RESEARCH ARTICLE

INFLUENCE OF STRESS-COPING STYLES AND RESEARCH-RELATED FACTORS ON COLLEGE STUDENTS' ATTITUDES TOWARD RESEARCH

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ARTICLE DETAILS	ABSTRACT

The researchers conducted a study to explore the influence of coping styles, research capabilities and competencies, and motivation on college students' attitudes toward research. Specifically, the study utilized a descriptive correlational and predictive research design, focusing on selected students from a state university in Laguna. The aim was to provide insights for enhancing the research capability of students at LSPU. To assess how students, respond to stressors, the study used the Brief-COPE questionnaire, which categorized coping strategies as problem-focused, emotion-focused, or avoidant. The findings revealed that students exhibited a low level of avoidant coping style and a high level of problem-focused and emotion-focused coping styles, coupled with moderate research capability, motivation, and competencies. Whereas, the level of attitudes towards research of the respondents shows a high level. Their coping styles significantly influence their attitudes towards research capability, motivation, and competence, with low positive correlations. Research-related factors exhibit a moderate to strong correlation to attitudes toward research. Moreover, this study highlighted the significant impact of coping strategies on students' research abilities and attitudes, accounting for a substantial 57% variability in their attitudes toward research. Regression analysis further underscored the importance of motivation, capability, and the amount of emotion-focused coping in fostering positive attitudes toward research among respondents. These findings suggest that students who employ effective coping strategies and, possess strong research capabilities, and exhibit high motivation are more likely to develop a positive attitude toward research.

KEYWORDS

Attitude, competencies, coping styles, motivation, and research capabilities

1. INTRODUCTION

Students gain significant benefits from engaging in research, which fosters lifelong learning and equips them with essential skills for academic, professional, and personal success. However, they often encounter stressors in their educational lives that can adversely affect their performance and well-being (Kumar et al., 2024). Various coping strategies exist to help students manage this stress (Hudson, 2013). However, addressing their perceptions of research's relevance to their careers and their anxiety surrounding it presents challenges that may require separate interventions from enhancing their research self-efficacy and knowledge (Van der Westthuizen, 2014).

There appear to be numerous strategies available to help adolescents cope with stress, thus stating that students experience a high level of stress due to their school environment, which can impede or affect their academic performance (Hudson, 2013). However, addressing students' perceptions of the usefulness of research for their careers, as well as their research anxiety, may be more difficult than anticipated, and it may be a separate process from addressing students' research self-efficacy and knowledge of research (Van der Westthuizen, 2014).

The global health crisis has profoundly impacted education, necessitating interdisciplinary responses and widespread disruptions (Luo et al., 2021; Papanastasiou, 2005; Moeti et al., 2022). This situation has highlighted the need for adapted educational models that prioritize student needs while training faculty in new pedagogical approaches (Intaratat et al., 2017). Active learning environments, whether in-person or virtual, have emerged as crucial for helping students manage their academic responsibilities during the pandemic Coping mechanisms are vital for stabilizing students as they navigate stressors that disrupt their balance (Chang et al., 2021). Strategies the American Psychological Association recommends include tracking stressors, developing healthy responses, establishing boundaries, and seeking help. Understanding students' coping styles and research-related factors is essential for enhancing their academic success and overall well-being.

Research-related stressors, such as thesis writing and academic projects, contribute to the high levels of stress experienced by college students. Studies indicate that psychological coping strategies vary, with emotion-focused methods being more prevalent among individuals. Additionally, students' attitudes toward research are influenced by cognitive, affective, and behavioral factors, necessitating effective management of challenges like funding and facility limitations. In summary, Laguna State Polytechnic University-San Pablo City Campus emphasizes the importance of understanding students' coping styles and attitudes toward research to cultivate skilled researchers and critical thinkers. By addressing these factors through tailored interventions and support services, academic institutions can empower students and foster a culture of research excellence.

2. LITERATURE REVIEW

College students face academic pressures, social challenges, financial burdens, and personal issues, which lead to stress-coping strategies such as problem-solving, social support, avoidance, and emotion-focused coping, which is heightened by the pandemic, as explained by (Barbayannis et al., 2022). Thus, stress-coping styles and research-related factors significantly influence college students' attitudes toward research, shaping their academic experiences through perceived control, mediation, intervention, and support. Similarly, their attitudes toward research are influenced by stress coping strategies, thus, effective coping mechanisms, such as problem-solving and social support, can make research more manageable and rewarding, whereas maladaptive ones, such as avoidance or denial, can result in negative attitudes. Hence, Alkhawaldeh et al. reported that university students are prone to distress. He also stated that uncontrolled stress and distress can significantly affect students' lives, leading to a lower quality of life and overall dissatisfaction (Fukui et al., 2024).

