

## Level of Resilience and Coping Strategies of Senior High School Students: Basis for Guidance Intervention Plan

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**ABSTRACT:** This study explores the relationship between the level of resilience and coping strategies of Senior High School students in Bacayon National High School in the Division of Bohol, serving as the foundation for the formulation of a Guidance Intervention Plan (GIP). Specifically, it examines the demographic profile of respondents, evaluates the students' level of resilience in terms of positive acceptance, tolerance, personal competence, control and spiritual influences and students' level of coping strategies in terms of problem focused, emotion focused and avoidant based on demographic factors. The study uses a descriptive-quantitative research design, with survey questionnaires as the primary data-gathering instrument. The findings reveal that students generally demonstrated a high level of resilience, with spiritual influences and personal competence as the strongest domains. Problem-focused and emotion-focused coping were frequently used, while avoidant coping was low. A significant relationship between resilience and coping strategies was also found, indicating that higher resilience is associated with more adaptive coping. The study concludes that while students exhibit strong resilience and coping, certain areas need improvement. Based on these findings, the study formulated a Guidance Intervention Plan to enhance resilience and promote adaptive coping strategies among all students. The intervention is holistic, addressing both strengths and areas for improvement, rather than focusing only on deficits. All domains should be sustained, strengthened, and consistent across all students. This GIP can provide proactive support that enhances students' ability to manage stress and succeed both academically and personally.

**KEYWORDS:** resilience, coping strategies, guidance intervention plan

### I. INTRODUCTION

Around the world, growing attention has been directed toward the mental health and well-being of adolescents. The World Health Organization (2023, 2025) reports that stress, anxiety, and symptoms of depression keep rising among youth. So mental wellness has become a global concern in education, not just something to deal with later. Schools are now seen as key spaces for fostering resilience, meaning the capacity to adapt in a constructive way even when things go badly, and for teaching coping strategies that help students handle stress, recover from challenges, and hold onto motivation. Internationally, several educational systems have moved toward preventive and developmental guidance programs that do more than just fix problems. They also strengthen students' inner resources before crises occur (Masten & Motti-Stefanidi, 2020; Ungar & Theron, 2020). In the Philippines, the same concern shows up in the Department of Education's strengthened advocacy for learner mental health and well-being, especially through the School Mental Health Program and the recent memoranda that stress proactive, comprehensive guidance services. But even with these efforts, many school guidance programs still work mostly in a reactive manner, and support comes only when students actually come forward with problems (Abendan, 2024). This limited approach, as noted by researchers such as Toledana et al. (2024), often fails to build students' resilience or teach adaptive coping before stressors even show up. The concern feels even more urgent for senior high school learners, because they are dealing with rising academic expectations, transitions between strands, and preparation for college or employment (Fillomena & Maravilla, 2020). Related studies suggest that Filipino adolescents often struggle to balance school, family, and personal responsibilities, and that imbalance then leads to stress, anxiety, and weaker emotional steadiness (Baligod, 2024; Sorillano & Aguda, 2019). Empirical evidence also indicates that adolescents with lower resilience tend to have less effective coping mechanisms, so they become more exposed to emotional distress. Xu et al. (2023) found that young people with suicidal ideation show reduced problem-solving ability and lower resilience, highlighting how closely coping skills connect to mental health outcomes. In the Philippine setting, Reyes and Castillo (2022) and Tiamzon (2021) emphasized that resilience is a major factor in students' emotional regulation, motivation, and even academic

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performance. Because of that, reinforcing resilience and equipping adolescents with adaptive coping strategies are not only psychological aims, but also real educational priorities that support overall student development. Within this national picture, Baclayon National High School in Bohol seems to face a similar situation. The guidance and counseling unit in the school usually becomes active only when students voluntarily seek help, often after difficulties have already appeared. Based on local observations, the guidance office tends to operate mainly when students request counseling, and once those sessions are finished there is no clear systematic follow-up or preventive program set in place. Most of the students who approach the guidance office are senior high school learners, and they usually consult about stress connected to academics, family concerns, and personal issues. Students in other grade levels rarely visit the guidance office, even if the school serves both junior and senior high levels. Taken together, this pattern points to the idea that senior high school learners may be experiencing higher levels of stress, yet they do not have structured chances to build resilience or learn coping skills before problems intensify. So, the local context in Bohol mirrors a wider national and global challenge, basically shifting school-based guidance from being problem-focused to growth focused. It should be the kind that cultivates proactive coping and emotional strength among learners, not just crisis intervention after problems get serious. By looking at the level of resilience and the coping strategies of senior high school students, this study tries to address that gap. It also aims to produce quantitative evidence that can guide a Guidance Intervention Plan meant to improve adaptive coping among students who show low resilience. In the end, this study imagines guidance services becoming an empowering platform that builds psychological readiness, rather than just responding to emergencies. By learning how resilient students are, what coping strategies they use, and how those strategies relate to the daily stressors they face, the research hopes to support improvements in local guidance practices in Bohol, while also strengthening the national effort toward mental health promotion in schools. In the process, it intends to keep the spirit of education alive—education that supports not only academic achievement but also emotional strength, so every learner can rise above adversity with courage, hope, and resilience.

### **Research Question**

This study aims to determine the level of resilience and coping strategies among Senior High School students of Baclayon National High School. It seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. grade level;
  - 1.4. strand?
2. What is the level of resilience of the respondents in terms of:
  - 2.1. personal competence;
  - 2.2. tolerance of negative affect;
  - 2.3. positive acceptance of change;
  - 2.4. control; and
  - 2.5. spiritual influences?
3. What coping strategies do students most commonly use when facing academic or personal stress in terms of:
  - 3.1. problem-focused coping,
  - 3.2. emotion-focused coping, and
  - 3.3. avoidant coping?
4. Is there a significant difference in the level of resilience of the students when grouped according to profile?
5. Is there a significant difference in the coping strategies of the respondents when grouped according to profile?
6. Is there a significant relationship between the level of resilience and coping strategies of the respondents?
7. Based on the findings of the study, what guidance intervention plan may be proposed?

### **II. SCOPE AND LIMITATION OF THE STUDY**

This study focuses on examining the factors affecting the enrollment rate in the Technical-Vocational-Livelihood (TVL) track among Senior High School students in Pasig City. The research seeks to identify how students' demographic characteristics, level of readiness, and various influencing factors shape their decision to pursue or not pursue the TVL track. The ultimate goal is to develop a Strategic Framework for Program Enhancement that will support schools and education stakeholders in increasing the attractiveness and enrollment rate of TVL programs.

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The study will cover selected public and private Senior High Schools in Pasig City that offer the TVL track. The respondents will primarily include Grade 10 students who are in the process of selecting a Senior High School track, as well as a few TVL track students and teachers who can provide contextual insights into existing perceptions, readiness levels, and school conditions. This selection ensures that the perspectives of both potential and current TVL students are represented in the study.

The study focuses on three key variables: Demographic Profile — including age, sex, academic performance, and access to school resources; Level of Readiness — covering personal, social, communication, and technical skills; and Influencing Factors — such as personal interest, family influence, peer influence, and perceived job opportunities.

A validated survey questionnaire will serve as the primary instrument for data gathering. The data collected will be subjected to descriptive and inferential statistical analyses to determine relationships between the identified factors and the enrollment rate in the TVL track.

However, the study is subject to certain limitations. First, it will be limited to selected schools in Pasig City, and therefore, the findings may not fully represent the experiences or perspectives of students in other cities or regions with different economic and educational contexts. Second, the study relies mainly on self-reported data from students, which may be influenced by personal bias or limited understanding of the TVL program. Third, the study employs a quantitative research design, focusing on measurable factors rather than in-depth qualitative insights that could further explain students' motivations or barriers.

Despite these limitations, the study is expected to provide valuable insights into the determinants of TVL track enrollment in Pasig City. The findings will help school administrators, teachers, career guidance counselors, and policymakers design effective strategies to promote the TVL track, strengthen student readiness, and align program offerings with local labor market needs and employment opportunities.

### FRAMEWORK

This study is anchored on the Input-Process-Output (IPO) model, which clearly illustrates how the interplay of student profiles, resilience, and coping strategies can be analyzed to design interventions that are evidence-based and contextually relevant to Filipino senior high school learners.

