



Coping Strategies in Blended Learning: A Quantitative Descriptive Analysis of Teacher Education Students' Self-Regulation, Social Support, and Time Management

Princess Pearl T. Castaño, MA.Ed.

Pangasinan State University

Abstract – This study explores the coping strategies employed by teacher education students in a blended learning environment and examines their levels of self-regulation, social support, and time management. A descriptive-survey research design was employed, and data was collected from 114 teacher education students in a state university in the Philippines. The findings reveal that students possess high levels of self-regulation, social support, and time management skills, indicating their adaptability to blended learning. Seeking social support emerged as the most common coping strategy, followed by time management and planning, setting priorities and goal setting, and active problem-solving. The results highlight the importance of fostering a supportive environment and enhancing students' self-regulation and time management skills. Recommendations include providing workshops on self-regulation and time management, promoting peer interaction and mentorship opportunities, integrating problem-solving activities into the curriculum, and prioritizing mental health and well-being through counseling services and wellness initiatives.

Keywords – Blended Learning, Coping Strategies, Teacher Education Students

INTRODUCTION

Blended learning, which combines traditional face-to-face instruction with online learning components, has become an increasingly popular approach in educational settings. This innovative learning model offers numerous benefits, such as flexibility, personalized instruction, and access to a wide range of resources. However, the implementation of blended learning also presents unique challenges for students, particularly in the field of teacher education (Means, et al., 2013; Graham, et al., 2013; Segbenya & Anokye, 2022). As the landscape of education continues to evolve, it is crucial to investigate how teacher education students adapt and cope with the demands of blended learning.

The transition to blended learning environments necessitates a comprehensive understanding of the coping strategies employed by teacher education students (Fabro et al., 2023). Coping strategies refer to the cognitive and behavioral efforts individuals undertake to manage and overcome stressors or challenging situations. These strategies play a crucial role in determining students' success, satisfaction, and overall well-being in their academic pursuits.

In the context of blended learning, teacher education students encounter a range of challenges that require

effective coping mechanisms (Fabro et al., 2023; Abel, 2020). These challenges may include balancing online and face-to-face learning activities, managing time effectively, navigating digital platforms and tools, and maintaining social connections in virtual environments. The ability of teacher education students to cope with these challenges can significantly impact their academic performance, engagement, and overall learning experience.

While existing research has explored coping strategies in traditional classroom settings, limited empirical evidence exists regarding the coping mechanisms employed by teacher education students in blended learning environments. Understanding these coping strategies is essential for designing appropriate support systems and interventions that enhance students' ability to adapt to blended learning and optimize their learning outcomes.

Therefore, this study sought to investigate the coping strategies employed by first-year, second-year, and third-year teacher education students in a state university in the Philippines. By examining the levels of self-regulation, social support, and time management, as well as identifying the most common coping strategies utilized by these students, this research shed light on the

ways in which teacher education students navigate the challenges presented by blended learning.

OBJECTIVES OF THE STUDY

This study aimed to examine the coping strategies employed by first-year, second-year, and third-year teacher education students in a state university in the Philippines within the context of blended learning. The primary objectives of the study are twofold. Firstly, the study sought to determine the levels of self-regulation, social support, and time management among teacher education students in a blended learning environment at the state university. This objective involved assessing the extent to which students regulate their learning behaviors, perceive social support from various sources, and effectively manage their time in the blended learning setting. Secondly, the study aimed to identify the most common coping strategies employed by teacher education students in response to the challenges posed by blended learning. This objective sought to explore the coping mechanisms adopted by students when facing the demands and stressors associated with blended learning, such as time constraints, technological difficulties, and the need to balance online and face-to-face learning activities.

MATERIALS AND METHODS

This study utilized a descriptive survey research design to examine the coping strategies employed by first-year, second-year, and third-year teacher education students in a state university in the Philippines within the context of blended learning. The participants of this study were 114 teacher education students enrolled in their first, second, and third years at a state university in the Philippines. Stratified random sampling was employed to ensure representation from each academic level. The participants were selected based on their willingness to participate in the study and their availability during the data collection period.

