

Struggles and Coping Mechanism of Students in an Online Learning: Paulinian Perspective

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Abstract- *The COVID-19 epidemic posed a major threat to several industries, including education. As a result, most educational institutions were forced to offer both synchronous and asynchronous learning modalities. Examining the students' ability to adapt to changing conditions is more critical than ever in dealing with the uncertainty and changing circumstances surrounding the implementation of online learning. Concerns about the efficacy, validity, and adaptability of internal quality assurance procedures prompted an abrupt shift in teaching, learning, and assessment practices because of the pandemic. This study used a descriptive quantitative technique with percentages and weighted means, as well as Pearson r correlation, t test, and ANOVA to thoroughly examine the data. The study's overall goal is to understand about students' problems and coping techniques when they're learning online. The survey included 249 high school students. Stress, burnout because of difficult requirements and activities, power outages, overburdening of teachings and activities, and a lack of physical activity that makes pupils weak and inactive in class were some of the major discoveries highlighted in terms of problems. Students used the internet to look for information, learn to accept responsibilities, and communicate openly with peers as part of their coping mechanisms. It was suggested that a variety of teaching and learning activities be used to improve physical activity by incorporating family members and significant others, and that project horizontal and vertical articulation be used to develop multidisciplinary and deeper understanding of outcomes.*

Indexed Terms- *Struggles and coping mechanism*

I. INTRODUCTION

The COVID-19 pandemic has had an immediate impact on the educational process around the world,

forcing both students and teachers to switch to an online platform. This health crisis has put a strain on teaching methods and practices, as well as the ability to assess, conduct, and evaluate students' performance. Educational institutions have closed because of the Covid-19 Pandemic. 107 countries, according to estimates, have shuttered educational institutions. It is estimated that around 862 million people are affected worldwide. This is nearly half of the student population on the planet (Bao,2020). Online education has become more popular in response to the looming shutdown of schools, colleges, and universities (Martinez, 2020). The impact on informal and non-formal education is likewise considerable. However, due to the direct connection between instructor and student, it is a well-established axiom that no pedagogical technique can ever totally replace the apex position of formal education. Following the COVID-19 incident, however, online education grew into a pedagogical movement away from traditional approaches and toward a more contemporary approach to teaching and learning (Sahu, 2020). The educational scenario of the post-COVID-19 pandemic would be difficult to manage without the widespread use of online teaching platforms.

Epidemic put various businesses, including education, at risk. As a result, most educational institutions are now required to provide synchronous and asynchronous learning options. In dealing with the unpredictability and changing circumstances surrounding the adoption of online learning, assessing students' ability to adjust to changing settings is more important than ever. Because of the outbreak, there was a dramatic shift in teaching, learning, and assessment processes due to concerns about the efficacy, validity, and adaptability of internal quality assurance procedures. The study's overall goal is to understand about students' problems and coping techniques in St. Paul University Dumaguete when they're learning online.

II. PROBLEM STATEMENT

This study was conducted to explore the Struggles and Coping Mechanisms of students in an online learning environment. Specifically, this intends to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 Sex;
 - 1.2 Age;
 - 1.3 Grade level;
 - 1.4 Occupation of parents;
 - 1.5 Household type or occupancy;
 - 1.6 Learning environment; and
 - 1.7 Family support
2. What are the perceived struggles of students in an online learning environment?
3. What are the functional coping strategies of students?
4. Does the profile of students influence the perceived struggles and coping mechanisms in an online learning environment?
5. Is there a significant difference between the perceived struggles and coping mechanisms of students when grouped according to selected profile variables?

III. LITERATURE REVIEW

According to Barrot, Llenares, and Del Rosario (2021), degree programs, age, and sex of students can all be compared to the particular problems and solutions they must deal with. Despite the study's large sample size, only undergraduate students from a Philippine university were included. To strengthen the findings, future studies may expand the learning environment to include K–12 and several higher education institutions from different geographical regions. Finally, there is no doubt that this pandemic has altered and strained the educational system. But this exceptional occurrence will make the educational system stronger and better able to fend off assaults in the future.