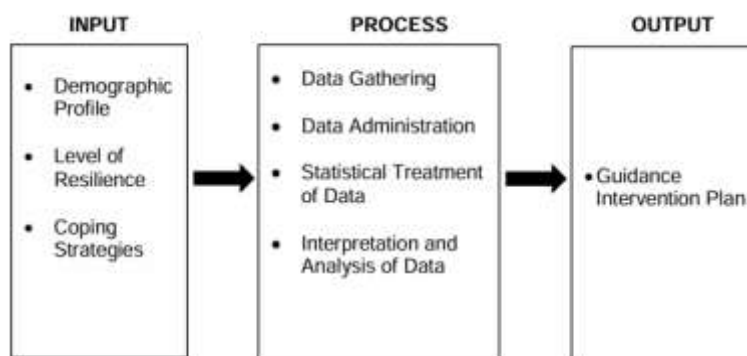


Figure 1. Research Paradigm  
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The Input of the study has three components, more or less. To start with, it looks at the profile variables of the respondents, like grade level age sex, and strand. These demographic characteristics matter because they can shape how adolescents deal with stress , and also how they get coping resources. For example, grade level 8 can hint at transitional pressures (Grade 11 is more about adjusting into senior high school, while Grade 12 is preparing for higher education or employment), and age differences may show how students vary in maturity when it comes to stress appraisal, plus how they manage it. Sex also stays relevant, because males and females usually show somewhat distinct coping styles. Then, strand placement can influence resilience and coping needs too, since academic workload and future orientation can differ from one strand to another. Second, the input includes the respondents' level of resilience, which is measured using the Connor–Davidson Resilience Scale (CD-RISC). This tool includes personal competence, tolerance of negative affect, positive acceptance of change, control, and spirituality. Third, the input involves the coping strategies the students use, measured through the Brief COPE Inventory and grouped into problem-focused, emotion-focused, and avoidant coping. Altogether, these inputs capture the basic profile and psychological resources of the learners. The Process, on the other hand, covers the methodological and statistical steps used to see how the identified inputs relate with each other. A descriptive correlational research design will be used to look at existing conditions and associations between resilience and coping strategies, while also checking differences across the students' profile variables. Data will be collected using standardized questionnaires given to senior high school students of Baclayon National High School. After that, the

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results will go through descriptive statistics (frequency, percentage, mean, and standard deviation) to describe distributions and levels. Then, t-tests will be used to check group differences, and Pearson's  $r$  will test the correlation between resilience and coping strategies. Reliability analysis will be applied, so the instruments used stay consistent and are valid within the Philippine setting. The Output of the study is a Guidance Intervention Plan that aims to enhance adaptive coping among students with low resilience. The plan will be designed based on the results and it's meant to help school counselors, teachers, and administrators carry out proactive, evidence-based support programs. Since the focus is really on strengthening adaptive coping for students who are low in resilience, the intervention plan addresses real school needs, particularly in supporting learner well-being and resilience when academic and personal challenges come up. In general, by following the IPO model, the study connects the characteristics of the students as input, the analytical procedures as process, and the recommendations as output. This gives a fairly clean route from research to actual practice, helping link empirical findings with workable school-based guidance interventions for Filipino adolescents, even when the setting is complex and every day.

### Research Design

This study will utilize a descriptive–correlational quantitative research design to look into how resilience relates with coping strategies among senior high school students at Bacayon National High School during School Year 2025–2026. In short, this descriptive–correlational design is a non-experimental quantitative way of working, it lets researchers measure the variables as they naturally show up, describe their present levels, and check the nature and strength of the associations between them, without doing any kind of manipulation or added intervention. This design is also quite common in educational and psychological research, because it helps in seeing patterns and even possible predictive relationships, which later can guide program development and policy (Clarete et al., 2023).

### Research Instrument

This study will use two standardized tools, the Connor- Davidson Resilience Scale (CD-RISC-10+2) and the Brief COPE Inventory, plus a structured profile questionnaire to get the respondents demographic and psychosocial variables. The choice of standardized and well-tested instruments helps make sure resilience and coping strategies are measured in a steady way, fairly dependable, and still comparable with earlier local and international studies. Both instruments are accessible for academic use, and they have been used a lot in educational, psychological, and counseling settings. Because of that, they fit well for examining resilience and coping constructs among Filipino senior high school students. The Connor-Davidson Resilience Scale (CD-RISC-10+2), originally built by Connor and Davidson (2003) then later adjusted into shorter forms, will be used to check resilience levels. The 12-item version was picked because it has strong psychometric traits, it is short, and it works across cultures. It looks at resilience through five major dimensions that match this study's structure: personal competence, tolerance of negative affect, positive acceptance of change, control, and spiritual influences. Each item gets rated on a 5-point Likert scale from 0 ("not true at all") to 4 ("true nearly all the time"), and higher overall scores point to stronger resilience. Recent confirmations of the scale's reliability and factorial steadiness in adolescent groups, including non- Western settings (Notario-Pacheco et al., 2021; Rai & Khanal, 2021) make it more convincing. Also, because it is brief, it works well for school-based research, so students are less likely to get tired or lose focus while answering, but the measurement stays accurate. Meanwhile, the Brief COPE Inventory, developed by Carver (1997), will be used for students coping strategies. This 28-item instrument looks at many coping behaviors through 14 two-item subscales. For this study, those subscales will be arranged into three broad groupings that match resilience and coping research: problem-focused coping (e.g., active coping, planning, instrumental support), emotion-focused coping (e.g., positive reframing, acceptance, emotional support, humor), and avoidant coping (e.g., denial, self-distraction, behavioral disengagement, self-blame). The items are rated on a 4-point Likert scale from 1 ("I haven't been doing this at all") to 4 ("I've been doing this a lot"), and the study will average the scores within each category. The Brief COPE has shown strong internal consistency and factorial credibility among adolescents in varied cultural conditions (Eisenberg et al., 2022; Zhou et al., 2020). Its setup also helps researchers separate coping approaches that may be more adaptive from those that could be more maladaptive, which is useful when analyzing how students respond to academic and personal stressors. Additionally, the researcher will create a structured profile questionnaire to gather data for the four main profile variables listed in the Statement of the Problem: grade level, age, sex, and strand. These demographic details are important for comparing groups and seeing how resilience and coping strategies differ across categories of students. Using the CD-RISC-10+2, Brief COPE, and the profile questionnaire will let the study capture a fuller picture of resilience and coping strategies among senior high school students. The CD-RISC-10+2 offers a dependable way to measure resilience dimensions, the Brief COPE sorts coping strategies into categories that tend to be adaptive versus maladaptive, and the profile sheet places these psychological ideas into the everyday realities of Filipino adolescents. In combination, these tools are expected to produce solid data that helps identify resilience predictors of coping, which can guide the creation of relevant evidence-based guidance interventions. Actually, the Connor-Davidson Resilience Scale (CD-RISC) paired with Brief COPE has

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already been used in recent studies to assess resilience and coping among adolescents and students at the same time. For example, in one multi instrument study with undergraduate health-profession students, the researchers administered CD-RISC together with Brief COPE to see how resilience connects to coping patterns and educational results. The authors clearly mention that they used CD-RISC to measure resilience and Brief COPE to profile coping strategies within the same sample (Findyartini et al., 2021). In the Philippine setting, a 2024 paper in Silliman Journal involving junior high school learners used the CD-RISC-10 alongside Brief COPE to estimate resilience 57 and identify how students cope (like active coping, planning, and religious coping). It also shows that the two tools can be paired in secondary-school environments in a practical way (Eumague, 2024). These prior works back up the present study's methodological choice to combine CD-RISC (for the students resilience level) and Brief COPE (for determining the predominant coping strategies). They also show important gaps the current research tries to address. First, most combined-tool studies focus on college or junior-high groups, so evidence that is specifically about senior high students (Grades 11-12) is still quite limited. Second, as of now, there does not seem to be any published Philippine study that has used this pairing in Bohol or used the results to craft a localized guidance intervention plan, especially in response to what is often described as a reactive school guidance approach. Because the current study concentrates on senior high students in Bohol and then turns the findings into a context-sensitive intervention, it builds on earlier studies toward a more practical school-based response that is consistent with DepEd's mental-health direction. To further justify instrument selection, recent methodological reviews affirm the psychometric soundness of CD-RISC short forms in youth, young-adult samples, yes with acceptable reliability and construct validity across settings (Waddimba et al., 2022).

### Statistical Treatment

The study used statistical methods to analyze the data and determine the level of resilience and coping strategies among senior high school students based on their answers in the survey questionnaire. Descriptive statistics, such as percentages, ratings, and weighted means, were used to analyze the students level of resilience and coping strategies. Statistical computations will be carried out using the Statistical Package for Social Sciences (SPSS), so accuracy is ensured and quantitative research standards are followed. Results will be interpreted at the 0.05 level of significance, with two tailed analyses, and effect sizes using Cohen's d will be reported too, to explain the magnitude of the observed differences. Meanwhile, percentage will be used to show the proportion of students who reported different levels of resilience and coping strategies, so comparisons can be made and patterns across the group can be identified. The weighted mean will be used to generate the overall level of resilience and coping strategies, giving a more balanced view of the student's responses. The mean will show the general trend of the responses, while the standard deviation will reflect how much the student's resilience and coping patterns vary. The t-test will be used to check whether there are significant differences in resilience and coping strategies of students when grouped according to sex, grade level, age, and 61 strand. Effect sizes such as eta squared or omega squared will also be included to assess how strong those group differences are. The Pearson Product-Moment Correlation Coefficient (r) will be applied as an inferential statistical tool to examine the significance and strength of the relationship between resilience and coping strategies. The correlation coefficient will indicate whether higher resilience levels come with greater use of adaptive coping strategies and/or lower reliance on avoidant coping. If the normality assumptions are not met, Spearman's rho will be used as a non parametric alternative. Results will be interpreted at the 0.05 level of significance, with 95% confidence intervals included, to make the correlation strength estimates more robust.

