COPING RESOURCES AND PROSOCIAL SELF-REGULATION OF STUDENTS

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Abstract: This study is aimed to find out the relationship between coping resources and prosocial regulation of students. This study utilized the non-experimental quantitative research design using descriptive techniques involving teachers in Sarangani District of Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2023-2024. Research instruments on coping resources and prosocial self-regulation of students were used as source of data. Using mean and Pearson-r as statistical tools to treat the data, the study showed the following results: the level of coping resources of students is high; the study found to exhibit a high level of prosocial self-regulation of students. The results of the study also confirm that there is a significant relationship between coping resources and prosocial self-regulation of students. This implies that the higher the coping resources, the higher is the prosocial self-regulation of students. Thus, the null hypothesis of no significant relationship between coping resources and prosocial self-regulation of students was rejected.

Keywords: Coping Resources and Prosocial Self-Regulation of Students, School Administration and Supervision, Quantitative Research, Philippines

1. Introduction

Students’ behavior today has been so different than in years ago. As school system upholds child protection and other policies to advance student rights, schools seem to have missed important aspect of refining behavior. Despite efforts on intensifying moral recovery, there are still a number of students who frequently listed among those who need value formation training (Blake, Piovesan, Montinari, Warneken & Gino 2015; Hardy, Bean & Olsen, 2015).

Normally, school age children, may they be in elementary of early Junior High School level, experience bullying in different forms from their classmates or school mates. While this seems a natural occurrence to witness students bully their classmates, the effect of this circumstance can be damaging at times. This experience often leads to loss of confidence or worst chronic absenteeism as school is no longer a safe space for learning. Hence, a coping mechanism must be facilitated to help students get back on track (Simões & Calheiros (2016).

Prosocial self-regulation is an important element for students to get through with their unfavorable circumstance that they experience form bullying or from anything that disturbs them. However, due to lack of it, students lost tracking the right path. The report from Southeast Asia Primary Learning Metrics (SEA-PLM) showed that 63% of Grade 5 students experienced bullying, the highest in the region. From this figure, only quite a few has been given debriefing which makes it difficult for students to cope with the experience (Parker & Fraillon, 2016).

Meanwhile, a report of the Programme for International Student Assessment (PISA) which reported that 40% of Filipino students are frequently bullied. This number is consistent with the World Health Organization (WHO) report, which showed that 40.6% of children aged 13 to 17 experience some form of bullying. The statistics is alarming enough that it should prompt schools to strengthen antibullying campaign and promote coping strategies to help students regain their inner confidence (Ray & Margaret, 2003).
In the schools and district levels, there is an average of 10 cases of reported bullying incidence at the Guidance Office weekly. This number does not include the unreported occurrence that are happening in the classrooms. Teachers usually just solve the petty bullying and never record them. These cases of proves that schools and classrooms need to be a safe learning space for students especially when the prosocial self-regulation of students become a growing concern in schools.

Despite the figure presented, schools lack the resources to establish centers to help the students as there is no available instrumental social support where students can freely communicate their feelings or get advice. Prosocial self-regulation must be made available to students regardless the nature of their experience. Schools need to ensure that the classrooms are a safe learning space where students thrive in a non-threatening environment and fosters their well-being. Hence coping resources must be at the forefront in eradicating school bullying (Williams & Berthelsen, 2017; Viglas & Perlman, 2018).

Today, the researcher has rarely come across with a study on the study regarding prosocial self-regulation in schools. It is in this context that the researcher prompted to conduct this study. The researcher believes the necessity of conducting this research will help schools promote a positive school community where students

### Research Objectives

This study aims to find out the relationship between coping resources and prosocial regulation of students. Specifically, this study sought to answer the following objectives:

1. What is the extent of coping resources of students in terms of:
   1.1 positive reinterpretation and growth;
   1.2 use of instrumental social support;
   1.3 use of emotional social support;
   1.4 acceptance, and
   1.5 planning?
2. What is the extent of prosocial regulation of students in terms of:
   2.1 keeping a promise;
   2.2 valuing others;
   2.3 refraining from physical contact with others;
   2.4 being nice to others, and
   2.5 helping others?
3. Is there a significant relationship between coping resources and prosocial regulation of students?

### Hypothesis

The null hypothesis was treated at 0.05 level of significance.

Ho1. There is no significant relationship between coping resources and prosocial regulation of students.

### 2. Methods

This study employed non-experimental quantitative research design utilizing correlational technique. A substantial proportion of quantitative educational research is non-experimental because many important variables of interest are not manipulable. Because non-experimental research is an important methodology employed by many researchers, it is essential to use a classification system of non-experimental methods highly descriptive of what we do, and which also allows us to communicate effectively in an interdisciplinary research environment.

