

Grittiness and Stressors of Grade Six in Flora District as Basis for Intervention

ABSTRACT

Purpose: This study aimed to evaluate the grittiness and coping strategies of Grade Six students in Flora District during the new normal education delivery, particularly in the context of Modular Distance Learning amid the COVID-19 pandemic. The research sought to identify the factors affecting learners' adaptability and how they managed stressors related to the educational transition.

Methods: The descriptive research design was employed, involving a sample of 60 learners. Data were collected through a structured questionnaire and informal interviews. The profiling of learners included demographic factors such as age, sex, parental education, occupation, number of siblings, and availability of learning resources at home. Statistical tools, including frequency counts, percentages, and weighted means, were utilized to analyze and interpret the data.

Major Findings: The findings indicated a predominantly female population among the learners, with parents primarily engaged in farming and having completed formal education. Most students had access to modular resources, including Learning Activity Sheets and textbooks, which facilitated their participation in Modular Distance Learning. The study revealed that learners exhibited substantial levels of grittiness, which correlated with effective coping strategies amid the challenges posed by the pandemic.

Conclusions: The study concluded that fostering a supportive educational environment through adequate learning resources and targeted interventions is essential for enhancing students' resilience and grit in the face of adversity. It emphasizes the importance of tailored curricula and effective management strategies by school heads and educators to meet the unique needs of learners in the evolving educational landscape.

KEYWORDS

Grit, Coping Strategies, Stressors, New Normal Education

1. INTRODUCTION

The transition to new normal education, necessitated by the COVID-19 pandemic, has posed unprecedented challenges to learners, particularly those in the elementary grades. In the Flora District, Grade Six learners are navigating an educational landscape characterized by modular distance learning, marked shifts in teaching methodologies, and increased reliance on technology. This new environment demands not only academic engagement but also psychological resilience and effective coping strategies. The present study, titled "Grittiness and Stressors of Grade Six in Flora District as Basis for Intervention," investigates learners' levels of grit—defined as perseverance and passion for long-term goals—and the associated stressors they encounter during this transformative period.

Research indicates that ~~please delete this phrase. You may start with stating, "According to (cited author and date)"~~...educational disruptions can lead to heightened stress levels among students, negatively impacting their academic performance and psychological well-being (Gonzalez et al., 2021). The concept of "grit," as coined by Duckworth et al. (2007), plays a crucial role in students' ability to persevere amid challenges-~~elaborate further as to the "grit"~~

factor related to the present study. However, the unique stressors associated with remote learning—such as the lack of direct teacher interaction, inadequate learning resources, and family obligations—may hinder students' development of grit and exacerbate their stress levels (Kumar et al., 2020).

In light of the challenges presented by the new normal education, this study aims to address several key questions: What is the level of grittiness among Grade Six learners? What specific stressors do these learners face in the academic, psycho-social, and health-related domains? Lastly, what interventions can be proposed to enhance their grit and mitigate the adverse effects of stress?

To address these concerns, the study proposes the implementation of targeted interventions tailored to the identified needs of Grade Six learners. By understanding the interplay between grit and stressors, educators and stakeholders can design comprehensive support systems that empower students to thrive academically and emotionally.

Prior research has demonstrated a significant correlation between grit and academic achievement (Duckworth et al., 2007). Furthermore, studies indicate that effective coping strategies can alleviate stress and enhance students' resilience (Friedman, 2018). However, the specific impact of modular distance learning on the grit and stress levels of elementary learners remains under-explored, particularly in the context

2. LITERATURE REVIEW

The literature surrounding grittiness, coping mechanisms, and educational challenges during the COVID-19 pandemic provides a comprehensive backdrop for understanding the complexity of learner experiences in the new normal. This review synthesizes relevant studies on grit, the psychological impacts of remote learning, and effective coping strategies.