Besides, Bouilheres et al., mentioned that active learning, both in face-to-face and virtual settings, allows students to manage their time, environment, and education intensity, thus, enabling them to integrate the previous year's tasks and cope with the pandemic [20]. As a result of these numerous conflicts and pressures, university students have faced several challenges during the pandemic, including coping, research capability, motivation to conduct research, and many others (Ding et al., 2021). Hence, research is a serious and diligent pursuit of knowledge that should be encouraged because the outcomes are profound. Besides that, it demands careful analysis of individuals' motivation to participate in it, attitudes toward it, and other skills required for implementing the systematic and time-consuming research methodology (Jamaludin et al., 2023).

Stressors disrupt homeostasis, causing physiological and behavioral changes (Chu et al., 2019). Also, stress was found to predict a lower quality of life, while avoidant coping, or behavioral disengagement, had a much greater impact on the quality of life of graduating students. Thus, coping is a crucial stabilizing factor that aids individuals in adjusting to stressful situations, enabling them to adapt to both positive and negative outcomes (Moran et al., 2010). Thus, coping is a cognitive and behavioral strategy for stress management, which is divided into two parts: assessing the event and assessing coping options (Kumar, 2005). The American Psychological Association proposes strategies to minimize work-related stress, including tracking stress situations, developing healthy responses, establishing boundaries, taking time for recharge, and seeking help. Hence, understanding stress-coping styles and research-related factors is crucial for college students' academic success and well-being. Educators, advisors, and mental health professionals can provide resources and support. More so, personal counseling experiences significantly influence attitudes toward mental health support. Those who have benefited from counseling may be more resilient to societal stigma, while those without may be influenced by societal beliefs and perceptions (Niegocki and Aegisdottir, 2019).

Also, the study by Sutherland found that daily stress and overwhelm are positively associated with relaxation techniques, media, and coping strategies. Connection with others improved coping, while avoidance strategies reduced stress (Sutherland et al., 2023). Thus, Avcı and Güngör's study found that basic psychological needs positively impact wellness, with self-assurance, optimism, and helplessness acting as partial mediators. Social support and submissive coping styles did not significantly influence the relationship (Avci and Gungor, 2023).

College students face significant stress due to research-related factors such as academic projects, thesis writing, and scholarly activities, which can increase their academic workload. Similarly, Austria-Cruz, who conducted a study on academic stress and coping strategies of Filipino college students in private and public universities, stated that academic life is a complex and demanding environment with numerous stressors such as parental expectations, self-actualization, assignments, classmate conflicts, and final writing assignments (thesis), to name a few (Austria-Cruz, 2019). Consequently, Krafft highlights that psychological coping strategies involve coping methods, including problem-focused, emotion-focused, and dysfunctional approaches (Kraff, 2023). Emotion-focused coping strategies, like accepting situations and positive re-evaluation, were preferred by around 10,000 people in 2020. As a result, women showed slightly better handling stress and seeking help.

More so, attitudes in research are cognitive, affective, and behavioral predispositions as stated by Papanastasiou (Papanastasiou, 2005; Papanastasiou, 2014). Thus, subjects in research frequently have positive attitudes. However, challenges such as ineffective management,

insufficient funding, and facilities must be addressed through novel educational approaches, increased funding, and improved researcher training (Siaman et al., 2015). Gender, disciplinary background, and researcher position are important factors in attitudes. Recognizing and comprehending these factors is critical for developing effective strategies to foster a favorable research environment and positive research attitudes among individuals.

Meanwhile, Hiebert et al. defined research as the creation of new knowledge or creative application of existing knowledge to generate innovative ideas that include synthesizing and analyzing previous research to produce new results (Gustems-Carnicer et al., 2019). This definition covers applied research, experimental development, and pure and strategic basic research, with applied research with a client-driven purpose. More so, the "knowledge society" has presented new challenges to higher education, necessitating adaptation to rapid socioeconomic, political, and technological changes in the 21st century, necessitating a reengineering of its mission and roles. The Asia and Pacific Regional Conference on Higher Education and the World Conference on Higher Education emphasize the importance of higher education institutions aligning with societal expectations (Kumar et al., 2024).

Besides, they employ two primary coping styles: avoidant coping, which involves evasion, and approach coping, which involves confrontation. Likewise, the study of Orines et al. examined 202 Filipino graduating students to determine if stress and avoidant coping could predict their quality of life. Results showed a significant relationship between stress and quality of life, with stress predicting lower quality of life and avoidant coping having a greater impact (Orines et al., 2023). Meanwhile, Shin, et al. elaborated on the potential use of media multitasking as a stress-avoidance coping mechanism, revealing that it is linked to negative emotions such as anxiety, depression, and cognitive behavioral avoidance in adolescents and young adults (Shin et al., 2024). Three experiments showed media multitasking was linked to negative emotions like anxiety, depression, and cognitive behavioral avoidance. They also discovered that media multitasking is linked to negative emotions and behavioral avoidance, but not attentional avoidance. It suggests that media multitasking can detect anxiety and depression and that understanding the relationship between these factors may be necessary for treatment.