## III. RESULTS

In this chapter, the findings of the study are clarified. The results are compactly and distinctly presented, incorporating both the data and statistical analyses. The discoveries are further elaborated and clarified during the discussion of the results, establishing a connection to the research questions, and delving into their potential significance.

### Problem 1. Profile of the respondents

Table 1.1  
Frequency and Percent Distribution of the Respondents in terms of Age

| Age          | Frequency | Percent |
|--------------|-----------|---------|
| 16           | 93        | 30.9    |
| 17           | 132       | 43.9    |
| 18           | 57        | 18.9    |
| 19 and above | 18        | 5.9     |
| Total        | 301       | 100     |

According to Table 1.1 , most of the respondents are in the common Senior

High School age range. Most of the students are 17 years old (n = 132, 43.9% ) then followed by the 16-year-olds (n = 93, 30.9%). Students with 18 years old make up 18.9% (n = 57) while those aged 19 and above form the smallest group (n = 18, 5.9%), with a total of 301 respondents. This spread suggest that the sample is mostly filled with adolescents in the usual developmental

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stage for Senior High School. According to the World Health Organization (2023) , this period is a key phase for building resilience and coping 65 skills, because individuals are gradually exposed to heavier academic and social pressures. Also, Masten (2021) highlighted that resilience grows during adolescence through repeated encounters with problems, and then successful adjustment. The low number of older students means that most respondents are still within the standard age bracket, so the findings are more reflective of normal Senior High School learners. As Zimmer-Gembeck et al. (2023) noted, age and developmental maturity affect coping behavior, with older adolescents often showing more mature emotional regulation. Overall, the age distribution supports that the respondents are demographically matching the target population for this study, so the relevance and contextual validity of the later analyses on resilience and coping strategies is maintained.

**Table 1.2 Frequency and Percent Distribution of the Respondents in terms of Sex**

| 2. Sex            |            |            |
|-------------------|------------|------------|
| Sex               | Frequency  | Percentage |
| Male              | 89         | 41.20      |
| Female            | 120        | 55.56      |
| Prefer not to say | 7          | 3.24       |
| <b>Total</b>      | <b>216</b> | <b>100</b> |

Table 1.2 shows a pretty balanced distribution of respondents by sex, but there is this small predominance of male students ( n = 157, 52.2% ) compared to female students ( n = 144, 47.8% ) which basically points to almost equal representation among the participants, overall. 66 That kind of balance helps the study's descriptive validity too, because it makes fair comparisons between groups more possible if the analysis needs it later. The American Psychological Association (2022) also underlined that when representation is close to equal, research tends to be more reliable and the results can be generalized more confidently. This distribution matters for coping and resilience patterns as well, since Compas et al. (2021) stated that males and females might use coping in somewhat different ways. For example, females often lean toward emotion-focused strategies, while males tend to move toward problem-focused responses. With both groups almost the same in size, the findings are more likely to capture both of these viewpoints across the Senior High School population, in a more solid way.

**Table 1.3 Frequency and Percent Distribution of the Respondents in terms of Grade Level**

| Grade Level  | Frequency  | Percent      |
|--------------|------------|--------------|
| 11           | 150        | 49.8         |
| 12           | 151        | 50.2         |
| <b>Total</b> | <b>301</b> | <b>100.0</b> |

Table 1.3 shows an almost similar split between Grade 11 ( n = 150, 49.8%) and Grade 12 ( n = 151, 50.2%), and honestly the gap is only about 0.4 percentage points. Because of that, both grade levels are represented in a reasonably fair way inside the study, which helps a lot for any kind of side-by-side comparison. De Ocampo and Alinsunurin (2021) also noted that balanced sampling improves the 67 reliability and validity of statistical comparisons, especially when you're comparing groups. This point matters even more in research on resilience and coping, since students could face different academic pressures depending on the grade they're in. In fact, Regalado (2024) stressed that academic demands seem to rise over time, so the way coping strategies develop can shift too. Overall, that proportional representation strengthens the credibility of the grade level comparisons, and it makes the later analyses about resilience and coping outcomes feel more solid.

**Table 1.4**  
**Frequency and Percent Distribution of the Respondents in terms of Strand**

| Strand       | Frequency  | Percent      |
|--------------|------------|--------------|
| HUMSS        | 166        | 55.1         |
| TVL          | 135        | 44.9         |
| <b>Total</b> | <b>301</b> | <b>100.0</b> |

Table 1.4 indicates that more than half of the participants were HUMSS students ( n = 166, 55.1%) and it seems there's a clear majority there, while the TVL strand also contributed a big part ( n = 135, 44.9%). Even if the distribution slightly favors HUMSS, the gap of 10.2 percentage points still feels small enough to say that both strands are represented in the study, more or less. This kind of spread matters when making sense of the findings on resilience and coping strategies, because learners coming from different strands might face different academic loads, distinct instructional methods, and career-related 68 pressures. As Clarete et al. (2023) pointed out, academic specialization can shape students' perspectives, and how they act when dealing with academic demands, too. In the same direction, Morales-Rodríguez and Espigares-López (2020) highlighted that learning environments, together with the academic setting, can affect coping strategies as well as emotional responses. So, including both HUMSS and

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TVL students should support a fuller, more rounded view of resilience and coping mechanisms across separate academic routes within the Senior High School program.

### Problem 2. Level of Resilience

**Table 2.1**  
*Descriptives on the Level of Resilience of the Respondents*

| Item Statements                                                                               | Mean          | Std. Deviation | Interpretation |
|-----------------------------------------------------------------------------------------------|---------------|----------------|----------------|
| <b>Positive Acceptance of Change</b>                                                          |               |                |                |
| 1. I am able to adapt when changes occur.                                                     | 2.77          | .723           | High           |
| 2. I can deal with whatever comes my way.                                                     | 2.77          | .807           | High           |
| 3. I tend to bounce back after illness, injury, or other hardships.                           | 2.80          | .810           | High           |
| <b>Mean</b>                                                                                   | <b>2.7807</b> | <b>.56691</b>  | <b>High</b>    |
| <b>Tolerance of Negative Effect</b>                                                           |               |                |                |
| 4. I try to see the humorous side of things when I am faced with problems.                    | 2.95          | .790           | High           |
| 5. Having to cope with stress can make me stronger.                                           | 2.73          | .911           | High           |
| 6. I am able to handle unpleasant or painful feelings like sadness, fear, and anger.          | 2.82          | .876           | High           |
| <b>Mean</b>                                                                                   | <b>2.8339</b> | <b>.61441</b>  | <b>High</b>    |
| <b>Personal Competence</b>                                                                    |               |                |                |
| 7. I believe I can achieve my goals, even if there are obstacles.                             | 3.16          | .938           | High           |
| 8. I think of myself as a strong person when dealing with life's challenges.                  | 3.08          | .911           | High           |
| <b>Mean</b>                                                                                   | <b>3.120</b>  | <b>.7899</b>   | <b>High</b>    |
| <b>Control</b>                                                                                |               |                |                |
| 9. Under pressure, I stay focused and think clearly.                                          | 2.78          | .917           | High           |
| 10. I am not easily discouraged by failure.                                                   | 2.69          | .846           | High           |
| <b>Mean</b>                                                                                   | <b>2.733</b>  | <b>.7365</b>   | <b>High</b>    |
| <b>Spiritual Influences</b>                                                                   |               |                |                |
| 11. My faith or spiritual beliefs give me strength during difficult times.                    | 3.20          | .927           | High           |
| 12. When faced with challenges, I find comfort and guidance in prayer or spiritual practices. | 3.27          | .904           | High           |
| <b>Mean</b>                                                                                   | <b>3.234</b>  | <b>.8180</b>   | <b>High</b>    |
| <b>Overall Resilience Mean</b>                                                                | <b>2.9181</b> | <b>.50348</b>  | <b>High</b>    |

Note. Scale interpretation is as follows: 4 = 3.50–4.00 (Very High; true nearly all the time), 3 = 2.50–3.49 (High; often true), 2 = 1.50–2.49 (Low; sometimes true), and 1 = 1.00–1.49 (Very Low; rarely true).