2.1. Grit and Academic Success

Grit, as defined by Duckworth et al. (2007), comprises passion and sustained persistence applied toward long-term goals. Duckworth's research emphasizes that while intelligence and talent are significant, they do not guarantee success; rather, it is the consistent effort and resilience in the face of failure that differentiates high achievers from their peers. The concept of grit has been linked to various positive academic outcomes, including higher GPAs and persistence in educational settings (H want et al., 2018). In the context of younger learners, developing grit can significantly impact their ability to engage with academic challenges and maintain focus in a rapidly changing educational landscape. *-emphasize the implications of intervention program related to the grit and academic success of students. The researcher may incorporate related studies on the "New Normal" education system such as remedial instructions, utilization of online application for learning, and gamified strategies.*

2.2. Stressors in New Normal Education

The shift to online and modular learning has introduced a myriad of stressors for students. Studies, including those by Zhou et al. (2020), highlight how the lack of structured environments and face-to-face learning opportunities can lead to increased feelings of isolation and anxiety among learners. Furthermore, the transition has exposed disparities in access to learning resources, which significantly impacts students' ability to engage effectively with their studies. Research indicates that socio-economic factors, such as the availability of technology and parental support, can exacerbate these stressors (Meyer et al., 2020).

Academic-related stressors, including performance pressure and workload, must also be considered. Lee and Chae (2021) observed that students often experience heightened stress due to the demands of online learning, resulting in decreased motivation and lower self-efficacy. This is compounded by psycho-social factors, such as maintaining relationships with peers and teachers, which are vital for emotional well-being and engagement in learning. *-for smooth flow of elaboration, the researcher may use transitional devices before starting a sentence in a paragraph or between sentences.*

2.3. Coping Strategies and Resilience

Coping strategies play a critical role in navigating stress associated with educational challenges. ~~Research by~~ *-delete such phrase to avoid redundancy* Folkman and Moskowitz (2004) categorizes coping strategies into problem-focused and emotion-focused approaches. Problem-focused strategies involve active efforts to tackle stressors directly, while emotion-focused strategies aim to manage the emotional response to stress. In the context of learning during the pandemic, students employing effective coping strategies—such as time management, seeking social support, and engaging in mindfulness practices—demonstrate higher resilience and adaptability (Ribeiro et al., 2021).

Furthermore, interventions designed to enhance coping skills can foster grit among students. A study by Martin and Marsh (2006) found that students who were trained in specific coping techniques exhibited higher levels of grit and improved academic performance. This highlights the importance of not only identifying stressors but also implementing strategies that equip learners with the skills to manage these challenges effectively.

2.4. Implications for Educational Systems

The findings from various studies underscore the need for educational systems to adapt to the needs of learners in the new normal. As suggested by Reyes and Rigor (2021), schools should foster environments that promote mental well-being and build resilience through comprehensive support systems. This includes providing resources for mental health, engaging families in the educational process, and facilitating peer support networks.

In conclusion, the literature indicates that fostering grit and resilience among learners in the new normal is critical for their success. This understanding will inform the proposed interventions in the current study, aiming to address the unique stressors faced by Grade Six learners in the Flora District.

3. RESEARCH METHODS

3.1. Research Method

This section outlines the research methodology employed in the study titled "Grittiness and Stressors of Grade Six in Flora District as Basis for Intervention." The research design, participants, data collection procedures, instruments, and statistical analysis methods are discussed in detail to ensure reproducibility of the study. *-improve the Methodology by adding the inclusion and exclusion criteria, and sampling technique.*

3.2. Research Design

The study utilizes a descriptive correlational research design to understand the relationship between Grade Six learners' grittiness, their coping strategies, and the stressors they encounter in the new normal educational environment. This approach is suitable as it aims to describe and analyze existing relationships between variables rather than establish cause-

and-effect links (Creswell, 2014). -elaborate further -*how trustworthiness was achieved before and after the conduct of the study.*

3.3. Participants

The study involved a sample of 60 Grade Six learners from various schools within the Flora District. The participants were selected using a stratified random sampling technique to ensure representation across different demographic variables, including age, sex, and parental educational attainment.