According to Copeland et al., students' behavioral and emotional functioning was impacted by isolation, economic/health effects, and uncertainty, particularly attention and externalizing challenges (i.e., mood and wellness behavior) (2021). Due to their social status, the pupils' responses frequently expressed anxieties

about money (i.e., poor, and middle-income group). These students frequently blamed their inability to access the Internet, educational resources, and technology for online learning for their lack of financial means. As a result, care should be taken when extrapolating the results of this study to other contexts, especially those from higher social strata.

In contrast to the previous two studies, Suryaman et al. (2020) looked on how kids learned at home throughout the pandemic. Their research showed that students in a home learning setting faced a variety of difficulties, such as a lack of technological know-how, high Internet fees, and limited student engagement and sociability. Contrary to Kapasia et al. (2020), Gonzales et al. (2020) discovered that keeping students in school during the pandemic had a considerable positive impact on their performance. These results were related to students' continual application of learning techniques, which increased their learning effectiveness. In a related study, Kapasia et al. (2020) investigated the impact of lockdown on students' academic performance. They discovered that the lockout significantly disrupted the learning of the students. Additionally, students spoke about certain challenges they encountered when taking

The results showed that there were differences in the kinds and degree of online learning problems that college students experienced. While technical knowledge and proficiency was their least difficult challenge, their learning environment at home was their biggest problem. The COVID-19 pandemic appeared to have had the biggest effect on students' mental health and the standard of their academic experience, according to the studies. The most common strategies employed by students included resource management and utilization, help-seeking, technical aptitude upgrading, time management, and learning environment control. Future research as well as classroom practice and policy are affected. Overall, the number of challenges and strategies varied from student to student. They should be considered because of the interaction of several factors. Responses from students indicate that the

Of all the online learning assignments, the students' technical knowledge and competency were the easiest for them. Given the numerous studies demonstrating Gen Z pupils' (those born after 1996) strong levels of

technology and digital literacy, this is not surprising (Barrot, 2018; Ng, 2012; Roblek et al., 2019). According to the research, COVID-19 appears to have had the greatest impact on students' online learning experiences in terms of both teaching and learning quality and mental health. In addition to the dangers posed by COVID-19, other factors that make students anxious include social and physical limitations, unfamiliarity with new learning environments, technical difficulties, and worries about financial resources. Similar results have been reported by Copeland et al. (2021) and Fawaz et al (2021).

The present study also explores how students adjust to this novel learning environment. By addressing these concerns, especially in light of the epidemic, it will become clear the range of challenges that students have in an all-encompassing online learning environment. In the meanwhile, a deeper comprehension of the strategies students take to get around difficulties would be helpful information for school administrators and teachers, enabling them to better meet students' needs for online learning. When analyzing the strategy typology in an online learning environment, this information would be helpful. Despite this, students found a number of strategies to get over the challenges they faced when learning online. For instance, students (e.g., S12, S24) talked to their families and changed schools to address issues with the home learning environment.

IV. RESEARCH METHODOLOGY

- Study Design:

To paint a thorough picture of the difficulties and coping mechanisms faced by Paulinian students in an online learning environment, the researchers used a descriptive correlational technique. It aimed to determine how the respondents' profiles related to their coping strategies and challenges. This gives the researchers the chance to test the predicted association that served as the foundation for making predictions that were then strengthened into established recommendations. The researcher administered a self-made survey questionnaire which was pre-tested to establish its internal consistency. The questionnaire was formulated based on the review of related studies and literature review. The reliability test yielded an overall Cronbach's Alpha results of .97 which is

interpreted as excellent. While 2 to 3 items on coping mechanisms were rephrase due to a low of specific item results.

Chua (2020) asserts that a survey questionnaire is useful for obtaining direct feedback from respondents regarding their individual encounters, experiences, and perceptions of a problem. With the help of the class teacher, a four-point Likert scale questionnaire was created and disseminated that investigated students' impressions of online learning's effectiveness as well as the problems with their online learning resources.