The respondents show a fairly high level of resilience ( $M = 2.92$ ,  $SD = 0.50$ ), which kinda suggests that, on average students feel they have adaptive capacities so they can cope, more effectively with challenges and stressors. This seems to support Hu et al. (2021) because they reported that greater resilience goes along with better mental well-being, and Southwick and Charney (2022) also highlighted how resilience helps people deal with life difficulties in a steadier manner. When looking across the dimensions, spiritual influences came out highest ( $M = 3.23$ ), meaning students quite often use faith and prayer while they're in tough moments. Koenig (2020) mentioned that spirituality can bring emotional strength and stability when someone is under stress. Personal competence was also high ( $M = 3.12$ ), pointing to the fact that students generally think they can get over obstacles. Masten (2021) described that kind of self-belief as a core component, and not just an extra, in resilience. Besides, tolerance ( $M = 2.83$ ) and positive acceptance ( $M = 2.78$ ) were still high too, so it looks like students can manage emotions while also adjusting to changes. In a similar way Compas et al. (2021), highlighted that emotional regulation is crucial for coping with stress in a more effective way. Still, control showed the lowest mean ( $M = 2.73$ ), even if it remains high overall. So, staying focused under pressure may be a bit less strong compared to the other areas. Xu et al. (2023) also noted that perceived control matters a lot in how stress responses are managed. Overall, these findings indicate that the respondents display a consistently high level of resilience across all dimensions, with spiritual influences and personal competence standing out as the strongest domains. Also, the standard deviations being relatively moderate across the subscales suggest some reasonable variation in what participant's report. Yet the big picture keeps showing a generally resilient Senior High School population. Finally, these results give a solid empirical base for exploring how resilience connects with the coping strategies students actually use.

### Problem 3. Coping strategies

**Table 3.1**  
*Level of Coping in terms of Problem-Focused*

| Item-Statements                                                                      | Mean           | Std. Deviation | Interpretation |
|--------------------------------------------------------------------------------------|----------------|----------------|----------------|
| 1. I've been concentrating my efforts on doing something about the situation I'm in. | 3.01           | .808           | High           |
| 2. I've been taking action to try to make the situation better.                      | 3.09           | .820           | High           |
| 3. I've been getting help and advice from other people.                              | 2.67           | 1.017          | High           |
| 4. I've been trying to see it in a different light, to make it seem more positive.   | 2.84           | .891           | High           |
| 5. I've been trying to come up with a strategy about what to do.                     | 2.91           | .869           | High           |
| 6. I've been looking for something good in what is happening.                        | 2.98           | .864           | High           |
| 7. I've been trying to get advice or help from other people about what to do.        | 2.76           | .973           | High           |
| 8. I've been thinking hard about what steps to take.                                 | 3.08           | .829           | High           |
| <b>Problem Focused Mean</b>                                                          | <b>2.91777</b> | <b>.53595</b>  | <b>High</b>    |

Note. Scale interpretation is as follows: 4 = 3.50–4.00 (Very High; I've been doing this a lot), 3 = 2.50–3.49 (High; I've been doing this moderately), 2 = 1.50–2.49 (Low; I've been doing this a little bit), and 1 = 1.00–1.49 (Very Low; I haven't been doing this at all).

## Level of Resilience and Coping Strategies of Senior High School Students: Basis for Guidance Intervention Plan

Table 3.1 suggests that students generally have a fairly high level of problem focused coping ( $M = 2.92$ ) and this seems to mean they tackle problems head on, by taking action, making plans, and trying to make their situation better in practical ways. This kind of response shows a more active approach to dealing with challenges, as noted by Compas et al. (2021), they said problem-focused coping can help individuals adjust better because it directly hits the source of stress. The top rated responses were taking steps to improve the situation ( $M = 3.09$ ) and thinking carefully about what to do next ( $M = 3.08$ ). Students also usually look for something positive in hard moments ( $M = 2.98$ ), so it looks like they mix doing something practical with a more constructive way of thinking. This matches what Zimmer-Gembeck et al. (2023) described, where adolescents often lean on planning and reframing as part of their stress management. In addition, students reported asking other people for advice ( $M = 2.67$ – $2.76$ ), though this part was not identical for everyone, there was some variation. Zimmer Gembeck et al. (2023) also pointed out that seeking support is common during adolescence but not everyone uses it similarly, or with the same intensity, amount, or timing. Overall, the consistently high ratings across all items imply that the students of Baclayon National High School typically respond to stress through proactive, problem-solving efforts that are more constructive. These outcomes also support the earlier resilience results, because they seem to show that practical coping behaviors are present and these can strengthen students' adaptive functioning as well.

**Table 3.2**  
*Level of Coping in terms of Emotion-Focused*

| Item-Statements                                                          | Mean          | Std. Deviation | Interpretation |
|--------------------------------------------------------------------------|---------------|----------------|----------------|
| 1. I've been getting emotional support from others.                      | 2.61          | .930           | High           |
| 2. I've been saying things to let my unpleasant feelings escape.         | 2.66          | .885           | High           |
| 3. I've been criticizing myself.                                         | 2.65          | .909           | High           |
| 4. I've been getting comfort and understanding from someone.             | 2.74          | 1.014          | High           |
| 5. I've been making jokes about it.                                      | 2.81          | .996           | High           |
| 6. I've been accepting the reality of the fact that it has happened.     | 3.06          | .962           | High           |
| 7. I've been expressing my negative feelings.                            | 2.71          | 1.961          | High           |
| 8. I've been trying to find comfort in my religion or spiritual beliefs. | 2.92          | .968           | High           |
| 9. I've been learning to live with it.                                   | 3.12          | .856           | High           |
| 10. I've been blaming myself for things that happened.                   | 2.98          | .959           | High           |
| 11. I've been praying or meditating.                                     | 3.15          | .919           | High           |
| 12. I've been focusing on planning what to do.                           | 3.14          | .951           | High           |
| <b>Emotion Focused Mean</b>                                              | <b>2.8790</b> | <b>.49964</b>  | <b>High</b>    |

Note. Scale interpretation is as follows: 4 = 3.50–4.00 (Very High; I have been doing this a lot); 3 = 2.50–3.49 (High; I have been doing this moderately); 2 = 1.50–2.49 (Low; I have been doing this a little bit); and 1 = 1.00–1.49 (Very Low; I have not been doing this at all).

Table 3.2 indicates that students also show a high level of emotion-focused coping ( $M = 2.88$ ). So, it seems they don't just deal with the problem itself, but also manage what they feel inside. This fits the explanation from Hamdani et al. (2021), who mentioned that emotion-focused coping can lessen emotional strain, particularly among young people, in general. The most frequent responses were praying or meditating ( $M = 3.15$ ), accepting the situation as it is ( $M = 3.12$ ), and planning what to do next ( $M = 3.14$ ). Taken together, this points to the idea that many students lean on acceptance and spiritual routines when difficulties happen. And in the same direction, Koenig (2020) stressed that prayer and spiritual practices may provide emotional stamina, plus a kind of comfort during stressful moments. Students also said they seek emotional support and express their feelings, even though it was not uniform, or the same across everyone. Some students also reported self-blame ( $M = 2.98$ ) which suggests that this kind of coping might sometimes turn into reactions that are not always the most helpful. This matches Hamdani et al. (2021) again, because they explained that emotion-focused coping can involve both supportive and less supportive responses, depending on the situation. Overall, the findings show that emotional and spiritual coping really play a vital role in how students respond to stress. It also suggests, that while many students use adaptive forms of emotional regulation, others may still end up with more inward, less constructive ways of coping when stress gets stronger, or more intense.

**Table 3.3**  
*Level of Coping in terms of Avoidant*

| Item-Statements                                                                                                        | Mean          | Std. Deviation | Interpretation |
|------------------------------------------------------------------------------------------------------------------------|---------------|----------------|----------------|
| 1. I've been turning to work or other activities to take my mind off things.                                           | 2.93          | .793           | High           |
| 2. I've been saying to myself 'this isn't real.'                                                                       | 2.58          | .897           | High           |
| 3. I've been using alcohol or other drugs to make myself feel better.                                                  | 1.78          | 1.038          | Low            |
| 4. I've been giving up trying to deal with it.                                                                         | 2.47          | .889           | Low            |
| 5. I've been refusing to believe that it has happened.                                                                 | 2.61          | .948           | High           |
| 6. I've been using alcohol or other drugs to help me get through it.                                                   | 1.79          | 1.063          | Low            |
| 7. I've been giving up the attempt to cope.                                                                            | 2.43          | .898           | Low            |
| 8. I've been doing something to think about it less, such as watching TV, reading, daydreaming, sleeping, or shopping. | 3.10          | .923           | High           |
| <b>Avoidant Mean</b>                                                                                                   | <b>2.4622</b> | <b>.47945</b>  | <b>Low</b>     |

Note. Scale interpretation is as follows: 4 = 3.50–4.00 (Very High; I have been doing this a lot); 3 = 2.50–3.49 (High; I have been doing this moderately); 2 = 1.50–2.49 (Low; I have been doing this a little bit); and 1 = 1.00–1.49 (Very Low; I have not been doing this at all).