3.4. Instruments

- i. **Grit Scale:** The Short Grit Scale (Grit-S) proposed by Duckworth et al. (2007) was utilized to measure the grit level of the participants. The Grit-S contains 8 items scored on a 5-point Likert scale ranging from "Not at all like me" to "Very much like me."
- ii. **Stress Questionnaire:** The Perceived Stress Scale (PSS) was adapted to assess the stress levels across three domains: academic-related, psycho-social, and health-related stressors. This questionnaire was customized to fit the context of the learners' experiences in modular distance learning.
- iii. **Coping Strategies Inventory:** The Coping Strategies Inventory for Children (CSIC) was integrated into the study to gauge how learners coped with stress. The CSIC identifies patterns of coping and problem-solving skills among children.

3.5. Statistical Analysis

The data collected were analyzed using descriptive statistics. Significant statistical tools such as frequency counts, percentage means, and weighted means were employed to summarize and interpret the data.

- i. **Descriptive Statistics:** Frequency counts and means were used to identify trends in learners' demographics, grit levels, and coping strategies.
- ii. **Correlation Analysis:** Pearson correlation coefficients were calculated to examine the relationships between grit, coping strategies, and perceived stressors.
- iii. **Significance Testing:** A significance level of $p < 0.05$ was established to determine the relevance of the results.

This methodology provides a comprehensive framework for understanding the grittiness and stressors faced by Grade Six learners in the Flora District during the transition to new normal education. The findings aim to inform educational stakeholders about necessary interventions.

4. Data Collection Procedure

Data were collected over a period from November to December 2024. Approval was obtained from the relevant educational authorities, including the Schools Division Superintendent, before initiating the data collection process.

- i. **Questionnaire Development:** A structured questionnaire was designed, which included sections on demographic information, grittiness, coping strategies, and perceived stressors. The questionnaire items were developed based on existing literature and previously validated tools (Duckworth et al., 2007; Steinberg, 2014).

- ii. **Distribution and Retrieval:** The questionnaires were distributed to learners through their teacher-advisers, who explained the purpose of the study and assisted in the administration of the questionnaires. A follow-up was conducted three to five days later for the collection of completed questionnaires.

5. Data Analysis

6. Ethical Considerations

Ethical approval for the study was obtained from the Institutional Review Board of the Graduate School. Participation was voluntary, and participants were informed of their right to withdraw at any time without penalty.

4. RESULTS AND DISCUSSION

4.1 Results

4.1.1. Grit Levels Among Learners

The study examined the grit levels of students using a 5-point Likert scale, resulting in an overall mean grit score of 3.75 (SD = 0.85) among the participants. This indicates that students generally possess a high level of grit, with the majority categorizing themselves as "mostly gritty" (4 on the scale). The detailed breakdown is shown in Table 1.

Table 1. Grit Levels of Learners

Grit Level	Frequency	Percentage
Very much like me (5)	15	25%
Mostly like me (4)	35	58%
Somewhat like me (3)	10	17%
Not much like me (2)	0	0%
Not like me at all (1)	0	0%
Total	60	100%

This distribution highlights the significant presence of grit among learners, pointing to an adaptive characteristic presumed to be beneficial in overcoming educational challenges during the pandemic. *-the researcher may elaborate this data result by discussing its implications in education*

4.1.2. Coping Strategies Employed

The study identified various coping strategies used by students, with results indicating the most frequently employed strategies. The mean score for adaptive coping strategies was found to be 4.10 (SD = 0.77), signifying a strong tendency towards employing positive coping mechanisms such as seeking support and problem-solving.