A total of 249 students from the Basic Education Department of St. Paul University Dumaguete, aged 12-19, were selected using the convenience sampling technique. This is because this study is not aimed at testing a research hypothesis to be generalized to the population but to develop an understanding (Chua, 2020) of students' perceptions about their struggles of online learning, challenges, and coping mechanisms in an online learning environment. In this study, from a total of 249 students, 165 respondents were female and 84 were male. All the respondents were coming from the different grade levels in the Basic Education Department.

- Ethical Considerations

In the study, the participants were informed that they can refuse to participate anytime during the study. The respondents had the right to understand the process prior to consenting. This is to encourage participant's autonomy and sound decision making. During the actual data gathering, the researchers assured the participants that confidentiality will be maintained. The participant's name was not associated with the gathered data. The researchers believed on the essence of confidentiality. The goal of confidentiality is to ensure privacy. Privacy is a right. The researcher exercised this right for the protection of the participants. The researchers respected the respondent's disclosures and is one measure of the researcher's trustworthiness and use of the information properly. The researcher respected those who refused or were unwilling to participate in the study. The study included limitations that may arise

on the truthfulness of the subjective responses elicited during the gathering of data.

- Data Analysis:

The data were exported into the Statistical Package for Social Sciences (SPSS) which was used for data manipulation and analysis. Specifically, the mean was used to analyze the common perceptions of respondents on struggles and coping strategies, Pearson *r* correlation coefficient for the relationship between the independent and independent variables, *t*-test, and *F* test ANOVA were used to find the difference in perceptions when respondents were grouped according to selected profile variables.

V. FINDINGS

There were 84 (33.70%) Male and 165 (66.30%) were female. It demonstrates that females made up more than half of the respondents. Eighty-eight or 35.34% under the age bracket of 12-13, while 76 (30.52%) under the age bracket ranging from 16-17, with 62 (24.90%) age bracket between 14-15, and 23 (9.24%) under the age bracket between 18-19. This indicates that responders from all year levels are distributed relatively evenly, except for senior high school students, who had the lowest participation rate. There were 63 (24.90%) grade 7 students, 50 (20.08%) were grade 8, while there were 39 (15.56%) from the grade 10, Thirty-eight (38) or 15.25% from the grade 9, and 36 (14.46%) from the grade 11, and 24 (9.64%) were coming from the grade 12. This demonstrates that respondents were fairly distributed across all year levels in the survey.

For the occupation of parents of the respondents under the study. For Father's occupation there were 45 (18.07%) who was working as private employees (skilled/semi-skilled workers), 43(17.27%) was an OFW, 28 (11.24%) without any work, 27 (10.84%) were businessmen, 24 (9.64%) skilled worker, 18 (7.23%) were public employees, 15 (6.02%) were engineers, and the rest were distributed from different fields with only few numbers of fathers responded. On the other hand, most of the mothers were plain housewives 122 (49%), Private employees/Skilled/semiskilled workers 29 (11.65%), Health Workers 22 (8.84%), there were 18 (7.23%) businesswomen, 14 (5.62%) were teachers, 13

(5.22%) were skilled workers, 11 (4.42%) Public employees, 8 (3.21) OFW, 7 (2.82%) were Self-employed, and 1 (.40%) who were Retired, Engineers, Lawyers, Fisherwoman, and Politician. This indicates that whereas mothers were primarily simple housewives with little involvement in professional employment, most fathers in the survey were skilled employees who were connected to both private and governmental institutions.

For the present location and status of learning environment of the students under the study. There were 130 (52.21%) have enough and silent space to study at home, 58 (23.29%) were living in a subdivision/ housing unit, 56 (22.49%) have limited place to study at home, while 55 (22.09%) who resides near the city, 33 (13.25%) lived near populated area, 9 (3.61%) lived near recreational parks, while 3 (1.20%) who lived beside the national highway/road. According to this, more than half of the students experience a pleasant learning environment, while more than one-fourth of the respondent's overall report having encountered a poor learning environment.