Furthermore, the pandemic has disrupted daily life, increasing social distancing and telecommunication as Borato et al. mentioned (Borato et al., 2023). They also pointed out that coping, a protective mechanism, has increased resilience but decreased social connectedness. Researchers are investigating if primary coping styles are related to cognition. Problem coping is the most adaptive, while emotional coping varies. Avoidant coping can lead to psychosocial distress. The study explores the impact of COVID-19 coping on executive functioning in emerging adults, revealing that avoidant coping negatively affects executive functioning, while problem-focused coping improves it. The aim is to promote problem-focused coping for future crises.

Subsequently, Cheng et al. mentioned that meta-analysis found significant associations between problem-focused and avoidant coping styles and psychological symptoms during pandemic stress, with cultural factors like uncertainty avoidance and masculinity moderating these relationships, with lower levels showing negative associations (Cheng et al., 2024). On the other hand, according to Theodoratou, Freire's active coping or approach coping strategies include cognitive and behavioral mechanisms for responding to stressors, such as planning, acting, seeking help, and accepting it (Theodoratou et al., 2023).

Besides, within the dynamic landscape of higher education, college students frequently face a variety of stressors, ranging from academic pressures to personal challenges. This study explores the relationship between stress-coping styles and college students' attitudes toward research, aiming to uncover patterns, challenges, and potential intervention avenues. It highlights the importance of understanding stress-coping styles in enhancing academic engagement and providing valuable insights for educators and institutions. Meanwhile, Gustems-Carnicer et al. investigated stress in teacher education students, focusing on coping styles and the relationship between stress, coping strategies, and academic performance. The results showed that students with less stress and problem-focused coping performed better than those with more stress. Age stress had a smaller impact (Gustems-Carnicer et al., 2019). Teacher education students must understand and address the negative effects of stress on their well-being and academic performance to avoid long-term problems in their professional and personal lives.

Research excellence in academia relies on various factors, including research-related elements. These include honing research skills, fostering motivation, cultivating research competence, and navigating academic

inquiry complexities. Understanding these interplays is crucial for researchers and institutions to maximize output and foster a vibrant research culture. Likewise, Formeloza, and Pateña, emphasized the importance of research as a serious and diligent pursuit of knowledge, as its outcomes broaden the field of knowledge by discovering and generating new concepts, practices, and understanding (Formeloza and Patena 2013). Also, Ciraso-Calí et al. said that research competence is a crucial 21st-century skill that aids students in navigating the ever-evolving world's complexities (Ciraso-Cali et al., 2022). Thus, it equips students with critical thinking, problem-solving, and lifelong learning skills, enabling them to navigate complexity, foster innovation, and contribute positively to societal change.

Moreover, the impact of stress-coping styles and research-related factors on college students' attitudes toward research is a complex topic that delves into how people manage stress and how their approach to research influences their attitudes (Fukui et al., 2024). Their study explores the influence of stress-coping styles and research-related factors on college students' attitudes toward research. Also, they investigated how coping mechanisms, research experience, academic pressure, and personal motivation affect students' perceptions and engagement, as a result, there are moderate to high stress levels among university students.

Research-related stressors influence students' well-being, and effective coping strategies can help them maintain academic performance. The relationship between stress-coping strategies and research factors is dynamic, with past success and challenges influencing future coping strategies. Thus, Formeloza and Pateña define competencies as technical skills, ancillary thinking, and research attitudes that benefit socio-economic enterprises and communities. Furthermore, this study looks into the complex aspects of stress-coping styles and research-related factors that influence attitudes toward research among college students at a state university in Laguna and their effect on scholarly productivity, development, and knowledge advancement in the academic community (Formelazo and Patena, 2013). Thus, this study utilized the Brief-COPE, a self-report questionnaire, to analyze coping strategies used by college students in response to stress, providing insights into their resilience and adaptive strategies for stress management. The questionnaire categorizes coping styles into problem-focused, emotion-focused, and avoidant approaches (Buchanan, 2024). The research aimed to understand students' academic, personal, and social responses to stress which is crucial for developing interventions and support services to enhance students' well-being and academic performance.

Additionally, Laguna State Polytechnic University-San Pablo City Campus is dedicated to promoting intellectual growth and societal development through active research. This study aimed to assess students' coping styles, research capabilities, motivation, and competencies to understand further the college students' attitudes toward research. It also highlights the importance of understanding students' attitudes towards research to develop skilled researchers, critical thinkers, and problem solvers, preparing them for post-graduation contributions to their fields and communities. Thus, it provides insights into how academic institutions and student support services can effectively address these attitudes. Additionally, this enables academic institutions to create tailored interventions and support services, empowering students and cultivating a culture of research excellence.

