

Coping Practices of Maritime Students of Surigao in Online Learning Education

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Abstract: Presented in this study is the Coping practice of the 3rd year Maritime Students of Surigao in an online learning education. The factors that help determine the coping practices of the students are emotion-focused and problem-focused. There are 44 participants who responded to the study using the purposive random sampling technique. Each participant was sent a link to a researchers-made questionnaire using Google forms as the medium of the survey. The data gathered were analyzed by the following descriptive statistical tools: (a) frequency distribution and percentage, (b) mean and standard deviation, (c) analysis of variance (ANOVA). With this, the coping practices when it comes to emotion-focused had an average of 3.166 and was described as good. The coping mechanism when it comes to problem-focused had an average of 3.053 and was described as good. In the view of the findings and the conclusion drawn from the gathered data about what coping practices of the maritime students of Surigao, the emotion-focused has been found good when it comes to the student's coping practices while as to problem-focused, students still obtained it as a coping when facing and easing their tension. Also, the students' coping practices when using emotion-focused and problem-focused vary according to their profile variable.

Keywords: Maritime Students, Coping practices, Emotion-Focused, Problem-Focused

I. INTRODUCTION

Coping practices are techniques that people use to better control unpleasant or challenging emotions when they are stressed or traumatized. With this, the students use it to do things inside actively amidst being in quarantine with the coping practices. Coping allows them to facilitate their situation better and handle their problems with their coping strategy on how they will face them according to their preferred coping style. The crucial coping practices amidst isolation in students' homes can help them better understand themselves and deal with their problems better, giving them a quality to ease their tension and stress in the new normal. Coping is typically what most people has been using to deal with stressors, ever since the pandemic. The sudden shift has been given another way to face the problems in their home. However, the effectiveness of coping for students in the new normal may vary since not everyone has the same coping practices when dealing with their problems. For further investigation regarding to this study, this information might help in providing insight with coping in the new normal. Now that everything is online and most people, especially the students, use coping to deal with their stressors. For example, worrying about their future uncertainties and problems that they can't probably solve in the new usual set-up could significantly affect how they can deal with it. In this case, not all students have equally adjusted to this new normal. Not all students have the exact coping practices to facilitate their emotional well-being in times of uncertainty. There are so many coping that students can adopt. A student's way of coping in this new normal with emotion-focused and problem-focused can be significantly affected by this change. To further address this problem, the researcher has come up with a way to identify the student's coping practices concerning their emotion-coping and problem coping in the new standard set-up.

II. BACKGROUND OF THE STUDY

This study is anchored to the research of coping developed conducted by Gerhold entitled COVID-19: Risk perception and Coping strategies. Results from a survey in Germany. According to Gerhold, his study is a German-language version of the Ways of Coping Scale. The two stress-busting factors of modifying or removing the causes of stress are

changes a troubled person experience. In addition, the new normal is very distinct in how it handles both problems- and emotion-focused techniques. The new normal has been redefined, and now stress is inevitable in people's lives. The coping practices has switched to neutralized with this. Furthermore, Gerhold explained Germans have a problem-focused approach to coping and an emotion-focused approach. According to these theories, coping practices can boil down several strategies to the problem-focused/emotionally focused concept. Gerhold's results proved that problem-focused coping strategies are far more prevalent in the German community. Emotion-focused coping is vastly different for men and women. Men typically respond more emotionally than women. They also apply to problem-solving. Women are more apt to come up with creative solutions. With this, the researcher applied the said study to Maritime students of Surigao to prove that men on average population enrolled in the school.

The researcher used the same variables to identify the people's coping practices but only focusing on the Maritime Students of Surigao in an Online Learning Education.

Sex. This is needed for the researcher to know if the participant's sexuality, in terms of preferences, has any possible effect on their coping, as the male and female differ from the approach. Adasi et al. (2016) found support for this hypothesis in their research, according to the literature additionally, there are considerable gender disparities among the Ghanaian students.

Age. This is needed for the researcher to know if there is a substantial influence of the students' current college level towards their coping practices. It's necessary because different people have different values and characteristics base on their age.

The next dependent variable that implies the two main coping practices which are the focus of this research. It illustrates the Coping practices in an Online Learning Education. This refers to the topic being investigated and its variables to know what the coping practices of the Maritime Students is.

Emotion-Focused. This refers to the coping practices of denial, acceptance, and search for religion, positive interpretation, and emotional support. This takes care of the issue that is generating the discomfort (Algorani& Gupta, 2020).

Problem-Focused. This refers to the adaptation of active actions, suspension of competitive activities, suspension of coping behaviors and searches for social support tools. That further aims to lessen the negative feelings associated with the effects (Algorani& Gupta, 2020).