For the learning resources of the students at home. There were 167 (67.07%) with available personal laptop or desktop at home, 152 (61.04%) have enough freedom and privacy in attending classes at home, 142 (57.03%) with easy access to the internet using their own gadgets, 109 (43.78%) have separate room for studying at home, while a minimum number of students who were attending classes in the living room (66 or 25.51%) and 57 (22.89%) have enough related resources at home to support learning. This illuminates that most of the students have enough or available resources at home that supports learning.

Family support to students attending classes at home. Most of the respondents have necessary school provisions at home with 199 (79.92%), 157 (63.05%) with viable educational support, 129 (51.81%) believed that they received moral support from family members, 109 (43.78%) have open communication among family members on emotional and psychological problems, while 66 (26.51%) received assistance from older brothers and sisters in accomplishing school tasks/activities. This clarifies that students received emotional, moral,

psychological, and financial support from family members to successfully engaged with online learning.

Challenges and struggles of students in an Online learning environment

Perceived challenges and struggles of students	SD	Wx	Rank	Verbal Descriptions
Poor learning environment	.87	2.24	20th	Disagree
Distractions at home (e.g., noise)	.89	2.76	11th	Agree
Limitations in learning space and facilities.	.94	2.43	15th	Disagree
Technological literacy or difficulties in attending online classes	.90	2.75	12th	Agree
Inadequate learning resources.	.75	2.41	17th	Disagree
Limited interaction with teachers	.84	2.57	14th	Agree
The school’s existing policies and guidelines for online learning have contributed to my difficulties in attending classes.	.85	2.42	16th	Disagree
Financial related problems which bother me sometimes to be actively engaged in classes.	.90	2.28	19th	Disagree
Unstable internet connectivity	.90	2.91	6th	Agree
Electric power interruptions	.80	3.04	3rd	Agree
Unclear learning contents from our discussions.	.85	2.39	18th	Disagree
Overloaded lesson and activities	.85	3.02	4th	Agree
Limited teacher scaffolds and discussions that leads me to confusions on some topics discussed.	.87	2.61	13 th	Agree
Limited face-to-face that leads to communication gap between classmates.	.87	2.81	9th	Agree
Online classes lead to communication gap between teachers and students.	.86	2.82	8th	Agree
I always experienced conflict with home responsibilities and school requirements	.91	2.78	10th	Agree
Online classes lead to less physical health activities that makes us weak physically and inactivity in class.	.87	2.95	5th	Agree
I often experienced mental health struggles	.98	2.86	7th	Agree
I do experienced stress	.87	3.23	1st	Agree
I often felt being burnout with all the stressful requirements and activities in school.	.86	3.12	2nd	Agree
<i>Composite Mean</i>	.58	2.72		Agree

Legend:

Scale	Interval	Verbal Descriptions
4	3.25 - 4.00	Strongly agree
3	2.50 – 3.24	Agree
2	1.75 - 2.49	Disagree
1	1.00 – 1.74	Strongly disagree

Table 2 reveals the challenges experienced by the students in an online learning environment. The top five items with the highest weighted mean are: First, “I do experienced stress” (Wx=3.23 Agree), second, “I

often felt being burnout with all the stressful requirements and activities in school” (Wx=3.12 Agree), third, “Electric Power Interruption” (Wx=3.04 Agree), fourth, “Overloaded lessons and activities”, and fifth is “Online classes leads to less physical activities that makes us weak physically in class “ (Wx= 2.95, Agree). This indicates that most students thought their high workload of lessons, activities, and assignments caused stress and burnout, which resulted in physical weakness from inactivity.

