

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2021, Vol. 2, No. 6, 472 – 478

<http://dx.doi.org/10.11594/ijmaber.02.06.02>

Research Article

Coping Mechanisms of Senior High School Learners During the Covid-19 Pandemic at Goshen School of Technology and Humanities: A Case Study

Daniel Siodina Bangayan^{1*}, Florencio Ambagan¹, Maria Rio Bongabong Rosales¹, & Jimmy Bernabe Maming²

¹Goshen School of Technology and Humanities, Inc

²Institute of Tourism, Hospitality, and Management, Malay College

Article history:

Submission June 2021

Revised June 2021

Accepted June 2021

*Corresponding author:

E-mail:

danielsiodina07@gmail.com

ABSTRACT

The pandemic known as the COVID-19 brought global issues in the economy, environment, government, health, technology, and education. In the aftermath, schools around the world have been closed to control the spread of the disease that directly impacted the students, educators, and academic institutions that caused sudden disruptions to all stakeholders particularly on students. This paper explores the coping mechanisms of the senior high school learners during the disruptions at Goshen School of Technology and Humanities using a single case study. This research approach facilitates exploration of the phenomena within its context using Robert Yin's approach in the data analysis procedure to establish rigors of the research. Themes came out from the constructs of interviewees like senior high school learners who experienced anxiety, fear, mental health issues, technological, and social isolation; Covid-19 Pandemic affects the biological, psychological, and social aspects of the learners, and positive mindset, worthwhile activities, family and friends support, and daily routine are good coping strategies. The output of this study is the proposed new coping mechanism model to help the learners cope with their studies during the disruptions.

Keywords: Coping mechanisms, Senior high school learners, Covid-19 pandemic, Goshen School of Technology and Humanities, Boracay Island

Introduction

The Covid-19 pandemic brought global problems in business, environment, government, health, technology, and education. The government here in the Philippines and abroad

have closed all the educational institutions to control the spread of disease that directly impacted the students, educators, and academic institutions that brought sudden shifts from the physical classroom to virtual learning that

How to cite:

Bangayan, D. S., Ambagan, F., Rosales, M. R. B., & Maming, J. B. (2021). Coping Mechanisms of Senior High School Learners During the Covid-19 Pandemic at Goshen School of Technology and Humanities: A Case Study. *International Journal of Multidisciplinary: Applied Business and Education Research*. 2(6), 472 – 478. doi: 10.11594/ijmaber.02.06.02

disrupted many teachers and learners (Chandra, 2020). COVID-19 has spread throughout the country, with over 440,000 confirmed cases and 8,500 deaths. There is growing evidence that the pandemic, and the actions taken to control the virus, have caused severe economic and social effects. The government closed schools one month before the scheduled end of school on March 9, 2020, unnecessarily ending the school year for nearly 25 million students. As cases are still increasing, course-work remains by distance only (UNICEF, 2020). According to Walker (2021), this virus has a profound influence on our school system. The closure pushed the administrators to go online, traditional face-to-face classes to flexible learning modalities, and learners were pushed to enlist themselves in these new learning modalities. These shifts from face-to-face to flexible learning modes seem an extraordinary obstacle added burden to the administrators, teachers, parents, and learners every day. According to Branquinho, et al (2020) there are factors that standouts such as Biological Aspect in the form of headaches and muscle pains; Psychological Aspect in the form of symptoms of depression, anxiety, loneliness, longer screen time, and more substance use; and Social Aspect that are inclined to increase of family conflicts and disagreements, loss of important life moments, contacts, and social skills.

The purpose of this study is to explore the experiences of Senior High School learners during the disruptions particularly on their encountered stresses, their Gaps and Challenges, and their coping mechanisms.

The researchers are the graduating students of the Senior High School Program and faculties at Goshen School of Technology and Humanities and Malay College directly experienced disruptions conducted this study to explore the experiences of learners amidst this global disruption, the different stresses, their coping strategies, and to recommend from its gaps and challenges the proposed new model on coping mechanisms of Senior High School learners.

Objectives:

1. To explore the experiences of the Senior

High School learners at Goshen School of Technology and Humanities during the disruptions;

2. To determine the effect of stresses among Senior High School learners particularly in the areas of biological, psychological, and social aspects; and
3. To identify the coping mechanisms needed by the Senior High School learners at Goshen School of Technology and Humanities during the disruptions.