3. METHODS

This study used a quantitative research design, specifically a descriptive correlational approach, to determine the impact of stress-coping strategies and research-related factors on the attitudes of college students at Laguna State Polytechnic University-San Pablo City Campus toward research. Convenience sampling, a non-probability sampling method, was employed to select 301 college students. For data collection, a combination of a standardized test and two (2) adopted survey questionnaires was used, namely Brief-COPE, Research-Related Factors Questionnaires, and Attitudes Towards Research. The Brief-COPE is a standardized instrument composing 28-item self-report questionnaire that aims to measure effective and ineffective ways to cope with a stressful life event (Carver, 1997; Buchhanan, 2024).

The scale determines an individual's primary coping styles with scores on the three subscales: avoidant coping (items), problem-focused coping (8 items), and emotion-focused coping (12 items). Research-Related Factors Questionnaires, an adapted questionnaires that assess three (3) components such as research capability motivation to write research and research competencies. This includes an 8-item questionnaire for research capability, a 14-item questionnaire for research motivation, and a 9-item questionnaire for research competence (Macabago, 2017; Caingcoy, 2020;

Orines et al., 2023). Lastly, Attitudes Towards Research Questionnaire, an adapted 8-item questionnaire with a 4-Likert scale measuring respondents' positive attitudes toward research. Items numbers 4, 5, and 7 were reversely scored. Both Research-Related Factors Questionnaires and Attitudes Towards Research Questionnaire were found to have good internal consistency.

The collected data was then analyzed using IBM SPSS v.27, which included descriptive statistics like simple counts, frequencies, percentages, mean and standard deviation, as well as inferential statistics like Pearson product-moment correlation coefficient and regression analysis. The mean and standard deviation were used to determine coping styles, motivation to conduct research, research capability and competence, and attitude toward research. The Pearson product-moment correlation was used to determine whether there was a linear relationship between the variables. Multiple linear regression was used to show the linear relationship between attitude toward research, coping styles, research capability and competence, and motivation to conduct research. Also, it was used to determine which variables significantly influenced respondents' attitudes toward research.

4. THE DATA ANALYSIS

This study explored stress-coping styles and research-related factors influencing attitudes toward research among college students at Laguna State Polytechnic University-San Pablo City Campus, examining their impact on scholarly productivity and knowledge advancement.

Table 1: Level of Stress-Coping Styles of College Students as to Avoidant Coping

	Avoidant Coping	Mean	SD	Interpretation
1.	I have been turning to work or other activities to take my mind off things.	3.16	0.74	A medium amount
3.	I have been saying to myself "this is not real."	2.36	0.92	A little bit
4.	I have been using alcohol or other drugs to make myself feel better	1.51	0.88	A little bit
6.	I have been refusing to believe that it has happened.	2.28	0.90	A little bit
8.	I have been using alcohol or other drugs to help me get through it.	1.47	0.88	I have not done this at all
11.	I have been giving up the attempt to cope.	2.27	0.90	A little bit
16.	I have been doing something to think about it.	2.98	0.73	A medium amount
19.	I have been giving up trying to deal with it.	2.98	0.73	A medium amount
	Overall Mean	**2.38**	**0.57**	**A little bit**

Table 1 displays respondents' coping styles regarding the parameter of avoidant coping. With an average mean of 2.98, respondents tend to do something to think about and give up trying to deal with stress as a coping style, whereas those who responded that they had been using alcohol or other drugs to make themselves feel better received the lowest rating, with an average mean of 1.51. This indicates that students can deal with stressful situations and develop avoidance strategies. These findings also imply that regardless of the circumstances, students are confronting and avoiding stressful situations, and rather than expecting negative outcomes, they maintain a positive mindset. This mindset reflects the maturity of the respondents.

Furthermore, the findings suggest that respondents are aware of the consequences of their actions and that dealing with the situation requires facing reality rather than avoiding it. A study of Filipino university/college graduates revealed a strong relationship between stress and avoidant coping, which predicts a lower quality of life (Orines et al., 2023). Also, stress was found to predict a lower quality of life, while avoidant coping, or behavioral disengagement, had a much greater impact on the quality of life of graduating students.

Additionally, the overall mean of 2.38 and standard deviation of 0.57 were interpreted as "*a little bit,*" indicating that respondents engage in a *low level* of avoidant coping in stressful situations. This suggests that respondents may be capable of adjusting to difficult situations that require disengagement but not complete abandonment, enabling them to cope effectively. Thus, they used the facets of self-distraction, denial, substance use, and behavioral disengagement. Effective coping strategies are crucial for maintaining health and well-being, as they involve strategies for reducing stress and fostering positive emotions.