Correlational research designs evaluate the nature and degree of association between two naturally occurring variables (Johnson, 2012). This study will find out the significance of the relationship between preponderant influence of school heads and school interpersonal dynamics.


3. Results

**Level of Coping Resources of Students**

Shown in Table 1 is the level of coping resources of students with an overall mean of 3.89 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

The result of this study is in consonance with the statement of Afshar, Roohafza, Keshteli, Mazaheri, Feizi and Adibi (2015) who stated that coping skills can help students improve their problem-solving abilities and emotional management. This will help them enhance their grades, academic achievement, relationships with classmates and family, and overall mental wellness.

Similarly, coping skills assist pupils in tolerating, minimizing, and dealing with stressful situations in life. Managing stress effectively can improve their physical and psychological well-being, as well as their capacity to function at their best (Calo, Calo & Bustamante, 2021).

For the indicator reinterpretation and growth this obtained a mean score of 4.88 or high. Such finding is corollary to the statement of Khan (2023) who stated that an optimistic outlook enhances the brain's capacity for learning and performance. Incorporating this method into many facets of life, including job, relationships, internships, and more, is crucial, not just during education (Afshar et al., 2015). Students who have a positive attitude towards the subject they are studying are more likely to remember and absorb the material they are studying, even though more effective learning naturally results in higher success (Khan, 2023).

Meanwhile, Kuncharin (2016) declared that effective coping skills enhance students' participation in class, attendance, and perseverance even in the face of failure or setbacks. They also give them a stronger, more robust sense of self, which can result in a far more positive learning environment (Yazon et al., 2018). In a similar vein, academic coping methods, including avoidance, approach, and social support, improved undergraduate students' academic performance.

For the indicator instrumental social support this obtained a mean score of 3.83 or high. This finding is in consonance with the statement of Cobo-Rendón, López-Angulo, Pérez-Villalobos and Díaz-Mujica, (2020) who believed that students' mental health can benefit from social support, and those with a high level of social support has better emotional stability as well as physical and mental health. Social support can help people deal with failures, solve difficulties, boost their self-esteem, and even manage health issues and stress. Students who believe they have adequate social support report lower levels of stress.

For the indicator emotional social support this obtained a mean score of 3.98 or high. The result of this study in consonance with the statement of Dijkstra and Homan (2016) who stated that emotional support is a crucial protective factor in dealing with life's challenges, but loneliness has been linked to a wide range of health issues such as high blood pressure, weakened immunity, cardiovascular disease, and cognitive decline. By better understanding and supporting their emotions, kids will feel more connected to school, which can have long-term protective impacts on their learning and well-being that last into adulthood.

For the indicator acceptance obtained a mean score of 3.82 or high. The finding of the study is supported by the statement of Freiha & Awwad (2020) who stated that acceptance entails admitting the unvarnished realities about ourselves and our circumstances, both good and bad, without passing judgment on ourselves. Acceptance, serves as the foundation for growth and transformation. Acceptance allows people to acknowledge their feelings and experiences without judgment. This non-resistant approach to personal events frequently results in lower levels of anxiety, despair, and stress, supporting an overall improvement in emotional well-being.
Table 1. Level of Coping Resources of Students

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Mean</th>
<th>Descriptive Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive reinterpretation and growth</td>
<td>3.88</td>
<td>High</td>
</tr>
<tr>
<td>Use of instrumental social support</td>
<td>3.83</td>
<td>High</td>
</tr>
<tr>
<td>Use of emotional social support</td>
<td>3.98</td>
<td>High</td>
</tr>
<tr>
<td>Acceptance</td>
<td>3.82</td>
<td>High</td>
</tr>
<tr>
<td>Planning</td>
<td>3.94</td>
<td>High</td>
</tr>
<tr>
<td>Overall</td>
<td>3.89</td>
<td>High</td>
</tr>
</tbody>
</table>

For the indicator planning obtained a mean score of 3.94 or high. The result of this study is supported by the statement of Gandía-Carbonell, Losilla & Viguer, (2022) who believed that planning allows us to be accountable for what we do. Planning allows us to select how to best use our resources (people, time, money, knowledge, and equipment) so that they contribute the most to reaching our objective. Planning enables us to better assess and evaluate our achievements. Creating a strong plan is essential for efficiently and effectively completing any goal. The roadmap helps you select which steps to do and in what order.

Level of Prosocial Self-regulation of Students

Presented in Table 2 are the ratings of learning potential of students. Computations revealed an overall mean score of 4.16 or very high rating indicating that the prosocial-self regulation of students are embodied in the item is always manifested. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

The result of this study is aligned with the statement that said positive social behaviors have been shown to be crucial in promoting academic achievement in the last 20 years of research on educational outcomes (Maiya et al., 2023). Students’ capacity for self-regulation, a behavioral control mechanism is a determinant of prosocial conduct. Helping others and sharing are examples of prosocial conduct that fosters positive peer relationships, classroom atmosphere, and individual development (Viglas & Perlman, 2018).