Literature Review

Barrett and Shaukat et al. (2020) revealed that a biological disaster like SARS and COVID-19 not only have a strong impact on the mental health of those individuals who are infected but also their loved ones, co-workers, and the general public. They deduced that the most frequent symptoms were fever (85%), cough (80%), fatigue (70%), chest pain (7%), hemoptysis (7%), headache (7%), and diarrhea (7%).

The World Health Organization (WHO) and Morin et al. (2020) opined that the COVID-19 Pandemic and the imposed social confinement have produced significant stress, anxiety, and worries about health and the fear of being infected, jobs, and financial problems, and uncertainty about the future. Worry, anxiety, and uncertainty are common in children, and they may include feelings that are sometimes close to those experienced by adults, such as a fear of death, a fear of their family losing, or a fear of what it means to undergo medical assistance. If schools are closed as part of necessary interventions, children will no longer have the sense of structure and excitement that the environment provides, and they now have fewer chances to be with their peers and gain the social support that is important for good mental health.

Along with this, Elmer and Ellis et al. (2020) stipulates that learner's levels of negative psychological state like anxiety, stress, boredom, loneliness, and other depressive symptoms worsen compared to pre-Covid time. COVID-19 stresses were related to more loneliness and more depression, especially for adolescents who spend more time on social media. Beyond COVID-19 stress, students experienced the

luxury of time connecting to their friends physically that help them cope with their day-to-day issues in life. During the pandemic, this connection among friends and families by the learner has been strained reason why some experienced physical, social, and psychological issues.

In consonance, Floss and Wang et al (2020) suggest that keeping a good outlook and trying to be positive would help one to flush out this endless overloads of negative or discouraging reports, illness numbers, and how it is spreading. Holding a good outlook will make you reflect on something that can give you what you need to get through the day. It is extremely relevant nowadays. Students who have a positive outlook are more likely to be resilient in the face of hardship. One should use their maturity perspective to change cognition and reduce their expectations of COVID-19 incident intensity to face and respond to COVID-19 situations courageously and flexibly.

Interestingly, the World Health Organization and Pastor et al. (2020) suggest that one should need to maintain regular routines and worthwhile activities or assist in the development of new ones in a new environment like regular exercise, cleaning, everyday tasks, singing, drawing, and other activities. Maintain daily contact with loved ones via phone, e-mail, social media, or video conference. To avoid the loneliness that could lead to psychological issues, students can benefit through the use of messaging systems, the internet, and social media. Although students recognize that their leisure preferences may not be enough to combat depression and mental illness, they are seeking other ways to combat the depressive mentality during COVID-19.

According to the Center for Disease Control and Prevention and Miller (2021), they proposed that friends are extremely important to teens and young adults and interacting with peers is beneficial activities for adolescents. For parents, If they notice that their teen is upset about being trapped at home with them, a direct conversation could be beneficial. Taking care of yourself would better equip you to care about others. It is particularly important to remain engaged with your friends and family during periods of social distancing. Helping others deal with stress through phone calls or video

chats will make you and your loved ones feel less depressed and isolated.

Chen and Suppawittaya et al. (2020) suggest that when one experiences unhealthy thoughts or feelings they should engage in at least thirty minutes of moderate exercise every day and at least twenty minutes of intense exercise every other day. Keeping up with routine physical activity and workouts at home is an essential technique for staying safe amidst the pandemic, and prolonged homestay is likely to result in increased sedentary habits, such as consuming large amounts of time on social media. Fortunately, the approach is relatively straightforward, organize healthy everyday workouts such as walking at home or to stores, alternate leg lunges, or chair squats can help one physically and psychologically sound.

Methodology

This research is a qualitative case study. A research approach that facilitates exploration of phenomena within its context using Robert Yin's approach in the data analysis procedure to establish rigors of the research. The study was conducted at Goshen School of Technology and Humanities Inc. at Boracay Island, Malay, Aklan from February 2021 to April 2021. The researchers employed Purposive Sampling in identifying the participants of this research. There were eight (8) participants being interviewed in this research. The data gathered were analyzed after every interview to immerse the researchers with the data. Research protocols were observed and followed as embodied in the research ethics throughout the research process.