## Level of Resilience and Coping Strategies of Senior High School Students: Basis for Guidance Intervention Plan

Table 3.3 shows that students have a low level of avoidant coping overall ( $M = 2.46$ ). This suggests that avoidance is not commonly used compared to other coping strategies. This agrees with Zhao et al. (2022), who pointed out that lower use of avoidance is generally linked to better psychological well-being. Some students still use distraction, such as watching TV or sleeping ( $M = 3.10$ ), or keeping themselves busy to avoid thinking about problems ( $M = 2.93$ ). These behaviors suggest that temporary escape is sometimes used as a way to manage stress. This was also noted by Zhao et al. (2022), who explained that distraction can help reduce stress in the short term. 77 Although certain forms of distraction and denial are moderately practiced, the low composite mean indicates that avoidant coping strategies are not predominant among the students. The results suggest that students prefer adaptive coping strategies, the earlier findings of high resilience and high levels of problem-focused and emotion-focused coping, suggesting that the respondents tend to favor more adaptive and proactive strategies over maladaptive avoidance when confronted with stressors.

### Problem 4. Difference in the level of resilience by profile

**Table 4.1**  
Comparative Analysis on the Level of Resilience by Grade Level

| Variables                     | Grade Level | Mean   | T     | df  | Sig. | Decision               | Interpretation            |
|-------------------------------|-------------|--------|-------|-----|------|------------------------|---------------------------|
| positive acceptance of change | 11          | 2.7111 | 2.136 | 299 | .033 | Reject $H_0$           | Significant Difference    |
|                               | 12          | 2.8499 |       |     |      |                        |                           |
| Tolerance                     | 11          | 2.8022 | -.891 | 299 | .374 | Failed to Reject $H_0$ | No Significant Difference |
|                               | 12          | 2.8653 |       |     |      |                        |                           |
| Personal Competence           | 11          | 3.033  | 1.897 | 299 | .059 | Failed to Reject $H_0$ | No Significant Difference |
|                               | 12          | 3.205  |       |     |      |                        |                           |
| Control                       | 11          | 2.613  | 2.832 | 299 | .005 | Reject $H_0$           | Significant Difference    |
|                               | 12          | 2.851  |       |     |      |                        |                           |
| Spiritual Influences          | 11          | 3.247  | .263  | 299 | .793 | Failed to Reject $H_0$ | No Significant Difference |
|                               | 12          | 3.222  |       |     |      |                        |                           |
| Overall Resilience            | 11          | 2.8606 | 1.984 | 299 | .048 | Reject $H_0$           | Significant Difference    |
|                               | 12          | 2.9752 |       |     |      |                        |                           |

Note. An independent-samples  $t$  test was used to analyze the data, with a significance level set at  $\alpha = .05$ .

The findings show that grade level seems connected to some differences in resilience, not everything though. There were significant differences in positive acceptance ( $p = .033$ ) control ( $p = .005$ ) and in overall resilience ( $p = .048$ ). So overall it looks like Grade 12 students report higher levels in these areas than Grade 11 students. In other words, it might be that a few parts of resilience get stronger as students get farther along, probably because academic demands rise and the lived experiences add up, which could help them cope better and also improve self-regulation. Meanwhile, the results show no significant differences for tolerance, personal competence, and spiritual influences ( $p > .05$ ). That suggests these parts stay pretty steady across the grade levels, or at least they're not changing in a measurable way here. This is in line with Ungar and Theron (2021), who basically said resilience is shaped too by steady environmental and contextual pieces, not age by itself, so it makes sense some dimensions wouldn't shift much. Taken as a whole, the results point to Grade 12 students having higher reports on certain resilience dimensions, especially positive acceptance of change and control, plus overall resilience. But tolerance of negative emotions, personal competence, and spiritual influences do not show meaningful differences by grade level. This implies that developmental and school-related experiences linked with moving to a higher grade may lead to small incremental improvements in particular resilience aspects. This outcome also supports the views of Masten (2021) and Southwick and Charney (2022), who argued that resilience grows through ongoing exposure to challenges and learning that adapts over time. It also matches what Li et al. (2021) mentioned, that cognitive and emotional maturity may play a role in strengthening resilience. Still, Hu et al. (2021) suggested that some resilience characteristics 78 79 might stay relatively stable across adolescence, and that could be why the other dimensions here do not differ in a significant way, it's like they don't budge much even as student's progress.

**Table 4.2**  
Comparative Analysis on the Level of Resilience by Strand

| Variables                     | Strand | Mean   | T     | Df  | Sig. | Decision               | Interpretation            |
|-------------------------------|--------|--------|-------|-----|------|------------------------|---------------------------|
| positive acceptance of change | HUMSS  | 2.8072 | .899  | 299 | .369 | Failed to Reject $H_0$ | No Significant Difference |
|                               | TVL    | 2.7481 |       |     |      |                        |                           |
| Tolerance                     | HUMSS  | 2.9257 | 2.911 | 299 | .004 | Reject $H_0$           | Significant Difference    |
|                               | TVL    | 2.7210 |       |     |      |                        |                           |
| Personal Competence           | HUMSS  | 3.196  | 1.663 | 299 | .093 | Failed to Reject $H_0$ | No Significant Difference |
|                               | TVL    | 3.026  |       |     |      |                        |                           |
| Control                       | HUMSS  | 2.799  | 1.481 | 299 | .140 | Failed to Reject $H_0$ | No Significant Difference |
|                               | TVL    | 2.663  |       |     |      |                        |                           |
| Spiritual Influences          | HUMSS  | 3.370  | 3.296 | 299 | .001 | Reject $H_0$           | Significant Difference    |
|                               | TVL    | 3.067  |       |     |      |                        |                           |
| Overall Resilience            | HUMSS  | 2.9525 | 2.878 | 299 | .004 | Reject $H_0$           | Significant Difference    |
|                               | TVL    | 2.8205 |       |     |      |                        |                           |

## Level of Resilience and Coping Strategies of Senior High School Students: Basis for Guidance Intervention Plan

When you group the learners based on academic strand, you can see some differences in resilience, though not every part stands out the same. There were meaningful differences noted in tolerance ( $p = .004$ ), spiritual influences ( $p = .001$ ), and overall resilience ( $p = .004$ ). In general, HUMSS students appear to have higher levels compared to TVL students. This kind of points to the idea that strand related learning experiences may play a role in emotional regulation, leaning on spirituality, and even the overall growth of resilience. Still, when it comes to positive acceptance, personal competence, and control, no significant differences showed up ( $p > .05$ ). So, even if the strands differ, these core parts of resilience seem to stay pretty similar between HUMSS and TVL students. In other words, some dimensions like positive acceptance, personal competence, and control are comparable across the strands, while HUMSS students demonstrate significantly higher tolerance of negative affect, stronger spiritual influences, and also higher overall resilience. These results match what Morales-Rodríguez and Espigares-López (2020) found, and what Engay et al. (2024) also emphasized, that learning settings which encourage reflection and self-awareness, tend to strengthen adaptive coping and resilience. This is also consistent with Ungar and Theron (2020), who framed resilience as a multisystemic process, shaped by social and contextual inputs. However, Zhao et al. (2022) said that coping and resilience might not always show noticeable differences across academic specializations. That observation, in a way, contrasts with a few of the findings seen here.

**Table 4.3**  
**Comparative Analysis on the Level of Resilience by Sex**

| Variables                     | Sex    | Mean   | T      | Df  | Sig. | Decision               | Interpretation            |
|-------------------------------|--------|--------|--------|-----|------|------------------------|---------------------------|
| positive acceptance of change | Male   | 2.8620 | 2.622  | 299 | .009 | Reject $H_0$           | Significant Difference    |
|                               | Female | 2.6921 |        |     |      |                        |                           |
| Tolerance                     | Male   | 2.8535 | .578   | 299 | .564 | Failed to Reject $H_0$ | No Significant Difference |
|                               | Female | 2.8125 |        |     |      |                        |                           |
| Personal Competence           | Male   | 3.121  | .032   | 299 | .974 | Failed to Reject $H_0$ | No Significant Difference |
|                               | Female | 3.118  |        |     |      |                        |                           |
| Control                       | Male   | 2.793  | 1.490  | 299 | .137 | Failed to Reject $H_0$ | No Significant Difference |
|                               | Female | 2.667  |        |     |      |                        |                           |
| Spiritual Influences          | Male   | 3.099  | -3.042 | 299 | .003 | Reject $H_0$           | Significant Difference    |
|                               | Female | 3.382  |        |     |      |                        |                           |
| Overall Resilience            | Male   | 2.9310 | .465   | 299 | .642 | Failed to Reject $H_0$ | No Significant Difference |
|                               | Female | 2.9039 |        |     |      |                        |                           |

Note: An independent-samples t test was used to analyze the data, with a significance level set at  $\alpha = .05$ .