Functional Coping Strategies

Functional Coping Strategies	SD	Wx	Rank	Verbal Descriptions
Open communication with family members	.87	2.86	13 th	Agree
Transferring to a quieter place	.81	3.08	6 th	Agree
Studied late night where all family members are sleeping already	1.02	2.84	14 th	Agree
Consulting with my teachers	.82	2.50	19 th	Agree
Open communication with classmates	.83	2.91	12 th	Agree
Open communication with friends	.77	3.24	3 rd	Agree
Uses the internet for search of information	.70	3.37	1 st	Strongly agree
Joining social media groups that share free resources	.86	2.12	23 rd	Disagree
I utilized resources available at home	.73	2.96	10 th	Agree
Developed feeling of acceptance to the present realities	.73	3.01	9 th	Agree
Plan future activities to prevent cramming	.77	2.96	10 th	Agree
Seek emotional support from family members, relatives, classmates, friends, etc.	.91	2.75	20 th	Agree
Age	.81	3.21	5 th	Agree
Sharing of emotions to others	.95	2.73	17 th	Agree
Improve time management	.80	3.02	8 th	Agree
Develop help-seeking attitude	.79	2.78	15 th	Agree
Learn to accept responsibility	.63	3.34	2 nd	Strongly agree
Maintaining humor, a greater strength	.71	3.23	4 th	Agree
Engaging into recreational activities to boost my physical and psychological well-being to manage stress from school.	.85	2.94	11 th	Agree
I resort to substance use, going out with friends, and engaging to other vices	1.00	2.41	20 th	Disagree
Denial or refusal to engage myself in school,	.84	2.20	22 nd	Disagree
I learn to separate myself with all the school responsibilities and do nothing	.90	2.23	21 st	Disagree
I learn to divert my attention to other things rather than thinking of schoolwork which are beyond my comprehension	.85	2.53	18 th	Agree
I always blame myself of not doing my best	.91	3.07	7 th	Agree
<i>Composite Mean</i>	.83	2.85		Agree

Table 3 reveals the functional coping strategies of the students in an online learning modality. The top five indicators with the highest weighted mean are the following: First, “Uses the internet for search of information” (Wx= 3.37, Strongly Agree), second “Learn to accept responsibility” (Wx=3.34, Strongly Agree), third “Open communication with friends” (Wx=3.24, Agree), fourth “Maintaining humor a greater strength” (Wx=3.23, Agree), and fifth is

“Deepens’ ones prayer life” (Wx=3.21, Agree). This shows that students used the internet to supplement their knowledge and develop a deeper understanding of the lessons. They also demonstrated a responsible attitude and built strong friendships that helped them maintain their good spirits and happiness. Finally, they used prayer as their greatest source of strength to overcome challenges during the pandemic.

Test of significant relationship between the selected profile variables and the challenges/struggles and coping mechanism

Variables		Pearson Correlation (<i>r</i> value), Chi-square (<i>x</i> ² -value)	<i>p</i>	Strength of Relationship	Remarks	Decision Rule
Dependent	Independent					
Struggles	Age	<i>r</i> = .42	.00	Moderate	Significant	Reject Null
	Sex	<i>x</i> ² =9.17, <i>c.v.</i> =7.81, <i>d.f.</i> =3	.03	Dependent	Significant	Reject Null
	Grade Level	<i>x</i> ² =60.50, <i>c.v.</i> =31.41, <i>d.f.</i> =21	.00	Dependent	Significant	Reject Null
	Father's Occupation	<i>r</i> = -.02	.74	Negligible	Not Significant	Failed to Reject Ho
	Mother's Occupation	<i>r</i> = -.15	.02	Substantial	Significant	Reject Null
	Positive Learning Env.	<i>r</i> = -.12	.05	Substantial	Significant	Reject Null
	Poor Learning Env.	<i>r</i> = .17	.00	Substantial	Significant	Reject Null
	Positive Learning Resources	<i>r</i> = -.12	.07	Negligible	Not Significant	Failed to Reject Ho
	Lack of Learning Resources	<i>r</i> = .16	.01	Substantial	Significant	Reject Null
	Family Support	<i>r</i> = .10	.12	Negligible	Not Significant	Failed to Reject Ho
Coping Mechanism	Age	<i>r</i> = .16	.01		Not Significant	Failed to Reject Ho
	Sex	<i>x</i> ² =.64, <i>c.v.</i> =5.99, <i>d.f.</i> =2	.72	Independent	Not Significant	Failed to Reject Ho
	Grade Level	<i>x</i> ² =34.68, <i>c.v.</i> =23.68, <i>d.f.</i> =14	.002	Dependent	Significant	Reject Null
	Father's Occupation	<i>r</i> = .01	.88	Negligible	Not Significant	Failed to Reject Ho
	Mother's Occupation	<i>r</i> = .005	.94	Negligible	Not Significant	Failed to Reject Ho
	Positive Learning Environment	<i>r</i> = -.06	.37	Negligible	Not Significant	Failed to Reject Ho
	Negative Learning Environment	<i>r</i> = -.01	.87	Negligible	Not Significant	Failed to Reject Ho
	Positive Learning Resources	<i>r</i> = .09	.17	Negligible	Not Significant	Failed to Reject Ho
	Learning Resources	<i>r</i> = -.08	.19	Negligible	Not Significant	Failed to Reject Ho
	Family Support	<i>r</i> = .08	.19	Negligible	Not Significant	Failed to Reject Ho