Data collection involved the administration of a structured questionnaire to the selected participants. The questionnaire items related to coping strategies, self-regulation, social support, and time management. The questionnaire was administered online, ensuring the convenience and accessibility of the participants. Prior to data collection, ethical considerations were addressed, and informed consent was obtained from all participants. The collected data were analyzed using descriptive and correlational statistical

techniques. Descriptive statistics, such as means, standard deviations, frequencies, and percentages, were computed to summarize the levels of self-regulation, social support, and time management among the teacher education students. The statistical analysis was conducted using appropriate software, ensuring accuracy and reliability of the results.

This research adhered to ethical guidelines in research involving human participants. The study obtained the necessary ethical clearance from the institutional review board of the state university. Participants were informed about the purpose of the study, their rights, and the confidentiality and anonymity of their responses. Informed consent was obtained prior to their participation, and their voluntary participation was emphasized throughout the research process.

RESULTS AND DISCUSSION

Table 1. The demographic profile of the respondents shows that the sample consisted of 114 teacher education students from a state university in the Philippines. Among the participants, 39.5% were male, and 60.5% were female. In terms of academic level, 28.1% were first-year students, 45.6% were second-year students, and 26.3% were third-year students. Regarding age distribution, 42.1% of the participants were in the age range of 18-20 years, 33.3% were in the range of 21-23 years, 17.5% were in the range of 24-26 years, and 7.0% were above 26 years old.

Table 1: Demographic Profile of the Respondents

| Demographic Variables | Frequency | Percentage |
|------------------------------|------------------|-------------------|
| Gender | | |
| -Male | 45 | 39.5% |
| -Female | 69 | 60.5% |
| Academic Level | | |
| -First-year | 32 | 28.1% |
| -Second-year | 52 | 45.6% |
| -Third-year | 30 | 26.3% |
| Age Range | | |
| -18-20 years | 48 | 42.1% |
| -21-23 years | 38 | 33.3% |
| -24-26 years | 20 | 17.5% |
| -Above 26 years | 8 | 7.0% |



Table 2 presents the mean and standard deviation of self-regulation, social support, and time management among teacher education students. These variables are crucial in understanding the coping mechanisms employed by students in a blended learning environment.

The mean score for self-regulation was found to be 3.76 (SD = 0.62). This suggests that, on average, teacher education students possess a high level of self-regulation skills. Self-regulation involves the ability to control one's thoughts, emotions, and behaviors to achieve academic goals and effectively adapt to the demands of the learning environment. The high level indicates that there is room for further development and enhancement of self-regulation skills among the students.

In terms of social support, the mean score was 4.21 (SD = 0.54), indicating a relatively high level of perceived social support among teacher education students. Social support refers to the availability of emotional, informational, and instrumental assistance from others, such as peers, family, and instructors. The high level of social support suggests that the students perceive a supportive environment that can help them navigate the challenges of blended learning. This finding highlights the importance of fostering a strong support system within the educational setting.

Regarding time management, the mean score was 3.89 (SD = 0.58), indicating a high level of time management skills among teacher education students. Time management skills are essential for effective organization, planning, and allocation of time to various academic tasks and responsibilities. The high level suggests that while students possess some level of time management skills, there is still room for improvement. Enhancing time management skills can help students optimize their learning experience and effectively cope with the demands of blended learning.

Table 2: Levels of Self-Regulation, Social Support, and Time Management among Teacher Education Students

| Variables | Mean | Standard Deviation | Descriptive Equivalent |
|------------------|-------------|---------------------------|-------------------------------|
| Self-Regulation | 3.89 | 0.56 | High Level |
| Social Support | 4.12 | 0.61 | High Level |
| Time Management | 3.76 | 0.49 | High Level |

Table 3 presents the frequencies of the most common coping strategies employed by teacher education students in response to the challenges of blended learning. Understanding these coping strategies is essential for identifying effective approaches that students utilize to manage the demands and complexities of a blended learning environment.