The analysis points out that sex is linked to differences in a few selected aspects of resilience. There was a significant difference in positive acceptance, with  $p = .009$ , and male students showed higher levels compared to female students. At the same time, spiritual influences also came out as significantly different  $p = .003$ , where female students seemed to depend more on spirituality as a coping kind of resource. In addition, it looks like there were no significant differences at all in tolerance, personal competence, control, and overall resilience, because the  $p$  value was  $> .05$ . So, male and female students overall appear pretty similar in most resilience areas. This mirrors Baligod (2024) who mentioned that gender differences in overall coping and resilience among students tend to be small. Overall, the results suggest that even if male and female students share comparable resilience across many domains, there are still sex-related differences in positive acceptance and spiritual influences. More specifically, male students usually report stronger readiness for changes, while female students lean more on spiritual coping as a source of strength. These results fit with Compas et al. (2021) and Tiamzon (2021), who argued that gender gaps in coping could be tied to socialization routines, with males often using more action-oriented strategies, and females leaning toward emotional plus spiritual coping. Koenig (2020) also stressed how spirituality plays a big role, especially for females, when it comes to resilience. Still, Zimmer-Gembeck et al. (2023) suggested that these kind of gender differences might shrink over time during adolescence. So, even while overall resilience stays about the same, the patterns really show some finer, more nuanced differences in particular components.

**Table 4.4**  
**Comparative Analysis on the Level of Resilience by Age**

| Variables                     |       | Mean   | F     | Sig.  | Decision               | Interpretation            |
|-------------------------------|-------|--------|-------|-------|------------------------|---------------------------|
| positive acceptance of change | 16    | 2.6523 | 2.764 | .042  | Reject $H_0$           | Significant Difference    |
|                               | 17    | 2.8131 |       |       |                        |                           |
|                               | 18    | 2.9064 |       |       |                        |                           |
|                               | 19    | 2.8333 |       |       |                        |                           |
|                               | Total | 2.7822 |       |       |                        |                           |
| Tolerance                     | 16    | 2.8351 | .001  | 1.000 | Failed to Reject $H_0$ | No Significant Difference |
|                               | 17    | 2.8308 |       |       |                        |                           |
|                               | 18    | 2.8363 |       |       |                        |                           |
|                               | 19    | 2.8333 |       |       |                        |                           |
|                               | Total | 2.8333 |       |       |                        |                           |
| Personal Competence           | 16    | 2.935  | 3.385 | .019  | Reject $H_0$           | Significant Difference    |
|                               | 17    | 3.254  |       |       |                        |                           |
|                               | 18    | 3.167  |       |       |                        |                           |
|                               | 19    | 2.944  |       |       |                        |                           |
|                               | Total | 3.120  |       |       |                        |                           |
| Control                       | 16    | 2.597  | 2.818 | .039  | Reject $H_0$           | Significant Difference    |
|                               | 17    | 2.773  |       |       |                        |                           |
|                               | 18    | 2.921  |       |       |                        |                           |
|                               | 19    | 2.556  |       |       |                        |                           |
|                               | Total | 2.733  |       |       |                        |                           |
| Spiritual Influences          | 16    | 3.183  | .807  | .491  | Failed to Reject $H_0$ | No Significant Difference |
|                               | 17    | 3.314  |       |       |                        |                           |
|                               | 18    | 3.167  |       |       |                        |                           |
|                               | 19    | 3.111  |       |       |                        |                           |
|                               | Total | 3.233  |       |       |                        |                           |
| Overall Resilience            | 16    | 2.8244 | 1.887 | .132  | Failed to Reject $H_0$ | No Significant Difference |
|                               | 17    | 2.9678 |       |       |                        |                           |
|                               | 18    | 2.9781 |       |       |                        |                           |
|                               | 19    | 2.8519 |       |       |                        |                           |
|                               | Total | 2.9183 |       |       |                        |                           |

Note. A one-way ANOVA was used to analyze the data at a significance level of  $\alpha = .05$ ,  $F(3, 296)$ . Post hoc comparisons using the least significant difference (LSD) test ( $p < .05$ ) indicate significant differences between ages 16 and 17, and between ages 16 and 18.

Table 4.4 shows that age plays a role in shaping a few dimensions of resilience, though the effect is really not seen everywhere, or at least not the same way. The results point to a noticeable gap in positive acceptance of change ( $p = .042$ ), with younger students showing lower mean scores than older students. So it looks like as students get older, they may start to see difficulties in a more constructive, and honestly more optimistic way. A similar kind of pattern comes up in personal competence ( $p = .019$ ) and control ( $p = .039$ ), where older students report higher levels, which in turn implies that confidence, plus self regulation, tends to build up bit by bit over time. Overall, these findings back the view that resilience grows together with cognitive and emotional development, as mentioned by scholars like Masten (2021) and Li et al. (2021). Still, it's not a total match across every dimension. The study also found no significant differences in tolerance, spiritual influences, and overall resilience ( $p > .05$ ), meaning those parts stay fairly steady no matter the age. This kind of steadiness can be read as some resilience elements, might be less tied to developmental shifts, and more tied to outside conditions, which aligns with Ungar and Theron (2021) about how the surroundings matter. In other words, the stability of tolerance, spiritual influences, and overall resilience across different age groups suggests that even if certain parts of resilience do improve with age, the broader capacity to bounce back remains relatively similar among Senior High School students

#### Problem 5. Difference in the Coping Strategies by Profile

**Table 5.1**  
**Comparative Analysis on the Level of Coping Strategies by Grade Level**

| Variables            | Grade Level | Mean    | T     | Df  | Sig. | Decision               | Interpretation            |
|----------------------|-------------|---------|-------|-----|------|------------------------|---------------------------|
| Problem Focused Mean | 11          | 2.91083 | -.224 | 299 | .823 | Failed to Reject $H_0$ | No Significant Difference |
|                      | 12          | 2.92467 |       |     |      |                        |                           |
| Emotion Focused Mean | 11          | 2.9056  | .918  | 299 | .359 | Failed to Reject $H_0$ | No Significant Difference |
|                      | 12          | 2.8526  |       |     |      |                        |                           |
| Avoidant Mean        | 11          | 2.4433  | -.680 | 299 | .497 | Failed to Reject $H_0$ | No Significant Difference |
|                      | 12          | 2.4810  |       |     |      |                        |                           |

Note. An independent-samples t test was used to analyze the data, with a significance level set at  $\alpha = .05$ .

## Level of Resilience and Coping Strategies of Senior High School Students: Basis for Guidance Intervention Plan

The t-test results revealed no statistically significant differences between Grade 11 and Grade 12 students across all three coping strategy domains, where as all p-values were greater than .05 ( $p > .05$ ). Consequently, the null hypothesis is not rejected, indicating that there is no significant difference between the Grade 11 and Grade 12 students when it comes to problem-focused, emotion-focused and avoidant coping strategies. These findings suggest that students across grade levels use coping strategies in kind of the same way. The comparable means show that moving from Grade 11 to Grade 12 does not really influence the kind of coping strategies being used, in a meaningful way. This contrasts with the developmental view of Grant et al. (2020) which highlighted changes in coping across stages, yet the present findings line up more closely with the World Health Organization (2023) and Regalado (2024) who said that consistent environments along with support systems tend to matter more for how adolescents cope.

**Table 5.2**  
**Comparative Analysis on the Level of Coping Strategies by Strand**

| Variables            | Academic Strand | Mean    | T     | Df  | Sig.  | Decision               | Interpretation            |
|----------------------|-----------------|---------|-------|-----|-------|------------------------|---------------------------|
| Problem Focused Mean | HUMSS           | 3.01130 | 3.419 | 299 | <.001 | Reject $H_0$           | Significant Difference    |
|                      | TVL             | 2.80278 |       |     |       |                        |                           |
| Emotion Focused Mean | HUMSS           | 2.9955  | 4.635 | 299 | <.001 | Reject $H_0$           | Significant Difference    |
|                      | TVL             | 2.7358  |       |     |       |                        |                           |
| Avoidant Mean        | HUMSS           | 2.4947  | 1.306 | 299 | .192  | Failed to Reject $H_0$ | No Significant Difference |
|                      | TVL             | 2.4222  |       |     |       |                        |                           |

Note. An independent-samples t test was used to analyze the data, with a significance level set at  $\alpha = .05$ .

The results of the t-test analysis showed that the academic strand is tied to differences in certain coping strategies, like, it really seems. Specifically, significant differences were noticed in problem-focused coping ( $p < .001$ ) and emotion-focused coping ( $p < .001$ ), showing that there is a meaningful difference. This suggests that students in the HUMSS strand reported higher mean scores in adaptive coping strategies compared with those in the TVL strand. On the other hand, no significant difference was found in avoidant coping ( $p > .05$ ), so it looks like this coping style stays fairly the same, no matter which academic strand they are in. Also, the findings kinda reveal that the academic environment can affect how students deal with stress. In particular, strands that highlight critical thinking, reflection, and interpersonal engagement may nudged students toward using more adaptive coping strategies. This lines up with the results of Morales-Rodríguez and Espigares-López (2020), and Engay et al. (2024). However, it goes a bit against Zhao et al. (2022), who claimed that coping strategies might not necessarily differ across academic specializations. Overall, these findings imply that the academic setting, plus the way the curriculum is designed, may influence how Senior High School students develop and use adaptive coping mechanisms.