Table 2. Coping Strategies Utilized by Learners

Coping Strategy	Mean Score	Frequency (%)
Seeking social support	4.50	70%
Problem-solving	4.20	65%
Positive reframing	3.80	55%
Avoidance	2.20	10%
Total	-	100%

The predominance of seeking social support reflects the importance of interpersonal relationships during periods of distress, especially in a COVID-19 context. *-the researcher may briefly restate some percentage scores anchored to the coping strategies presented*

4.1.3. Correlation Between Grit and Coping Strategies

A Pearson correlation analysis revealed a significant positive relationship between grit and adaptive coping strategies ($r = 0.62$, $P = .001$). This suggests that higher levels of grit among students are associated with more effective coping strategies. *- the researcher may cite a related study mentioned in the literature review*

4.2. Discussion

The findings underscore the importance of grit as a key factor in academic resilience during times of significant stress, such as the COVID-19 pandemic. Students who possess higher levels of grit are likely to engage in more adaptive coping strategies, demonstrating the interrelationship between these constructs. This is consistent with previous studies indicating that grit contributes significantly to academic success and resilience (Duckworth et al., 2007; Datu et al., 2018). *-mention the data results in light to the cited statements*

The high prevalence of adaptive coping strategies among learners suggests that educational institutions may benefit from fostering supportive environments that promote such behaviors. Social support emerged as the primary coping strategy, aligning with theories that emphasize the role of social networks in enhancing individual resilience (Zimmerman et al., 2000; Shahar et al., 2009). These findings highlight the necessity for proactive measures within the educational framework to provide emotional and social support systems for students.

Moreover, the findings suggest that interventions aimed at increasing grit may enhance students' ability to cope with academic challenges effectively. Prophylactic programs that incorporate grit-building elements and social support training could be beneficial, as the data

supports the idea that students equipped with grit are better able to navigate the demands of their education during extraordinary circumstances.

In conclusion, this study emphasizes the intertwined nature of grit and coping strategies, advocating for the development of educational practices that nurture these qualities in students, thus preparing them for future challenges.

5. CONCLUSION

The study aimed to assess the levels of grittiness and the coping strategies employed by learners amidst the challenges presented by the COVID-19 pandemic in the new normal educational setting. The findings revealed a high overall grit score among students, indicating that most participants possess significant perseverance and passion for their education. Specifically, 83% of learners self-identified within the higher range of grit levels, reflecting resilience and determination in their academic pursuits.

Additionally, the investigation into coping strategies uncovered a strong tendency toward adaptive methods among students, with a mean score of 4.10 indicating that they actively sought social support and engaged in problem-solving techniques. This is significant as it highlights the importance of interpersonal relationships- *please specify the "how" statement by stating particular circumstance* in bolstering students' capacity to handle educational stressors effectively.

Moreover, the study established a positive correlation between grittiness and the effective use of coping strategies, suggesting that students with higher grit are more likely to utilize adaptive methods in overcoming academic challenges. As the results indicate, fostering grit and developing robust support systems can play a critical role in enhancing students' resilience and academic performance during unprecedented times.

In conclusion, the study emphasizes the need for educational institutions to promote grit and adaptive coping strategies systematically, as these factors are paramount in helping learners navigate the complexities of the evolving educational landscape brought about by the pandemic.

-The conclusion should comprehensively summarize the key findings and their implications to the study and the impact of the intervention program to the welfare of participants.

Disclaimer (Artificial intelligence)

The author hereby declares that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript. All research, analysis, and content creation were performed solely by the authors, ensuring the authenticity and integrity of the work presented in this thesis.

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UNDER PEER REVIEW

Appendix A

-QUESTIONNAIRE-

I. Profile of the Learners

Directions: Please fill out the needed data and check (✓) the item which corresponds to your answer.

a. Age: _____

b. Sex: Male () Female ()

c. Highest Educational Attainment of parents:

Put a check mark (✓) for your answer.

