

SELF-REGULATION AND COPING MECHANISM OF SENIOR HIGH SCHOOL STUDENTS DURING SHIFTING TO MODULAR LEARNING MODALITY

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Abstract

Self-regulated learners possess cognitive and metacognitive abilities, as well as the motivational beliefs and attitudes necessary to understand, monitor, and direct their own learning. The research questions addressed in this study are as follows: 1) How do senior high school students manage their studies during class transitions after participating in various psychosocial learning activities and seminars? 2) Is there a significant difference between students' profiles and psychosocial status in relation to their academic performance? 3) Is there a significant relationship between students' mental health status and their academic performance? Descriptive surveys and feedback were collected to examine the effects of psychosocial activities on students' self-regulation and coping mechanisms. A total of 448 senior high school students participated in the study. The descriptive survey was used to assess the level of readiness and self-regulation among the students, while thematic analysis, employing unit analysis, was conducted to explore how students adapted to changes in learning modalities over time. Students remained determined to complete their studies at any cost and often used self-talk, such as "kaya mo yan, go ka lang." Quantitatively, the mean scores were 3.66 for the TVL track and 3.68 for the Academic track on a 4-point rating scale, indicating the positive effects of the interventions. After a semester, a follow-up survey was conducted to assess continued outcomes. Nearly 50% of students reported feeling stressed; however, when correlated with academic performance, stress showed a negligible negative relationship, with an r -value of 0.028. This study concludes that, despite the emotional struggles students may experience, these emotions do not significantly affect their academic performance; students continue to perform effectively.

Keywords: self-regulation, face-to-face classes, cognitive abilities, metacognitive abilities