Table 2: Level of Stress-Coping Styles of College Students as to Problem-Focused Coping				
	Problem-Focused Coping	**Mean**	**SD**	**Interpretation**
2.	I have been concentrating my efforts on doing something about the situation I am in.	3.43	0.62	A medium amount
7.	I have been taking action to try to make the situation better.	2.90	0.93	A medium amount
10.	I have been getting help and advice from other people.	2.84	0.89	A medium amount
12.	I have been trying to see it in a different light, to make it seem more positive.	3.05	0.76	A medium amount
14.	I have been trying to come up with a strategy about what to do.	3.21	0.72	A medium amount
17.	I have been looking for something good in what is happening.	3.22	0.71	A medium amount
23.	I have been trying to get advice or help from other people about what.	2.78	0.91	A medium amount
25.	I have been thinking hard about what steps to take.	3.10	0.72	A medium amount
	Overall Mean	**3.07**	**0.50**	**A medium amount**

Table 2 presents how college students perceive their coping strategies in terms of problem-focused coping. With a mean score of 3.43, the majority of students who responded indicated in the table that they had been concentrating their efforts on changing the situation they were in, while the lowest indicator, a score of 2.78, indicated that they had been trying to get advice or help from other people. These findings indicate that students prioritized what they were doing and made efforts regardless of their circumstances before seeking advice or assistance from others. Moreover, students exhibit self-reliance, initiative, determination, and resourcefulness. They prioritize tasks, take responsibility for their actions, and work through difficulties before seeking help. They prioritize learning and problem-solving, using available resources and strategies, and demonstrating a proactive approach to managing workloads and challenges.

Table 3: Level of Stress-Coping Styles of the Respondents as to Emotion-Focused Coping				
	Emotion-Focused Coping	**Mean**	**SD**	**Interpretation**
5.	I have been getting emotional support from others.	2.74	0.90	A medium amount
9.	I have been saying things to let my unpleasant feelings escape.	2.60	0.90	A medium amount
13.	I have been criticizing myself.	2.89	0.87	A medium amount
15.	I have been getting comfort and understanding from someone.	2.91	0.90	A medium amount
18.	I have been making jokes about it.	2.78	0.91	A medium amount
20.	I have been accepting the reality of the fact that it has happened	2.79	0.80	A medium amount
21.	I have been expressing my negative feelings.	3.22	0.69	A medium amount
22.	I have been trying to find comfort in my religion or spiritual beliefs.	2.59	0.77	A medium amount
24.	I have been learning to live with it.	2.74	0.88	A medium amount
26.	I have been blaming myself for things that happened	3.19	0.67	A medium amount
27.	I have been praying or meditating	2.63	0.91	A medium amount
28.	I have been making fun of the situation	3.17	0.87	A medium amount
	Overall Mean	**2.86**	**0.48**	**A medium amount**

Table 3 illustrates college students' perspectives on their emotion-focused coping strategies. The mean score of 3.2 indicates that most respondents reported expressing negative emotions. In contrast, the lowest mean score of 2.60 indicates that fewer students reported using methods such as verbalizing to cope with unpleasant feelings. This finding implies that students' negative emotions may indicate healthy coping mechanisms, improving emotional regulation and stress management. However, not all students use the same strategies, emphasizing the need for tailored interventions and workshops.

The overall mean of 2.86 and standard deviation of 0.48 were verbally interpreted as *"a medium amount,"* implying that college students use a *high level* of emotion-focused coping in response to stressful circumstances. Thus, respondents used facets of venting, use of emotional support, humor, acceptance, self-blame, and religion This suggests that, on average, students engage moderately in recognizing and expressing their emotions during times of stress. College students' moderate use of emotion-focused coping can be seen as a positive coping mechanism because it facilitates emotional expression and processing. By acknowledging their emotions, students may better navigate and manage stressful situations.

The variability in scores, as represented by the standard deviation, indicates that, while the average use of emotion-focused coping is moderate, there are significant individual differences. Some students may rely heavily on emotion-focused strategies, whereas others may use a combination of coping methods tailored to their specific needs and preferences. The findings highlight the importance of promoting adaptive coping skills in students using a balanced approach. This includes recognizing and reinforcing existing coping mechanisms, such as emotion-focused strategies, while also taking into consideration individual circumstances and needs. Educators and counselors can use these insights to design interventions that help students manage stress and improve their overall well-being.

Table 4: Level of Research-Related Factors of the Respondents in Terms of Research Capabilities				
	Capability to Conduct Research	**Mean**	**SD**	**Interpretation**
1.	My teachers support and encourage me to conduct research.	3.29	0.59	Moderately capable
2.	My subject load at school is not that constricted.	2.80	0.65	Moderately capable
3.	I have internet access, books, and sample research.	3.28	0.56	Moderately capable
4.	Research requires little physical effort	3.10	0.62	Moderately capable
5.	We have a culture of research in our school.	3.06	0.57	Moderately capable
6.	I have resource persons to refer to and provide me with professional assistance to conduct research.	2.99	0.64	Moderately capable
7.	I have training in the concept and process of research.	2.77	0.64	Moderately capable
8.	I have sufficient time to conduct research.	2.86	0.62	Moderately capable
	Overall Mean	**3.02**	**0.42**	**Moderately capable**

Table 4 indicates the level of research capability of college students. After analyzing the 301 responses, it was determined that most students were capable of conducting research with the assistance and supervision of their instructor. The mean score for instructors was 3.29, and the mean score for students who received training on the concept and procedure of action research was 2.77, indicating "moderately capable." Hence, despite students' moderately capable training in action research, their teachers support and encourage them to do so.