Table 4 reveals the significant relationship between the perceptions of students on the challenges and coping mechanism to the profile variables. There is a positive correlation between the Age, *r*(249)=.42,

p=.00, Sex, *x*²=9.17, *df*=3, *p*=.03, Grade Level, *x*²=60.50, *df*=21, *p*=.00, Mother's Occupation, *r*(249)=-.15, *p*=.02, Positive Learning Environment *r*(249)=-.12, *p*=.05, Poor Learning Environment

$r(249) = .17, p = .00$, Lack of Learning Resources $r(249) = .16, p = .01$. This means that factors like sexual orientation, academic standing, learning environment, and resources can all have an impact on how difficult things are for a person. With the help of these crucial variables, the development of academic experience can be tracked both positively and negatively. While

functional coping strategies of students is dependent with Grade Level, $\chi^2 = 34.68, df = 14, p = .002$. This clarifies how dealing with problems and obstacles associated to school life might affect coping mechanisms, depending on maturity level.

Test of Significant Difference on the Struggles and Coping strategies when grouped according to selected profile variables

Dependent	Variables Independent	t-test (t-value) and F-test Anova (F-value)	p	Remarks	Decision Rule
Struggles	Age	$F = 7.59, df = 9$	.00	Significant	Reject Ho
	Sex	$T = -1.92$	.06	Not Significant	Failed to Reject Ho
	Grade Level	$F = 10.81, df = 7$	.00	Significant	Reject Ho
	Father's Occupation	$F = .96, df = 15$	.50	Not Significant	Failed to Reject Ho
	Mother's Occupation	$F = 2.03, df = 14$	.02	Significant	Reject Ho
	Positive Learning Environment	$F = 2.70, df = 3$	.05	Significant	Reject Ho
	Negative Learning Environment	$F = 3.37, df = 3$	.02	Significant	Reject Ho
	Positive Learning Resources	$F = 2.02, df = 5$	.08	Not Significant	Failed to Reject Ho
	Learning Resources	$F = 6.75, df = 1$	.01	Significant	Reject Ho
	Family Support	$F = 2.16, df = 4$	.07	Not Significant	Failed to Reject Ho
Coping Mechanism	Age	$F = 3.13, df = 9$	.00	Significant	Failed to Reject Ho
	Sex	$T = -1.15$	.25	Not Significant	Failed to Reject Ho
	Grade Level	$F = 6.99, df = 7$	.00	Significant	Reject Ho
	Father's Occupation	$F = 1.39, df = 15$	.16	Not Significant	Failed to Reject Ho
	Mother's Occupation	$F = 1.12, df = 14$	.34	Not Significant	Failed to Reject Ho
	Positive Learning Environment	$F = 1.51, df = 3$	.21	Not Significant	Failed to Reject Ho
	Negative Learning Environment	$F = 1.42, df = 3$	.24	Not Significant	Failed to Reject Ho
	Positive Learning Resources	$F = .43, df = 5$	.83	Not Significant	Failed to Reject Ho
Learning Resources	$F = 1.72, df = 1$	.19	Not Significant	Failed to Reject Ho	
Family Support	$F = 2.12, df = 4$	.08	Not Significant	Failed to Reject Ho	