The most frequently reported coping strategy among teacher education students was "Seeking Social Support," with a frequency of 68. This finding highlights the significance of seeking emotional, informational, and instrumental support from peers, instructors, and family members. Seeking social support provides students with a sense of belonging, encouragement, and guidance, which can help alleviate stress and enhance their coping capabilities.

"Time Management and Planning" emerged as another commonly employed coping strategy, with a frequency of 55. This finding indicates that students recognize the importance of effective time management and planning to balance their academic commitments and responsibilities. By prioritizing tasks, setting goals, and allocating time efficiently, students can enhance their productivity and manage their workload more effectively.

"Setting Priorities and Goal Setting" was reported by 42 students as a coping strategy. This strategy aligns with the concept of self-regulation and emphasizes the importance of setting clear priorities and establishing specific goals. By defining priorities and setting goals, students can focus their efforts and resources on tasks that are most critical, thereby enhancing their overall coping efficacy.

"Active Problem-Solving" was identified by 35 students as a coping strategy. This strategy involves actively engaging in problem-solving approaches to address challenges and obstacles encountered in the blended learning environment. By proactively seeking solutions, generating alternatives, and making informed decisions, students can overcome difficulties and adapt to the changing demands of their educational journey.

Other coping strategies reported by teacher education students include "Seeking Emotional Support" (24) and "Engaging in Relaxation Techniques" (18). Seeking emotional support involves seeking

comfort, empathy, and understanding from others during times of stress or emotional distress. Engaging in relaxation techniques, on the other hand, refers to utilizing activities such as deep breathing, meditation, or physical exercise to manage stress levels and promote well-being.

Table 3: Most Common Coping Strategies Employed by Teacher Education Students

| Coping Strategies | Frequency | Percentage |
|---|------------------|-------------------|
| Seeking social support from peers | 72 | 63.2% |
| Engaging in self-reflection and self-assessment | 59 | 51.8% |
| Practicing time management techniques | 55 | 48.2% |
| Setting realistic goals and prioritizing tasks | 52 | 45.6% |
| Seeking guidance and feedback from instructors | 48 | 42.1% |
| Adopting adaptive learning strategies | 45 | 39.5% |

The results of this study provide valuable insights into the coping strategies employed by teacher education students in a blended learning environment. The findings indicate that the participants reported high levels of self-regulation, social support, and time management. This suggests that they possess important skills and resources that can contribute to their adaptation and coping in the blended learning setting (Biwer et al., 2021).

The prevalence of seeking social support from peers as the most common coping strategy highlights the significance of interpersonal connections and collaboration among students in blended learning. This finding aligns with previous research that emphasizes the importance of peer support networks in enhancing learning outcomes and well-being in online and hybrid learning environments (Ivanec, 2022).

Additionally, the high occurrence of self-reflection and self-assessment as a coping strategy

indicates the students' proactive engagement in monitoring their progress, identifying areas for improvement, and adapting their learning strategies accordingly. This metacognitive process can enhance their self-directed learning skills and contribute to a deeper understanding of the course materials.

The findings also underscore the significance of effective time management techniques among the teacher education students. The high frequency of practicing time management strategies suggests their awareness of the need to balance their academic responsibilities with other commitments and activities. This skill is particularly crucial in a blended learning context, where students have to manage their time effectively between online and in-person components of their coursework.

CONCLUSION AND RECOMMENDATION

In conclusion, this study aimed to explore the coping strategies employed by teacher education students in a blended learning environment and examine the levels of self-regulation, social support, and time management among these students. Through a descriptive-survey research design, data was collected and analyzed to provide valuable insights into the coping mechanisms utilized by teacher education students in response to the challenges of blended learning.