The overall mean of 3.02 and standard deviation of 0.42 indicate that college students are "moderately capable" of their research abilities. This implies that, while they may not excel in all aspects of research, they do show competency in various research-related tasks. This interpretation is consistent with the notion that college students possess the skills and knowledge required to participate in research activities, though to a moderate extent. Since college students learn and acquire research skills from their teachers, this study implies that faculty research capability and training are vital for mentoring their students. As a result, students manifest a moderate level of research capabilities that showcase their intellectual curiosity, critical thinking skills, and ability to engage with complex problems.

Table 5: Level of Research-Related Factors of the Respondents in terms of Research Motivation				
	Motivation to Write Research	**Mean**	**SD**	**Interpretation**
1.	Research enhances my chance of career promotion.	3.24	0.55	Moderately motivated
2.	Research enhances my learning efficiency.	3.19	0.56	Moderately motivated
3.	My research professor expects me to come up with research by the end of the year.	3.02	0.64	Moderately motivated
4.	I would like to interact with other researchers.	3.19	0.55	Moderately motivated
5.	Conducting research allows me to outrank other applicants for promotion.	2.96	0.61	Moderately motivated
6.	Most of my classmates have conducted or planned to conduct research.	3.07	0.59	Moderately motivated
7.	My research professor will recognize my commitment to doing research.	3.08	0.55	Moderately motivated
8.	I would like to publish research findings in research journals.	3.10	0.56	Moderately motivated
9.	I find research an interesting and meaningful educational practice.	3.18	0.55	Moderately motivated
10.	I would like to participate and be recognized in the research congress.	3.06	0.61	Moderately motivated
11.	Research allows me to come out financially ahead.	3.01	0.62	Moderately motivated
12.	I would like to demonstrate to my peers that the conduct of research is not that difficult.	3.04	0.57	Moderately motivated
13.	I have a passion for the discovery of new knowledge.	3.17	0.57	Moderately motivated
14.	I feel empowered when I investigate and act on classroom problems.	3.12	0.57	Moderately motivated
	Overall Mean	**3.10**	**0.44**	**Moderately motivated**

Table 5 depicts the level of motivation of college students to conduct research. Most students responded to indicator 1 that action research increases the likelihood of career advancement, which received the highest mean value of 3.24. The indicator that research allows students to outperform other applicants for promotion, on the other hand, received the fewest responses. This exemplifies that respondents were motivated to participate in a study because of its potential to enhance career advancement opportunities.

The overall mean of 3.10 and standard deviation of 0.44 indicate that college students are "moderately motivated" to write research. This implies that college students' motivation varies from extremely enthusiastic to disinterested, depending on academic requirements, subject interest, future goals, external pressure, and intrinsic motivation. Despite lacking enthusiasm, they typically complete assignments satisfactorily. Furthermore, they frequently write research papers as part of coursework, despite their lack of enthusiasm for the subject. While some students' genuine interest can be beneficial, others view research and writing as valuable skills for future careers or academic pursuits, motivating them to excel in these assignments. External factors such as grades, educational expectations, and enjoyment can encourage students to complete research projects. At the same time, intrinsic motivation varies by student and assignment, allowing them to express their ideas effectively. More so, they manifest moderate motivation to write a research project, thus, they moderately explore personal interests and contribute to the collective understanding of writing research. Further, it suggests a moderate level of understanding that writing research enhances their critical thinking, problem-solving, and analytical skills, and reveals potential for significant societal contributions.

Table 6: Level of Research-Related Factors of the Respondents in terms of Research Competence				
	Student competence in doing research	**Mean**	**SD**	**Interpretation**
1.	Technical aspect (organization, grammar, format)	3.04	0.68	Moderately competent
2.	Writing the introduction	3.03	0.69	Moderately competent
3.	Writing the research methodology	2.99	0.67	Moderately competent
4.	Writing the results and discussion	3.00	0.70	Moderately competent
5.	Writing the conclusion and recommendations	3.04	0.69	Moderately competent
6.	Writing the abstract	3.02	0.70	Moderately competent
7.	APA style of in-text citation	3.00	0.76	Moderately competent
8.	APA style of the end-of-text citation	3.02	0.74	Moderately competent
	Overall	**3.02**	**0.62**	**Moderately competent**

Table 6 conveys the level of research competency of college students. The respondents were capable of conducting research, as evidenced by their mean score of 3.04 on indicator 1 in technical aspects such as organization, grammar, and format. While the indicator that states "*writing the research methodology*" has the lowest mean value of 2.99, this indicates that the students who responded to the survey were technically competent, specifically in grammatical structures and formatting, but found it difficult to write a research methodology.