Father

Mother

- | | | |
|-------|----------------------------------|-------|
| _____ | Did not attend school | _____ |
| _____ | Elementary Level | _____ |
| _____ | Elementary Graduate | _____ |
| _____ | High School Level | _____ |
| _____ | High School Graduate | _____ |
| _____ | College Level | _____ |
| _____ | College Graduate | _____ |
| _____ | College Graduate with MA Units | _____ |
| _____ | Masteral Graduate | _____ |
| _____ | Masteral Graduate with PhD Units | _____ |
| _____ | PhD Graduate | _____ |

d. Occupation of Parents

Put a check mark (✓) for your answer.

Father

Mother

- | | | |
|-------|-------------------------|-------|
| _____ | Teacher | _____ |
| _____ | Doctor | _____ |
| _____ | Dentist | _____ |
| _____ | Nurse | _____ |
| _____ | Police Officer | _____ |
| _____ | Soldier | _____ |
| _____ | Fire Fighter | _____ |
| _____ | Farmer | _____ |
| _____ | Housekeeper | _____ |
| _____ | LGU Worker | _____ |
| _____ | Barangay Official | _____ |
| _____ | Others (please specify) | _____ |

e. Number of siblings:

Put a check mark (✓) for your answer.

- 0 / None- ()
- 1 - ()
- 2 - ()
- 3 - ()
- 4 - ()
- 5 - ()
- 6 and above - ()

f. Available Learning Resources/ Devices at home

Available learning devices at home.

Check if available.		Encircle how often you use.		
_____	cable TV	Always	Sometimes	Never
_____	non-cable TV	Always	Sometimes	Never
_____	basic cellphone	Always	Sometimes	Never
_____	smartphone	Always	Sometime	Never
_____	tablet	Always	Sometimes	Never
_____	radio	Always	Sometimes	Never
_____	desktop computer	Always	Sometimes	Never
_____	laptop	Always	Sometimes	Never
_____	books / textbooks	Always	Sometimes	Never
_____	Self-learning Modules	Always	Sometimes	Never
_____	Learning Activity Sheets	Always	Sometimes	Never
_____	Others (specify)	Always	Sometimes	Never
_____	none	Always	Sometimes	Never

III. Learners' Grittiness

Directions: Here are a number of statements that may or may not apply to you. Read each statement and then check from the given descriptions how each statement applies to you. There are no right or wrong answers, so just answer honestly, considering how you compare to most people.

GRITTISSNESS in the new normal learning mode	5 Very much like me	4 Mostly like me	3 Somew hat like me	2 Not much like me	1 Not like me at all
1. New ideas and projects sometimes distract me from previous ones.					
2. Setbacks don't discourage me. I don't give up easily.					
3. I often set a goal but later choose to pursue a different one.					
4. I am a hard worker.					
5. I have difficulty maintaining my focus on projects that take more than a few months to complete.					
6. I finish whatever I begin.					
7. My interests change from year to year.					
8. I am diligent. I never give up.					
9. I have been obsessed with a certain idea or project for a short time but later lost interest.					
10. I have overcome setbacks to conquer an important challenge.					

IV Learners Stressors in the New Normal Education

Directions: The following are possible stressors students encounter while engaged in the new normal education. Read each item and determine how each of them is true or not true to you. Check the cell number of the response that applies to your feeling as a student in the new normal mode of education.

Stressors	Not True of Me	Somewhat True of Me	True of Me	Very True of Me
Academic-related Stressors				
1. High academic workload				
2. Dissatisfaction with modular learning				
3. High frequency of module quizzes				
4. Poor performance in quizzes and examinations				
5. Lack of learning materials/resources				
6. Difficulty reading and understanding modules				
7. Problems with attending Zoom and Google Meet classes				
Psycho-social Stressors				

1. Inability to manage time				
2. Inability to concentrate during modular learning				
3. Anxiety about performance in exams				
4. High parental expectations				
5. Worries about the future				
6. Loneliness				
7. Financial problems				
8. Family/marriage problems				
9. Lack of time for relaxation				
10. No time to meet friends				
Health-related Stressors				
1. Lack of healthy diet/irregular eating habits				
2. Sleep problems				
3. Illness/ health problems				
4. Fear of getting Covid				

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