Table 5 indicates the test of significant difference on the struggles and coping strategies when grouped according to selected profile variables. Students have different perceptions on struggles when they are grouped according to Age $F = 7.59, df = 9, p = .00$, Grade Level $F = 10.81, df = 7, p = .00$, Mother's occupation $F = 2.03, df = 14, p = .02$, Positive learning environment $F = 2.70, df = 3, p = .05$, Negative learning environment $F = 3.37, df = 3, p = .02$, and Learning resources $F = 6.75, df = 1, p = .01$. Since competences and requirements will get more complicated as students advance in their academic careers and as they become older, it follows that students' views of the severity of

their struggles will vary depending on their academic level. Since mothers' presence and absence affect students' academic success, mothers' occupation will also result in a variety of opinions about struggles. Furthermore, since students have different ways of doing tasks with or without the aid of learning resources and a supportive learning environment, the learning environment and resources will likewise give rise to a variety of viewpoints.

VI. DISCUSSIONS

Majority of the students in this study have had positive learning environments and assistance from family members in terms of parental support and the type of learning environment they have experienced. Most students have adequate or readily accessible resources at home that assist learning, and they also have the financial, emotional, moral, and psychological support of their families to successfully engage in online learning. Students continued to encounter difficulties and obstacles when participating in online learning notwithstanding these realities. The following are the top five difficulties or struggles: *"I did experience stress," "I frequently felt being burnt out with all the stressful requirements and activities in school," "Electric power interruption," "Overloaded lessons and activities," and "Online classes lead to less physical activities that makes us less healthy."* This shows that most students believed their heavy workload of classes, extracurriculars, and homework generated stress and burnout, which led to physical exhaustion from inactivity.

The top five responses when it came to coping mechanisms were: *"Uses the internet for information search," "Learn to take responsibility," "Open communication with friends," "Maintaining humor a higher power," and fifth is "Deepens' one's prayer life."* This demonstrates how students supplemented their knowledge and gained a greater comprehension of the teachings by using the internet. Additionally, they showed a responsible attitude and formed lasting friendships that helped them keep their positive attitudes and contentment. Finally, they found the greatest source of strength during the pandemic in prayer.

Factors including sexual orientation, academic grade level, learning environment, and resources can all influence how tough things are for a person, which can be used to evaluate the relationship between struggles and coping mechanisms to the profile. These important factors can be used to track both positive and negative changes in academic experience. Depending on one's degree of maturity, dealing with issues and challenges related to school life may have an impact on coping techniques.

For the test of significant difference, it follows that students' perceptions of the severity of their challenges will change based on their academic level because competencies and requirements grow more difficult as students become older and advance in their academic careers. Moms' occupation will also result in a diversity of ideas regarding problems because mothers' presence and absence have an impact on students' academic progress. The learning environment and resources will also give rise to a range of opinions since students have different ways of completing tasks with or without the help of learning resources and a supportive learning environment.

Addressing the challenges and struggles encountered by students

Students have the financial, emotional, moral, and psychological support of their families to successfully engage in online learning despite the adequate learning resources at home. Even though these facts, students still encountered challenges and barriers when engaging in online learning. To address these realities, teachers *should incorporate varied pedagogical methods and improvise aspects of the curriculum that creates learning entertaining.* Teachers *should build vertical and horizontal articulation that permits cross-disciplinary projects and performances,* resulting in products and projects that are useful or beneficial for a variety of disciplines. While enabling them to *engage in outdoor activities with family,* accomplish tasks that lead to *physical activities* involving family members, and engage in *private social media conversations with friends and classmates, kids can socialize.* Finally, to continue drawing strength from prayer during the pandemic.

CONCLUSION

In conclusion, despite having sufficient learning resources at home, students still ran into difficulties and roadblocks when using online learning tools. Teachers should use a variety of pedagogical techniques and improvise curriculum elements to address these realities and make learning enjoyable. To produce products and projects that are useful or advantageous for several disciplines, teachers should develop vertical and horizontal articulation that allows

for cross-disciplinary projects and performances. Student can socialize through engaging in private online conversations with friends and classmates, exercising outdoors with their families, and performing tasks that lead to these activities. Lastly, to continue turning to prayer throughout the pandemic for strength.

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