assume responsibility for their choices and situations may enjoy increased levels of motivation in their academic endeavors, both in terms of personal satisfaction and external incentives.

Finally, escape-avoidance does not show a significant link with either intrinsic or extrinsic motivation, with correlation coefficients of  $r=.001$  and  $r=.086$  respectively. This suggests that individuals who use avoidance tactics to deal with stresses may not suffer substantial effects on their motivation levels, whether they are motivated by internal or external factors (Updegraff & Taylor, 2021).

Overall, these results emphasize the intricate relationship between passive coping methods and academic motivation. Certain coping techniques, including distancing and taking responsibility, are linked to increased motivation levels. However, other coping mechanisms, such as self-control and escape-avoidance, do not exhibit any significant relationships. Gaining insight into these dynamics can help guide the development of effective coping techniques that promote resilience and motivation in educational settings.

#### IV. CONCLUSION

The substantial findings indicate that the null hypothesis, which proposed no significant correlation between coping mechanisms and academic motivation among social studies students, is not supported. The statistical analysis indicates that most coping strategies have a substantial impact on both internal and extrinsic academic motivation among the participants.

The researcher highly recommends that students engage in self-assessments to choose suitable coping strategies for managing academic or personal challenges. This study proposes that the implementation of efficient stress management techniques is essential for attaining academic objectives and obtaining success. Moreover, parents are urged to create nurturing surroundings at home to assist their

children in surmounting challenges with heightened motivation. Secondary caregivers, such as teachers, can provide vital counsel and direction to establish favorable learning settings that accommodate students' requirements, since research has demonstrated that seeking social support effectively diminishes stress.

Universities can employ these research findings to create programs that enhance students' well-being, cultivating an optimistic perspective on life. Understanding the importance of stress management in academic motivation can result in enhanced performance and development for both students and educational institutions.

Future scholars might further investigate the relationship between coping techniques, academic motivation, and academic achievements. Gaining a comprehensive understanding of the importance of these variables can offer valuable insights into the ongoing impact of academic motivation on students' performance.

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