Results and Discussion

The data collected from the interview that was audio recorded were transcribed. From the transcription, it was analyzed to form a pattern, identifying significant statements to form a cluster theme. The themes that come out from the narratives of the participants are:

THEME # 1. SENIOR HIGH SCHOOL LEARNERS EXPERIENCED ANXIETY, FEAR, MENTAL HEALTH ISSUES, TECHNOLOGICAL, AND SOCIAL ISOLATION

Covid-19 Pandemic does not deal only with older people but also with learners. Facing this pandemic gave every individual a roller coaster kind of emotion. Adults do have fear for they are worried about how they could overcome the situation considering the status of their family. While the adults tend to find ways on how they could survive the day-to-day chaos, the young people are very much involved too. Senior high learners who are also affected experienced to feel mental health issues as they are worried for their parents, family, and friends who are affected and will be affected by the virus. They fear being infected and that some learners can experience anxiety as they go on with their lives. They are in struggle as they are isolated physically, which means they are no longer allowed to attend their classes physically and experience actual and technological matters at school. Some learners experienced isolation as some were exposed to positive patients. In isolation, they faced the battle, and questions whether they are infected or not gave them the most fear.

THEME # 2. COVID-19 PANDEMIC AFFECTS THE BIOLOGICAL, PSYCHOLOGICAL, AND SOCIAL ASPECT

As everyone is suffering the effect of Covid-19 some high school learners showed the symptoms of the panic attack biologically and psychologically. Some experienced headaches, disturbed sleep patterns, diarrhea, chest pain, cough, and body pain as the manifestations of stress they are facing. The high school learners are very most fragile and affected by the outcome of this pandemic as they worry too much for their family and friends. This too much worry caused them to be psychologically stressed that they experienced those symptoms mentioned above.

THEME # 3. POSITIVE MINDSET, WORTH-WHILE ACTIVITIES, FAMILY AND FRIENDS SUPPORT, AND DAILY ROUTINE ARE GOOD COPING STRATEGIES.

Coping may seem to be a simple word with a deeper meaning. The word coping applies to every individual from birth to the geriatric stage of life. As everyone fights their own battle most especially in this time of the pandemic,

coping is the best word to fight all the negative thoughts, emotions, and physical struggle. The senior high school learners who experienced this pandemic learned different ways to cope with the experiences affecting their physical, psychological, and social aspects in life. Part of their ways of coping is through prayer and meditations that develop them to acquire a positive mindset. This positivity enables one learner to look up to life facing Covid-19 differently. In that way, they were able to engage in different worthwhile activities as part of their daily routine. Through them, they could spread the positivity to their family and friends as a support system in a way that this positivity will be returned to them.

Conclusions

Covid-19 affected facets of our society particularly the academe that forced them to closed their face-to-face classes to flexible learning modalities. These new modalities in learning brought efficiency, accessibility of time and space, affordability improved student attendance, and suits a variety of learning styles. However, it also brought untoward experiences to the learning communities particularly to the participants of the study. These experiences created biological, psychological, and social issues like anxiety, fear, mental health, technological, and social interaction issues.

Recommendations

It is strongly recommended that during the disruptions, learners who engaged in flexible learning must cultivate a positive mindset. Learners with a positive outlook on life are more likely to be resilient in the face of difficulties. One should use their experience viewpoint to adjust cognition and lower their perceptions of COVID-19 situation intensity to face and react to COVID-19 situations bravely and flexibly. With a positive outlook, they no longer see COVID-19-caused depression as an awful danger, but rather as a reminder that their life is out of control and a warning to resolve their obstacles and pursue a new course of meaning and purpose. Aside from a positive mindset, one should engage in worthwhile activities like engaging in better daily routines and other worthwhile activities as possible in the new