III. METHODOLOGY

This study adopts a quantitative approach which is descriptive design specifically survey method. This is appropriate because a descriptive research design can investigate one or more variables with various research methods. This will be used to determine the profile of the participants and the coping practices of the Maritime Students of Surigao in Online Learning Education. The participants of the study are the Maritime Students of Surigao Education Center. Purposive Random Sampling Technique was used as the sampling technique of gathering data for evaluation. The instrument of the study is a researcher-made questionnaire. The researcher-made questionnaire is a set of orderly arranged questions carefully prepared to answer by the participants designed to collect fact and information. The researcher-made questionnaire consists of two (2) parts. Part 1 of the questionnaire includes the participants' data in terms of sex and age. Part 2 implies the two main coping practices which are emotion-focused and problem-focused. Further, this was validated by experts in the field before it was administered to the participants

IV. RESULTS AND DISCUSSION

This chapter presents the results and discussion of the data gathered from the participants of this study. Out of the 84 participants who responded, 76 (90.48%) were male maritime students of Surigao Education Center, with 7 responded as female with (8.33%). It means that the maritime industry males are often considered dominant over females. Meanwhile, majority of the 3rd year maritime students of Surigao that out of 84 participants who responded, 47 (51.087%) were 21 years old, 25 (27.174%) were 22, 10 (10.87%) were 23. On the other hand, there are 2 (1.087%) who are 24 and 27 years old.

TABLE 1: DESCRIPTIVE STATISTICS OF THE RESPONDENTS' COPING PRACTICES (EMOTION-FOCUSED)

Indicators	Mean	SD	VI	QD
I strive to be positive with this new normal situation.	3.057	0.914	Agree	Good
I meditate to help me accept all of my experiences.	3.071	0.673	Agree	Good
I forgive those people who hurt me to reduce my stress and anger.	3.179	0.763	Agree	Good
I seek to consult with elders to improve my emotional stability.	3	0.744	Agree	Good
I trust my religion by praying to help solve my problems.	3.333	0.734	Strongly Agree	Very Good
I value every experience in my life, either positive or negative.	3.333	0.683	Strongly Agree	Very Good
I strive to avoid the use of alcohol, smoking and drugs to solve my problems.	3.143	0.907	Agree	Good
I strive to practice self-love in all circumstances.	3.298	0.803	Strongly Agree	Very Good
I accept the difficulties in my life as a challenge to solve my problems.	3.321	0.697	Strongly Agree	Very Good
I do read spiritual books to manage my problems.	3	0.711	Agree	Good
I do pray regularly to relieve from the stress.	3.238	0.77	Agree	Good
I use the internet for entertainment purposes to ease my problems, i.e., memes.	3.286	0.704	Strongly Agree	Very Good
I use social media to share positive vibes and promote mental and emotional health.	3.202	0.69	Agree	Good
I use a relaxation app to help me manage my stress such as Calm, Headspace, Sayana, etc.	2.833	0.742	Agree	Good
Overall	3.166	0.553	Agree	Good

The indicator “I value every experience in my life, either positive or negative, ended up with the highest mean of 3.333 with the standard deviation of 0.683 respectively which was verbally interpreted as strongly agree and qualitatively described as Very Good. Which means maritime students of Surigao Education Center appreciate every moment they have in the new normal. The results support the statements of Emmons says gratitude is important, but not the only thing. To put it differently, gratitude helps us overcome misfortune. Research shows that gratitude may help us deal with the new normal. Practicing appreciating regularly helps create a psychological immunity knowing you appreciate what you have, gives you more strength and less stress (The Greater Good Science Center at the University of California, Berkeley, 2021).

Meanwhile, the next indicator “I trust my religion by praying to help solve my problems” got the same results of 3.333 with the standard deviation of 0.683 respectively which was verbally interpreted as strongly agree and qualitatively described as Very Good. It means that the maritime students of SEC, when it comes to their coping practices, they opted to pray or trust God thru their specific religion. This is supported that the Religious beliefs also affect how individuals deal with stressful situations, suffering, and life problems as it enhances acceptance and one’s ability to function competently in the face of stress and adversity . Religious education reinforces religious coping, which is the use of cognitive behavioral techniques to manage stressful situations considering one’s spirituality or religious beliefs, Crystal Amiel M. Estrada (2019).

On the other hand, the indicator “I use a relaxation app to help me manage my stress such as Calm, Headspace, Sayana, etc.” got the lowest mean of 2.833 with the standard deviation of 0.742 respectively which was verbally nterpreted as Agree and qualitatively described as good. The result revealed that students utilized software to ease their emotions, especially with the conditions that they currently have. This supports the article x`bySerlachius, (2020) using mental health care apps can avoid people's anxiety and depression. At the same time, they are working towards a new routine by using the app. Implementation of well-being, easier maintenance lead-to-free activities and increase productivity. Most mental health applications include cognitive therapy, meditation, plus strategies such as goal-setting and time management to deal with stress. It can help set goals for anyone who works under strain (The American Institute of

Stress, 2020). The indicator “I strive to practice self-love in all circumstances”, ended up with the 2nd lowest mean of 3.057 with the standard deviation of 0.914 respectively which was verbally interpreted as Agree and qualitatively described as Good. This means that whatever situation the students are facing, they make sure to still take good care of themselves.