The table indicates that access to school resources does not have a statistically significant effect on students' level of readiness in the TVL track across personal, social, communication, and technical skills. All computed p-values

**Table 5.3**  
**Comparative Analysis on the Level of Coping Strategies by Sex**

| Variables            | Sex    | Mean    | T      | Df  | Sig. | Decision               | Interpretation            |
|----------------------|--------|---------|--------|-----|------|------------------------|---------------------------|
| Problem Focused Mean | Male   | 2.87261 | -1.531 | 299 | .127 | Failed to Reject $H_0$ | No Significant Difference |
|                      | Female | 2.96701 |        |     |      |                        |                           |
| Emotion Focused Mean | Male   | 2.7962  | -3.045 | 299 | .003 | Reject $H_0$           | Significant Difference    |
|                      | Female | 2.9693  |        |     |      |                        |                           |
| Avoidant Mean        | Male   | 2.4817  | .735   | 299 | .463 | Failed to Reject $H_0$ | No Significant Difference |
|                      | Female | 2.4410  |        |     |      |                        |                           |

Note. An independent-samples t test was used to analyze the data, with a significance level set at  $\alpha = .05$ .

From the t-test analysis, the results showed that sex only comes out as significantly different in emotion-focused coping ( $p = .003$ ) which is where the significant difference shows up. So, this is basically saying female students reported more frequent use of emotion-focused coping strategies than male students. In contrast, no significant differences were detected for problem-focused coping or avoidant coping ( $p > .05$ ) meaning these coping styles are used in pretty similar ways by both groups. Overall, it looks like most coping behaviors are comparable across sexes, but there's something different in how emotions are handled. This lines up with Compas et al. (2021) and Tiamzon (2021), who wrote that females tend to lean more toward emotion-oriented coping methods. Still, there's a mismatch with Zimmer-Gembeck et al. (2023), who proposed that gender gaps in coping can shrink or become less noticeable across time. The sex-related difference we see in emotion-focused coping, suggests female students are more apt to use affective and interpersonal approaches, and that may go along with the resilience patterns found earlier in the other analyses.

**Table 5.4**  
**Comparative Analysis on the Level of Coping Strategies by Age**

| Variables            |       | Mean    | F     | Sig. | Decision               | Interpretation            |
|----------------------|-------|---------|-------|------|------------------------|---------------------------|
| Problem Focused Mean | 16    | 2.89919 | .908  | .437 | Failed to Reject $H_0$ | No Significant Difference |
|                      | 17    | 2.96591 |       |      |                        |                           |
|                      | 18    | 2.87719 |       |      |                        |                           |
|                      | 19    | 2.77778 |       |      |                        |                           |
|                      | Total | 2.91708 |       |      |                        |                           |
| Emotion Focused Mean | 16    | 2.9086  | .465  | .707 | Failed to Reject $H_0$ | No Significant Difference |
|                      | 17    | 2.8662  |       |      |                        |                           |
|                      | 18    | 2.8918  |       |      |                        |                           |
|                      | 19    | 2.7639  |       |      |                        |                           |
|                      | Total | 2.8781  |       |      |                        |                           |
| Avoidant Mean        | 16    | 2.4368  | 1.275 | .283 | Failed to Reject $H_0$ | No Significant Difference |
|                      | 17    | 2.4280  |       |      |                        |                           |
|                      | 18    | 2.5351  |       |      |                        |                           |
|                      | 19    | 2.6042  |       |      |                        |                           |
|                      | Total | 2.4617  |       |      |                        |                           |

Note. A one-way analysis of variance (ANOVA) was used to analyze the data, with a significance level set at  $\alpha = .05$ ,  $F(3, 296)$ .

The calculated probability scores ( p -values ) for each coping strategy domain turned out to be above the 0.05 threshold, so the choice was to fail to reject the null hypothesis. So basically, it looks like there aren't any statistically meaningful differences across the age categories in any of the coping strategy areas. More specifically, the findings suggest that age isn't really tied to coping strategies in this set of respondents. Whether someone was 16, 17, 18, or 19, their way of dealing seemed mostly similar. Over this whole age band, coping behaviors look fairly settled, and they do not seem strongly influenced by age differences by themselves. 90 Even though Masten (2021) pointed out that coping and resilience might shift across developmental phases, the results here are a bit more in line with Ungar and Theron (2021) plus Hu et al. (2021). They highlighted that coping patterns are frequently shaped by things like environmental conditions and the surrounding social context, rather than age alone. In this case, the same academic setting, and also the similar daily experiences typical of senior high school students, may have supported the kind of consistency in coping strategies that showed up across the different age groups.

**Table 6**  
**Correlation Analysis between Level of Resilience and Coping Strategies**

| Variables            |                     | Problem Focused Mean | Emotion Focused Mean | Avoidant Mean       |
|----------------------|---------------------|----------------------|----------------------|---------------------|
| Positive Acceptance  | Pearson Correlation | .301**               | .247**               | .041                |
|                      | Sig. (2-tailed)     | <.001                | <.001                | .479                |
|                      | Interpretation      | positive-moderate    | Positive-weak        | Not significant     |
| Tolerance            | Pearson Correlation | .344**               | .355**               | .163**              |
|                      | Sig. (2-tailed)     | <.001                | <.001                | .005                |
|                      | Interpretation      | positive-moderate    | positive-moderate    | Positive-negligible |
| Personal Competence  | Pearson Correlation | .436**               | .255**               | -.020               |
|                      | Sig. (2-tailed)     | <.001                | <.001                | .723                |
|                      | Interpretation      | positive-moderate    | Positive-weak        | Not significant     |
| Control              | Pearson Correlation | .259**               | .241**               | .078                |
|                      | Sig. (2-tailed)     | <.001                | <.001                | .177                |
|                      | Interpretation      | Positive-weak        | Positive-weak        | Not significant     |
| Spiritual Influences | Pearson Correlation | .354**               | .338**               | .034                |
|                      | Sig. (2-tailed)     | <.001                | <.001                | .559                |
|                      | Interpretation      | positive-moderate    | positive-moderate    | Not significant     |
| Overall Resilience   | Pearson Correlation | .463**               | .395**               | .084                |
|                      | Sig. (2-tailed)     | <.001                | <.001                | .146                |
|                      | Interpretation      | positive-moderate    | positive-moderate    | Not significant     |

Note. A Pearson  $r$  bivariate correlation was used to analyze the data, with a significance level set at  $\alpha = .05$ .

The computed probability values (p-values) were all lower than the 0.05 level of significance, therefore the null hypothesis is rejected. So, it follows that there is a statistically significant connection between resilience and coping strategies among the respondents, at least based on the data. Overall, the results look like this: students with higher resilience are more inclined to use adaptive coping strategies, especially the problem-focused and emotion-focused types. Meanwhile, avoidant coping shows a weak or no meaningful relationship with most of the resilience dimensions. This kind of pattern suggests that resilient people usually handle stress by facing the issue directly or by managing their feelings, instead of stepping away from stressful situations. This

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lines up with Perzow et al. (2021) who explained that resilience matters a lot in how adolescents react to stress, mainly for encouraging coping that works better and improving emotional regulation. In the same manner, Hu et al. (2021) also reported that when resilience is higher, psychological adjustment improves and coping outcomes become more positive. Compas et al. (2021) further noted that coping in adolescence is closely tied to emotional regulation and problem solving skills, and that supports the study's Not significant 91 outcomes. For instance, dimensions like tolerance and personal competence were linked with more adaptive coping strategies. Also, Koenig (2020) mentioned that spiritual beliefs can help individuals manage stress by giving emotional power and steadiness, which matches the significant relationships observed between spiritual influences and adaptive coping. Lastly, Xu et al. (2023) emphasized that avoidant coping tends to be less effective since it does not deal with the stress source in a direct way. That's why avoidant coping ended up weak or even non-significant when compared with resilience in this study.

### Problem 7. Proposed Guidance intervention plan

Based on the comprehensive findings of your study on resilience and coping strategies among Senior High School students of Baclayon National High School, a well-structured Guidance Intervention Plan can be proposed. The plan is designed to enhance resilience and promote adaptive coping strategies, targeting the specific needs highlighted in your statistical results. Below is a detailed proposal with complete components:

#### Guidance Intervention Plan to Enhance Resilience and Coping Strategies

**I. Rationale** 92 The study showed noticeable differences in some resilience areas, like positive acceptance of change, control, and the whole resilience picture, when you look at grade level, strand, sex and age. In particular Grade 12 students, the HUMSS strand group, and older participants seemed to have higher resilience in certain parts. But in other aspects, for example tolerance of negative affect, personal competence, and spiritual influences, the results were mostly steady across the different groups. Also, resilience dimensions like personal competence, tolerance, and spiritual influences were found to link positively with adaptive coping strategies, meaning problem-focused coping and emotion-focused coping, kind of hand in hand. These findings suggest the need for targeted interventions that: • Strengthen areas of resilience where students are comparatively lower (e.g., tolerance of negative affect, positive acceptance in younger/TVL/Grade 11 students). • Promote adaptive coping strategies (problem-focused and emotion-focused coping). • Address specific group differences (e.g., male vs. female students' reliance on spirituality, age-related gaps in control and positive acceptance).