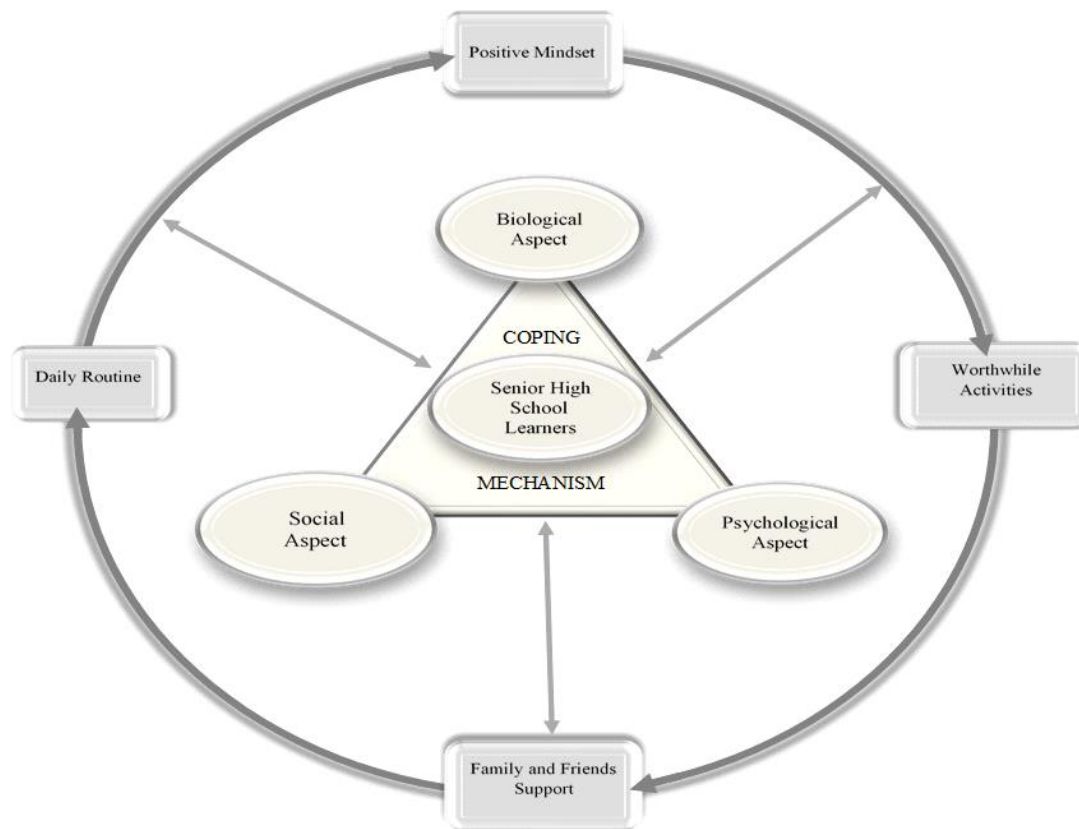
normal through regular exercise, participating in-home activities, singing and dancing, drawing, and other activities. Keep in touch with loved ones daily via phone, e-mail, social media, video conference, and the likes. For the learner to succeed in their academic journey, the full support of family and friends must be present. Teens and young adults regard friendships, and engaging with peers is essential in the developmental experiences of adolescents. A straightforward talk with learners about being trapped at home with parents and family could be helpful. Taking care of themselves will allow them to better care for others. Being connected with friends and family especially during times of social isolation is very important. Keeping up with regular daily exercise, sleep at the right time, and eat healthy foods are important techniques for staying safe and sound during the disruptions. A proposed new model for coping mechanisms of Senior High School learners amidst the disruptions is also suggested. Future research will be conducted.