TABLE 2: DESCRIPTIVE STATISTICS OF THE RESPONDENTS’ COPING PRACTICES (PROBLEM-FOCUSED)

Indicators	Mean	SD	VI	QD
I seek advice to my family and follow it for my benefit.	3.143	0.73	Agree	Good
I listen and follow expert’s advice from online resources in solving my life problems in this pandemic.	3.107	0.712	Agree	Good
I share my problems to my friends and ask their advice even distant with one another.	2.952	0.727	Agree	Good
I ask for any support in my studies to be productive amidst this trying time.	3.095	0.67	Agree	Good
I do think of my safety against the threat of pandemic when solving my problems outside.	3.071	0.69	Agree	Good
I make an effort to change my approach when faced by the different struggles in life.	3.143	0.679	Agree	Good
I brainstorm possible solutions to apply in any problems I encountered.	3.083	0.715	Agree	Good
I use to plant vegetables or any ornamentals to detox in life then return to the problem afterwards.	2.786	0.808	Agree	Good
I maximize the support of Google and other online learning platforms to interact with one another in terms of academics.	3.071	0.655	Agree	Good
I organize and formulate insights for the task given by the teacher with the help of physical and online library.	2.964	0.702	Agree	Good
I search for probable actions with the help of internet to solve life problems.	3.012	0.768	Agree	Good
I use the social media to encourage me in facing the problems through Instagram, Facebook, Twitter, Netflix, YouTube, TikTok, etc.	3.06	0.734	Agree	Good
I take time to pause for a while by hanging out with friends and strolling somewhere as a break from the tiring and hectic schedule.	3.202	0.861	Agree	Good
Overall	3.053	0.574	Agree	Good

The indicator “I take time to pause for a while by hanging out with friends and strolling somewhere as a break from the tiring and hectic schedule” got the highest mean of 3.202 with the standard deviation of 0.861 that was verbally interpreted as Agree and qualitatively described as Good. This means that the 3rd year maritime students of Surigao Education Center took a moment of their time to hang out with friends or classmates in different places of attraction. This can be observed that most of them have motor cycle to ride around the city and to meet friends or classmates.

The indicator “I seek advice to my family and follow it for my benefit.” Obtained also the second highest mean of 3.143 with the standard deviation of 0.73 that was verbally interpreted as Agree and qualitatively described as Good. This indicates that 3rd year maritime students of SEC who have mostly lived with their parents still listen and follow the instructions for them to cope up in every situation in the time of problems and difficulties. In the same matter, students who are away from their family opted to seek advises from fellow classmates or friends who happen to be living with the same boarding house. As shown in the study by Segal (2020) when it comes to help, there is an involvement also of a family presence coping strategy. When you follow what follows, the instructions below, your family will come together. Young people cannot recognize stress and how to cope with it on their own. Parents can offer insight as well as unconditional support. If parents know what to listen for and how to converse with their children

of different ages, they can assist their children in confronting difficult issues (American Psychological Association, 2021).

On the other hand, the indicator “I use to plant vegetables or any ornamentals to detox in life then return to the problem afterwards.” obtained the lowest mean of 2.786 with the standard deviation of 0.808 that was verbally interpreted as Agree and qualitatively described as Good. This indicates that students habitually shift their attention through planting to divert themselves from their problems. It can be observed especially that during the spell of pandemic, students are also capable of planting vegetables and other related plants. As shown in the study by Scott (2020) that planting a lovely garden can be a fantastic way to de-stress. Gardening has a positive effect on stress and mood, and it isn't often thought of as the go-to stress reliever that reading is. So, it might merit a little more recognition as a stress reliever.

Lastly, data also showed that the profile of the respondents does not significantly differ on the coping mechanisms in terms of emotion-focused and problem-focused.

V. CONCLUSION

Based on the findings, the following conclusions have been drawn. Firstly, among the 3rd-year maritime students in Surigao, two predominant coping practices were identified. Emotion-focused coping was the preferred approach when dealing with emotional problems. On the other hand, Problem-focused coping was favored when facing challenges, especially those related to the ongoing pandemic and the need to adapt to the "new normal." Furthermore, the use of technology has been found to be beneficial in helping students cope with the demands of continuous functioning during quarantine. Various apps have proven to be valuable tools in assisting students with their coping mechanisms in these challenging times. Regarding Problem-focused coping, it remains a commonly employed strategy among the students, with certain advantages. For instance, seeking support from friends and elders has been noted as an effective way to address their problems and navigate the challenges of the new normal. Lastly, it was observed that students' coping practices vary based on their profiles, specifically in terms of their preference for either emotion-focused or problem-focused coping approaches.

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