For the indicator keeping a promise obtained a mean score of 4.32 or very high.
For the indicator valuing others obtained a mean score of 4.0 or high.
For the indicator refraining from physical contact with others obtained a mean score of 4.23 or very high.
For the indicator being nice to others obtained a mean score of 4.14 or high.
For the indicator helping others with a mean score of 4.14 or high.

Table 2. Level of Prosocial Self-regulation of Students

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Mean</th>
<th>Descriptive Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping a Promise</td>
<td>4.32</td>
<td>Very High</td>
</tr>
<tr>
<td>Valuing Others</td>
<td>4.00</td>
<td>High</td>
</tr>
<tr>
<td>Refraining from physical Contact with Others</td>
<td>4.23</td>
<td>Very High</td>
</tr>
</tbody>
</table>
Being Nice to Others  
4.14 Very High

Helping Others  
4.14 High

Overall  
4.16 High

**Significance on the Relationship between Coping Resources and Prosocial Regulation of Students**

Illustrated in Table 3 were the results of the test of relationship between variables involved in the study. The overall correlation had a computed value of 0.284 with a probability value of p<0.01 which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of coping resources and prosocial regulation of students revealed a computed r-values ranging from .371 to .284 with probability value of p<0.01 which is lesser than 0.05 level of significance. Hence the null hypothesis which states that there is no significant relationship between coping resources significantly and prosocial regulation of students is rejected.

<table>
<thead>
<tr>
<th>Coping Resources</th>
<th>Prosocial Self-regulation of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LAC</td>
</tr>
<tr>
<td>PIG</td>
<td>-.155*</td>
</tr>
<tr>
<td></td>
<td>(.010)</td>
</tr>
<tr>
<td>UISS</td>
<td>-.234*</td>
</tr>
<tr>
<td></td>
<td>(.000)</td>
</tr>
<tr>
<td>UESS</td>
<td>-.056</td>
</tr>
<tr>
<td></td>
<td>(.357)</td>
</tr>
<tr>
<td>A</td>
<td>.018</td>
</tr>
<tr>
<td></td>
<td>(.764)</td>
</tr>
<tr>
<td>P</td>
<td>.018</td>
</tr>
<tr>
<td></td>
<td>(.764)</td>
</tr>
<tr>
<td>Overall</td>
<td>-0.262*</td>
</tr>
<tr>
<td></td>
<td>(.000)</td>
</tr>
</tbody>
</table>

*Significant at 0.05 significance level.

**CONCLUSION**

With considerations on the findings of the study, conclusions are drawn in this section. The study found to exhibit a high level of coping resources of students. This means that the provisions relating to coping resources of students is embodied in the item is often manifested.

The study found to exhibit a high level of prosocial self-regulation of students. This indicates that the provisions relating to prosocial self-regulation of students are embodied in the item is often manifested.

The results of the study also confirm that there is a significant relationship between coping resources and prosocial self-regulation of students. This implies that the higher the coping resources, the higher is the prosocial self-regulation of students. Thus, the null hypothesis of no significant relationship between coping resources and prosocial self-regulation of students was rejected.

The results of this study revealed that the coping resources is high. The researcher recommends (1) that the teachers may help students improve the coping resources of by integrating in the lesson various learning opportunities that will allow students to acquire skills in using of instrumental social support, using of emotional social support, acceptance, and planning.
Likewise, the researcher recommends (2) to the School Guidance Counselors that they may design school activities that will help students cultivate their growth in their coping resources. Such activities that may be done weekly or twice in a month will help students develop their coping resources skills.

The researcher also recommends (3) to students to develop their coping resources skills through regular and consistent practice. They may write a journal about their progress and indicate the situation where they were able to demonstrate their coping skills and what takeaway the student has learned.

The results of this study revealed that the prosocial self-regulation of students is high. The researcher recommends (4) that teachers and school heads may design activities that reward the students who have shown an exemplary demonstration of their prosocial self-regulation.

Similarly, teachers (5) may encourage students to show their prosocial self-regulation skills and teachers may recognize the students by posting a photo of the student who serves a model student of the week in the corner and describe what situation how the student show the prosocial regulation.

This study also reveals a significant relationship between coping resources and prosocial self-regulation of students. The researcher therefore recommends that school heads that may appraise the performance of their teacher in terms of lesson planning that integrates activities that will hone the coping resources and prosocial self-regulation skills of the students.

The researcher also recommends (6) to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to coping resources and prosocial self-regulation of students.

REFERENCES