#### II. Goals and Objectives

**Goal:** Enhance overall resilience and foster effective coping strategies among Senior High 93 School students to improve their adaptability, emotional regulation, and problem solving skills.

##### Specific Objectives:

1. Increase students' positive acceptance of change by fostering flexibility and adaptability in response to academic and life challenges.
2. Strengthen tolerance of negative affect by developing skills in emotional regulation and stress management.
3. Enhance personal competence and self-efficacy in overcoming challenges.
4. Promote perceived control under stress through self-regulation and decision making exercises.
5. Encourage the integration of spiritual and value-based practices as supportive resilience mechanisms.
6. Foster the use of adaptive coping strategies—problem-focused and emotion focused—while minimizing reliance on avoidant coping.

#### III. Implementation Plan

##### 1. Preparation Phase (Month 1)

- o Conduct baseline assessment of students' resilience and coping strategies (using the same instruments from the study).
- o Identify priority groups (Grade 11, TVL strand, younger students).
- o Develop materials, handouts, and activity guides.

##### 2. Implementation Phase (Months 2–5)

- o Deliver interventions as scheduled, integrating both group and individual counseling.
- o Facilitate peer-to-peer support and mentoring sessions to reinforce adaptive behaviors.
- o Monitor participation and engagement.

##### 3. Evaluation Phase (Month 6)

- o Conduct post-intervention assessment using the same resilience and coping measures.
- o Compare pre- and post-intervention results to measure improvements.
- o Gather qualitative feedback from students on perceived benefits

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This guidance plan ensures evidence-based targeting of resilience and coping skills while accommodating differences by grade level, strand, sex, and age. It promotes adaptive skills for handling academic, social, and personal challenges, contributing to students' overall mental health and well-being challenges.

Table 7.  
The Guidance Intervention Plan Matrix

| Resilience Domain / Coping Focus | Intervention Activity                                                                                                         | Delivery Method                          | Frequency        | Target Group                                        | Personnel Involved                                                | Estimated Budget (PHP) | Success Indicators                                                                                                        |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------|-----------------------------------------------------|-------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Positive Acceptance of Change    | Adaptability Workshops: Role-playing, change management exercises, reflective journaling                                      | Group sessions                           | 2 sessions/month | Grade 11, younger students (16-17 yrs), TVL strand  | Guidance counselor, class advisers, trained facilitators          | 8,000                  | Increased mean scores in positive acceptance; higher student engagement in adaptability activities                        |
| Tolerance of Negative Affect     | Emotional Regulation Training: Mindfulness, guided relaxation, cognitive reframing, peer support                              | Group & individual counseling            | Weekly           | All students, focus on TVL & younger students       | Guidance counselor, peer mentors                                  | 10,000                 | Improved tolerance scores; reduced stress complaints; positive feedback in reflection journals                            |
| Personal Competence              | Self-Efficacy Development: Goal-setting exercises, problem-solving simulations, success storytelling                          | Workshops & mentoring                    | 1 session/month  | Grade 11, younger students                          | Guidance counselor, teachers, mentors                             | 7,000                  | Higher personal competence scores; evidence of goal setting and problem-solving application                               |
| Control                          | Stress Management & Decision-Making Modules: Time management, prioritization, coping plan development                         | Classroom integration + counseling       | 2 sessions/month | Grade 11, younger students                          | Guidance counselor, class advisers                                | 6,000                  | Increased control scores; observable use of coping plans in daily school life                                             |
| Spiritual Influences             | Values & Spirituality Sessions: Reflection, meditation, interfaith dialogues                                                  | Small groups / club activities           | Monthly          | All students, focus on female students & TVL strand | Guidance counselor, spiritual/religious advisers, club moderators | 5,000                  | Higher spiritual influence scores; participation in reflective or faith-based activities                                  |
| Adaptive Coping Strategies       | Coping Skills Training: Teach problem-focused and emotion-focused coping (task planning, seeking support, expressive writing) | Group counseling & workshops             | Bi-weekly        | HUMSS and TVL students                              | Guidance counselor, peer mentors                                  | 6,000                  | Increased problem-focused and emotion-focused coping scores; fewer reports of avoidant coping                             |
| Avoidant Coping                  | Awareness & Redirection Sessions: Educate on avoidant coping consequences and alternative strategies                          | Counseling seminars                      | Monthly          | All students                                        | Guidance counselor, class advisers                                | 3,000                  | Reduced avoidant coping scores; increased use of adaptive coping strategies                                               |
| Overall Resilience               | Integration of all modules: Reflection sessions, monitoring progress, reinforcement                                           | Group activities + individual follow-ups | Continuous       | All students                                        | Guidance counselor, class advisers, peer mentors                  | 5,000                  | Significant increase in overall resilience scores; positive qualitative feedback; observable application of coping skills |

In this chapter, a summary of the findings is provided, along with their implications. Furthermore, recommendations for future research or practical applications are proposed.

### SUMMARY OF FINDINGS

Based on the results of the statistical analysis, the following are the most significant findings of the study.

- Most of the respondents are 17 years old, with a nearly equal distribution of males and females, and an almost even split between Grade 11 and 12 students. Also, HUMSS students slightly outnumber TVL students. Overall, the sample is demographically balance and fairly fit for examining resilience along with coping strategies.
- The respondents show a high overall level of resilience ( $M = 2.92$ ), with spiritual influences and personal competence as the strongest domains, maybe. Emotional regulation, adaptability, and recovery from hardships are also high, while perceived control is slightly lower, but it's still high, so the students generally look resilient.
- Students often use problem focused ( $M = 2.92$ ) and emotion focused ( $M = 2.88$ ) strategies, which points to active problem-solving, planning, and emotional 97 regulation. Avoidant coping is low ( $M = 2.46$ ), meaning there is limited reliance on maladaptive approaches. Distraction and denial are used sometimes, yet substance use and resignation are rare.
- Grade 12 students report higher positive acceptance, control, and overall resilience compared to Grade 11 students. HUMSS students also have higher tolerance of negative affect, spiritual influences, and overall resilience than TVL students. Males show higher positive acceptance, females rely more on spirituality, and age differences affect positive acceptance, personal competence, and control, suggesting developmental and contextual effects.
- No significant differences in coping strategies are seen across grade level or age. HMSS students (though it sounds like HUMSS) engage more in problem-focused and emotion-focused coping than TVL students, and females use emotion-focused coping more than males. Avoidant strategies are uniformly low across all groups, basically.
- Overall resilience is positively and moderately correlated with problem-focused ( $r = .463$ ) and emotion-focused ( $r = .395$ ) coping, and there is no significant link with avoidant coping. Individual dimensions like personal competence, tolerance, and spiritual influences also show positive correlations with adaptive coping. This indicates that more resilient students are more likely to use constructive coping strategies. 98
- The proposed Guidance Intervention plan is meant to strengthen the resilience domains with lower scores (such as tolerance and positive acceptance) and to promote adaptive coping strategies, while also addressing differences by grade, strand, sex, and age. It includes baseline assessment, structured interventions (group or individual counseling, mentoring, spiritual integration), and post intervention evaluation, so students' adaptability, emotional regulation, and problem solving skills improve after.

### RECOMMENDATIONS

Based on the conclusion drawn from the results of the study, the following recommendations are hereby forwarded:

1. Make sure future resilience and coping programs are tuned to the demographic characteristics of students, so you use age, grade, and strand-specific approaches, this way the content stays more relevant and the engagement feels natural.
2. Capitalize on students' strengths in spiritual influences, and also on their personal competence by weaving in activities that reinforce those areas—like reflective exercises, values-focused conversations, and skill-building workshops.
3. Continue promoting problem-focused and emotion-focused coping through stress management, time management, and emotional regulation training, and at the same time hold awareness sessions on the dangers of avoidant behaviors, so students know what to watch out for.
4. Create targeted interventions that speak to the specific resilience needs of each subgroup—for instance mentoring for Grade 11 students, spirituality-based support for female students, and experiential learning activities for TVL students, since their contexts can be different.
5. Encourage coping skill workshops that are sensitive to both strand and gender, for example, problem-solving simulations for HUMSS students and emotional expression sessions for females, so adaptive coping gets strengthened where it is less utilized.
6. Develop programs that connect resilience training with the growth of adaptive coping skills, using scenario-based exercises where students practice problem solving, stress reduction, and emotional regulation in real-life situations.
7. Implement the proposed Guidance Intervention Plan with structured baseline assessments, counseling sessions, mentoring, and post-evaluation, and then keep doing continuous monitoring and feedback so the students' resilience, plus coping effectiveness, improves over time.
8. For future researchers, you may add other variables and explore them further, so the investigation can be deeper and more complete.

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