The overall mean of 3.02 and standard deviation of 0.62 indicate that college students are "moderately competent" in research. This implies that respondents possess the practical skills and abilities required to conduct research. Thus, through exposure and learning throughout their educational careers, they have developed their research competencies and realized that developing research competencies is critical for improving their critical thinking skills, academic success, professional preparation, innovation and creativity, problem-solving abilities, effective communication, and lifelong learning, regardless of the challenges and stressors they face. In essence, research competencies enhance students' academic experiences while equipping them with critical skills and characteristics that are invaluable for personal, academic, and professional development.

Table 7: Level of Attitude Toward Research of the Respondents

	Attitude Towards Research	Mean	SD	Interpretation
1.	Research is useful for me.	3.24	0.55	*A medium amount*
2.	I will benefit from conducting research.	3.32	0.56	*A medium amount*
3.	Research is indispensable in my specialized training.	3.11	0.59	*A medium amount*
4.	Conducting action research is stressful.	3.14	0.63	*A medium amount*
5.	Research is difficult to conduct	3.14	0.59	*A medium amount*
6.	I have an interest in conducting research.	2.95	0.59	*A medium amount*
7.	Research makes me anxious.	2.94	0.66	*A medium amount*
8.	I love to conduct research.	2.78	0.68	*A medium amount*
9.	I enjoy conducting research.	2.87	0.68	*A medium amount*
	Overall Mean	**3.06**	**0.40**	*A medium amount*

Table 7 demonstrates the level of college students' attitudes toward research. The indicator rating that they benefited from conducting action research had the greatest mean value of 3.32, while the indicator rating that they loved to conduct action research received only 2.87. This indicates that the respondents benefited and valued the importance of doing research.The overall mean of 3.06 and standard deviation of 0.40 suggest that college students have "a medium amount" of attitudes toward research.

This result revealed that college students have a *high level* of attitude toward research. Furthermore, college students' attitudes toward research are key for motivation, engagement, quality output, competency development, knowledge creation, and cultivating a research culture. A positive attitude influences academic experiences, and research skills, and prepares students for future endeavors. Likewise, cultivating a positive attitude toward research is critical for fostering a culture of inquiry, innovation, and excellence within educational institutions.

Table 8: Correlation between Attitude towards Research and Stress-coping Styles of the Respondents

Coping Styles	Attitude Towards Research	
	r	p
Avoidant	.372**	<0.001
Problem-focused	.395**	<0.001
Emotion-focused	.414**	<0.001

**Significant level at 0.01

Table 8 depicts the relationship between college students' coping styles and attitudes toward research. There is a significant relationship between three coping styles—avoidant coping (r =.372), problem-focused coping (r = .395), and emotion-focused coping (r =.414)—and college students' attitudes toward research. All of the score values were significant at the 0.01 level, revealing a significant relationship with low positive correlations between these coping styles and attitudes toward research.

Thus, these results further imply that the avoidant coping style, which involves attempting to avoid or ignore stressors, has a significant relationship with attitudes toward research, implying that students who avoid dealing directly with stress may have fewer positive attitudes or engagement in research activities. Likewise, the problem-focused coping style, which focuses on directly addressing stressors and finding solutions,

shows a significant relationship, implying that students who actively seek solutions and engage in problem-solving techniques may have more positive attitudes toward research. Thus, problem-focused coping strategies play a crucial role in helping individuals navigate challenges and pursue their goals (Tsaur et al., 2015). By addressing internal and external barriers through proactive actions and practical solutions, individuals can enhance their resilience, confidence, and ultimately, their ability to achieve personal and academic success.

More so, the implications of these findings are multifaceted and important for understanding coping strategies, tailored support services, curriculum development, faculty training, promoting a positive research culture, and future research directions. Thus, this study highlights the intricate relationship between coping strategies and attitudes toward research among college students, suggesting that addressing coping in research can enhance academic support and foster a positive research culture.

Table 9: Correlation between Attitude towards Research and Research-Related Factors of the Respondents

Research Related Factors	Attitude Towards Research	
	r	P
Research Capability	.645**	<0.001
Research Motivation	.707**	<0.001
Research Competence	.555**	<0.001

**Significant level at 0.01

Table 9 shows the relationship between college students' attitudes toward research and three research-related variables: research capability (r =.645), motivation (r = .707), and competence (r =.555). The findings indicate a significant relationship with a moderate to strong correlation between these variables and students' attitudes toward research at a state university, all of which are significant at the 0.01 level. This finding implies that students' perceived ability to conduct research effectively is significantly related to their attitudes toward research, inferring that students who are confident in their research skills may have more positive attitudes or enthusiasm for research activities. Also, students' motivation, whether intrinsic or extrinsic, to engage in research activities has a significant relationship, implying that motivated students, whether driven by personal interest, career goals, or academic requirements, may have more positive attitudes toward research. More so, students' perceived

level of competence or mastery in conducting research tasks also has a significant relationship, implying that students who feel competent in their research abilities may have more positive attitudes toward research.