References

- Barrett, D. (2020). *Dreams about COVID-19 versus normative dreams: Trends by gender*. Dreaming, 30(3), 216–221. Retrieved from: <https://doi.org/10.1037/drm0000149>
- Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13 (4), 544–559. Retrieved from: <https://nsuworks.nova.edu/tqr/vol13/iss4/2>
- Branquinho, C, Kelly, C, Arevalo, LC, Santos, A, Gaspar de Matos, M. (2020). "Hey, we also have something to say": a qualitative study of Portuguese adolescents' and young people's experiences under COVID-19. *J Community Psychol*. 2020; 48: 2740– 2752. Retrieved from: <https://doi.org/10.1002/jcop.22453>
- Centers for Disease Control and Prevention. (2021). *Coping with Stress*. Available: <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>
- Chandra, Y. (2021). "Online education during COVID-19: perception of academic stress and emotional intelligence coping strategies among college students", *Asian Education and Development Studies*, Vol. 10 No. 2, pp. 229-238. Retrieved from: <https://doi.org/10.1108/AEDS-05-2020-0097>
- Chen, P., Mao, L., Nassis, G. P., Harmer, P. et al. (2020). *Coronavirus disease (COVID-19): The need to maintain regular physical activity while taking precautions*. *Journal of sport and health science*, 9(2), 103–104. <https://doi.org/10.1016/j.jshs.2020.02.000>
- Ellis, E., Dumas, M., and Forbes, M. (2020). *Physically isolated but socially connected: Psychological adjustment and stress among adolescents during the initial COVID-19 crisis*. *Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement*, 52(3), 177-187. Available: <http://dx.doi.org/10.1037/cbs0000215>
- Elmer, T., Mepham, K., and Stadtfeld, C. (2020). *Students under lockdown: Comparisons of students' social networks and mental health before and during the COVID-19 crisis in Switzerland*. *PLOS ONE* 15(7): e0236337. Retrieved from: <https://doi.org/10.1371/journal.pone.0236337>
- Floss, S. (2020). *Keeping a positive mindset amid COVID-19 pandemic*. Sanford Health. Retrieved from: <https://news.sanfordhealth.org/coronavirus-disease-2019-covid-19/coronavirus-wellness/keeping-positive-mindset/>
- Miller, C. (2021) *Supporting Teenagers and Young Adults During the Coronavirus Crisis*. Retrieved from: <https://childmind.org/article/supporting-teenagers-and-young-adults-during-the-coronavirus-crisis/>
- Morin, C.M., Carrier, J., Bastien, C. et al. (2020). *Sleep and circadian rhythm in response to the COVID-19 pandemic*. *Canadian Journal of Public Health* 111, 654–657. Available: <https://doi.org/10.17269/s41997-020-00382-7>
- Pastor, C. K., Ventayen, T. et al. (2020). *Home Activities of Students to Counter Psychological Disturbances during COVID-19 Pandemic*. *International Journal of Psychosocial Rehabilitation*, Vol. 24, Issue 08. Available at SSRN: <https://ssrn.com/abstract=3606023> or <http://dx.doi.org/10.2139/ssrn.3606023>
- Suppawattaya, P. et.al. (2020). *Effects of Social Distancing, Self-Quarantine and Self-Isolation during the COVID-19 Pandemic on People's Well-Being, and How to Cope with It*. *International Journal of Science and Healthcare Research* Vol.5; Issue: 2. Available: http://www.inrein.com/ijshr/IJSHR_Vol.5_Issue.2_April2020/IJSHR003.pdf
- Unicef, (2020). *Providing youth a second chance to complete their education amid COVID-19 A case study on Education in emergencies in the Philippines*.

- Available: <https://www.unicef.org/philippines/stories/providing-youth-second-chance-complete-their-education-amid-covid-19>
- UNICEF (2020). The Impact of the COVID-19 Crisis on Households in the National Capital Region of the Philippines. Retrieved from: <https://www.unicef.org/philippines/media/2061/file/Final%20report>:
- Walker, K. (2021). Strategies to Support Teacher Well-Being and Retention Amid the COVID-19 Pandemic. Available: <https://www.waldenu.edu/online-masters-programs/master-of-arts-in-teaching/resource/strategies-to-support-teacher-well-being-and-retention-amid-the-covid-19-pandemic>
- Wang, M. T., and Amemiya, J. (2019). *“Changing beliefs to be engaged in school: using integrated mindset interventions to promote student engagement during school transitions,”* in Handbook of Student Engagement Interventions, eds J. A. Fredricks, A. L. Reschly, and S. L. Christenson (Cambridge, MA: Academic Press), 169–182. Available: <https://doi.org/10.1016/B978-0-12-813413-9.00012-7>
- World Health Organization. (2020). Mental health and psychosocial considerations during the COVID-19 outbreak. Retrieved from: <https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf>
- Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.
- _____. (2014). *Case study research: Design and methods*. Los Angeles, CA: Sage.

Appendix A. Bangayan, Ambagan, Rosales, & Maming Proposed Model for Coping Mechanisms of Senior High School During the Covid-19 Pandemic



The Covid-19 pandemic brought tremendous impact to every aspect of our life including the academic institutions particularly the learners all over the globe. The Senior High School of Goshen School of Technology and Humanities experienced stresses as they pursue their study during the pandemic. These stresses were identified in different aspects such as biological, psychological, and social aspects. This has dramatically altered the way

how they live, study, mingle with their classmates, friends, and family.

To cope with this phenomenon and to sustain their academic engagements, one should cultivate a positive mindset, engage in worthwhile activities, establish a better daily routine, and supports from family and friends. It is believed that the unconditional love and support of family matters to every learner's resilience and coping to any disruptions in life.