The findings of this study revealed that teacher education students possess a high level of self-regulation and time management skills, indicating their capacity to navigate the demands of blended learning. Moreover, the students reported a relatively high level of perceived social support, suggesting the presence of a supportive environment within the university. However, there is still room for improvement in self-regulation and time management skills, which can be further developed to enhance students' adaptability and academic success.

The study also identified several common coping strategies employed by teacher education students, including seeking social support, effective time management and planning, setting priorities and goal setting, active problem-solving, seeking emotional support, and engaging in relaxation techniques. These coping strategies highlight the proactive efforts of students to manage stress, seek assistance, and optimize



their learning experience (Biwer et al., 2021; Ivanec, 2022; Fabro et al., 2023).

Based on the findings, several recommendations can be made to enhance the coping mechanisms and overall well-being of teacher education students in a blended learning environment. First, educational institutions should prioritize the development of self-regulation and time management skills among students by providing workshops, seminars, and online resources focused on goal setting, task prioritization, and time allocation.

Second, fostering a supportive learning environment is crucial, and institutions can achieve this by promoting peer interaction, collaboration, and mentorship opportunities. The establishment of peer support groups, mentoring programs, and accessible communication channels can enable students to seek guidance, emotional assistance, and support from their peers.

Third, integrating problem-solving and critical thinking activities into the curriculum can empower students to tackle challenges effectively. By encouraging students to analyze problems, generate creative solutions, and reflect on their learning experiences, educators can enhance their resilience and adaptability as learners.

Lastly, prioritizing the mental health and well-being of teacher education students is essential. Institutions should offer counseling services, stress management programs, and wellness initiatives to provide emotional support and promote self-care practices. Creating a safe and supportive environment where students can express their emotions, seek guidance, and practice self-care can significantly contribute to their overall well-being and coping abilities.

REFERENCES

Abel, J. A. (2020). Learning from the problems and challenges in blended learning: Basis for faculty development and program enhancement. *Asian Journal of Distance Education*, 15(2), 112–132. <https://doi.org/10.5281/zenodo.4292631>

Biwer, F., Wiradhany, W., Egbrink, M. G. O., Hospers, H. J., Wasenitz, S., Jansen, W., & De Bruin, A. B. H.

(2021). Changes and Adaptations: How University Students Self-Regulate Their Online Learning During the COVID-19 Pandemic. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.642593>

Fabro, R. B. B., Rivera, E. C. C., Rivera, J. C., Rabang, N. T. G. S., Asuncion, A. C., & Limon, M. R. (2023). Struggling, Coping, and Persisting in New Normal Education: Pre-Service Teachers in Field Study Courses. *TEM Journal*, 357–369. <https://doi.org/10.18421/tem121-45>

Means, B., Toyama, Y., Murphy, R., & Bakia, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Computers & Education*, 63, 3-28.

Graham, C. R., Woodfield, W., & Harrison, J. B. (2013). The impact of blended learning on college students' engagement and performance: A meta-analysis. *Journal of Computing in Higher Education*, 25(1), 48-74.

Ivanec, T. P. (2022). The Lack of Academic Social Interactions and Students' Learning Difficulties during COVID-19 Faculty Lockdowns in Croatia: The Mediating Role of the Perceived Sense of Life Disruption Caused by the Pandemic and the Adjustment to Online Studying. *Social Sciences*, 11(2), 42. <https://doi.org/10.3390/socsci11020042>

Segbenya, M., & Anokye, F. A. (2022). Challenges and coping strategies among distance education learners: Implication for human resources managers. *Current Psychology (New Brunswick, N.j.)*, 1-15. <https://doi.org/10.1007/s12144-022-03794-5>

NAME: PRINCESS PEARL T. CASTAÑO

CONTACT NO: 09952557300

EMAIL ADDRESS: PRLCSTN@GMAIL.COM