Besides, understanding these relationships is critical for developing effective interventions that improve students' attitudes toward research. Strategies could include using innovative teaching methods, creating a supportive learning environment, and encouraging students' intrinsic motivation. Teegelbeckers et al. emphasize the importance of establishing clear procedures for both teachers and students to facilitate effective democratic education (Teelgelbeckers et al., 2023). This includes classroom management strategies, positive interaction promotion, comprehensive subject matter coverage, and classroom climate assessment. By using structured approaches, educators can better support students in developing positive attitudes toward research.

Table 10: Regression Analysis of the Attitude Towards Research Based on the Coping Styles, Research Related Factors of the Respondents					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.632	0.126		4.996	<0.001
Research Motivation	0.424	0.046	0.474	9.264	<0.001
Research Capability	0.267	0.049	0.283	5.482	<0.001
Emotion-focused Coping	0.106	0.035	0.128	3.052	0.002
R = .755, R squared = .5571, Adj. R squared = .566, F (3, 297) = 131.645, p = .000					

Table 10 conveys the results of a regression analysis of college students' attitudes toward research, considering their coping styles and research-related factors. The study finds significant correlations between attitudes toward research and several key variables. Attitudes toward research are significantly associated (p < 0.001) with research-related factors such as research motivation (B = 0.424; Beta = 0.474), research capability (B = 0.267; Beta = 0.283), and coping styles, particularly emotion-focused coping (B = 0.106; Beta = 0.128). These findings highlight the significance of both intrinsic motivation and effective coping strategies in shaping students' attitudes toward participating in research activities.

Consequently, a regression analysis was performed to determine which factors significantly predict college students' interest in research. The findings show that students' use of emotion-focused coping strategies, research capability, and level of motivation to conduct research all contribute significantly to the 57% variability in their attitude toward research. This finding also suggests that to develop a positive attitude toward research among students, one must enhance their research capability and motivation, highlighting the need for educators and institutions to invest in these areas. Thus, emotion-focused coping strategies may include managing their emotions, seeking social support, and discovering meaning in their academic pursuits. A student's enthusiasm for a research project enhances their abilities, motivates them to persevere despite academic pressures, and demonstrates their commitment to academic success and personal development, aiming to meet both individual and broader academic requirements. Respondents' positive attitude toward research and emotion-focused coping strategies demonstrate resilience, contributing to academic success and personal satisfaction, despite the complexities of academia.

5. CONCLUSIONS

The study highlights the critical role of effective coping strategies in shaping college students' attitudes toward research. It found that students employing problem- and emotion-focused coping strategies were more likely to develop positive attitudes, strong research skills, and high motivation. Understanding these attitudes is essential as they correlate with research engagement and performance. The research focused on Filipino young adults at Laguna State Polytechnic University-San Pablo City Campus, who faced various academic stressors while balancing personal goals and social acceptance. These pressures significantly influenced their coping mechanisms and attitudes toward research.

Moreover, the key findings revealed that in terms of coping styles, students exhibited a range of coping styles, with low levels of avoidant coping and moderate levels of both problem-focused and emotion-focused coping; in research capability, students demonstrated moderate research capabilities, motivation, and competencies, with generally high attitudes toward research; its correlation, coping styles significantly influenced students' attitudes toward research capability, motivation, and competence, showing low positive correlations. Research-related factors had moderate to strong correlations with these attitudes; the influence of emotion-focused coping strategies was particularly impactful, accounting for 57% of the variability in students' attitudes; in contrast, avoidant coping was associated with negative attitudes and lower research engagement.

In addition, to support students in managing stress and fostering positive attitudes toward research, the study advocates the promotion of coping strategies as educational institutions should encourage problem-solving and emotion-focused coping strategies; creating supportive environments for personal growth and academic success is crucial; targeted interventions such as implementing workshops on coping skills and emotional expression can enhance student well-being; curriculum improvements by tailoring support services, enhancing curriculum design, faculty development, and mentoring initiatives can cultivate a positive research culture.

Furthermore, the findings underscore the intricate relationship between coping strategies and research-related factors. By recognizing the importance of these strategies in academic pursuits, institutions can better support students. The study ultimately affirms the role of educational institutions in promoting research excellence and serving both students and the community through knowledge advancement. Thus, research calls for awareness of coping strategies and the implementation of targeted interventions, such as workshops on emotional expression, to support students' well-being and academic success. It emphasizes the need for tailored support services and curriculum enhancements to cultivate a positive research culture, ultimately reinforcing the institution's commitment to advancing research and student development.

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