

# Coping Strategies of Senior High School Graduating Students with Academic Tasks

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**Abstract:** *Everybody has a struggle in life and manifest his way of handling stress. Stress may be physical, emotional, and mental stress, this research design used is descriptive correlation. The researchers conducted the survey among the students in the Senior High School. With 104 respondents and by complete enumeration, GAS 12 males are 11 while females are 27; ABM 12 males are 3 while females are 32; HUMSS 12 males are 11 while females are 20. Quantitative data were processed by using Chi-square with Yates correction. The result would show the correlation between the perceived level of stress in terms of physical, emotional, and mental. Generally, students are expected to have an appropriate coping mechanism to their perceived level of stress - physical, emotional, and mental. Students may use positive or negative coping strategies. Teachers may help them in coping their stress.*

**Keywords:** Physical Stress, Emotional Stress, Mental Stress, Coping Strategies

## 1. The Problem and It's Scope

### 1.1 Rationale

A student may have a hard time in handling problem that would cause a student additional burden towards current obstacle which may be settled to stress - a feeling that a person feels and recognizes naturally in order to cope with situations that are challenging where in positive cognitive restructuring are mostly used by self-compassionate individuals as a coping strategies and problem-solving or distractions for lesser self-compassionate (O'Brien, 2014, 4).

Ji (2011) says that mental stresses have a factors to consider such as personal psychology, behaviors, abilities, and family conditions. College students must be guided for they are in transition from immature to mature one [32].

O'Brien (2014) says that stress have a positive impact to a person that feels stimulated and may able to manage the situations [4].

On one hand, Baqutayan (2015) says that stress had been an experience for everybody that are living and breathing although they do not term this as stress rather pressure, however, stress often referred as a cause of pessimistic thinking or feeling due to a situation [479-484]. O'Brien (2014) claims that uncontrolled situations are the alarming feeling that makes a person feels threatened or frighten that would harm ones cognitive and physical aspect [4]. Kumar and Bhukar (2012) stated that inadequate adaptations may lead to psychological problems that would cause abnormalities toward ones behavior although students are aware of stress and became their routines in life but it could affect the future of students if they are much exposed to major stress - reaction and response to one's body in order to adjust and cope stress - present when one did not effectively cope nor address properly the stress that would result to pressure [5-6].

As the study go through, the researcher would identify the root cause of the problem. Kumar and Bhukar (2012) stated that Engineering students perceived anxiety academic alienation and future academic prospects that would hinder ones participation to recreational activities [8].

Coping Mechanism can be a simple way of mitigating the stress but it is complicated due to individuals having a varied problem situations. In relating to this, researcher aims to explore different coping strategies of an individuals obstacle in life.

### 1.2 Statement of Purpose

This study aims to determine and explore the different coping strategies of Graduating Students of Jagobiao National High School, School Year 2018-2019.

Specifically, it attempted to address the following questions:

- 1) What is the perceived level of stress to students in terms of:
  - 1.1 physical;
  - 1.2 emotional; and
  - 1.3 mental?
- 2) What is the level of coping stress of students in terms of:
  - 2.1. physical;
  - 2.2. emotional; and
  - 2.3. mental?
- 3) Is there a significant correlation between the coping mechanism of the students and perceived level of stress?

### Hypothesis

H<sub>0</sub>: There is no significant relationship between perceived level of stress and its corresponding coping mechanism.

H<sub>1</sub>: There is a significant relationship between perceived level of stress and its corresponding coping mechanism.

## 2. Review of Related Study and Literature

Everyone experiences different situations that lead to stresses, people use different action in coping either to escape or to face the obstacles.

Stress is not a burden rather a spice to an individual's life, to prove how individuals became better as years passed by. Counselling by teachers and peers can help the student with the demands in their courses (Veena & Shastri, 2016, 71-79). Stress of BSIT (Bachelor of Science in Information Technology) students stated that one's work in future is demanding; Thesis writing or research paper are from male students' stress while school projects are from female students (Mazo, 2015, 75). Coping mechanism is not a rule to be followed but a strategy to stay on the right path, although, people can control stress by using coping strategies, as long as they do not treat stress as a threat but an opportunity to build their cognitive and well-being (Ruus et al, 2007, 921-930). Positive Coping is widely used to face problem for the Secondary Student under Malaysian Government who commonly experience stress (Yusoff, 2010, 12). Interpreting stress in a good way has a positive effect in managing stress (Sheykjan, 2015, 8). Stressful events are not a problem for humorous individuals for they use positive coping as strategy to fight stress (Abel, 2002, 376). Social support strategies could uplift the spirit of undergraduate students in coping to stress (Kuncharin & Mohamad, 2014, 3).

Shahmohammadi (2011) stated that when a person suffers negative emotion they are indeed dealing with stress mostly the male students are likely braver than female [395-200]. Kumari and Gartia (2012) stated that academic performance can be affected by stress, which may lead to negative result for inappropriate coping [157]. As a relation to the latter, Guevarra and Cimanis (2017) stated that stress is indeed have to be addressed effectively so that the performance of a student would not be affected by stress; In treating academic stress, the most useful indicator is planning - students thought on how the problem should be treated in an easier way [53-63]. Nagle and Sharma (2018) pointed out that parental pressure leads to suicidal incident - students are most likely to give up in life. Indeed, parental counselling must focus on cultivating kind person for it is more prominent than being intellectual only, for this is not correlated to success of a person [6-7]. Sohail (2013) supported the latter that most students suffer personal stresses - family problems bend inward events like the decease of a family member [701].

Stress also affects individuals' emotion as well as their mental aspect. Kadiravan and Kumar (2012) stated that a person seems to have a better life when a student knows the best coping mechanism for a problem [50]. Kumar and Bhukar (2013) declared that when a person feels good so as their mental and physical health - must be prominent to avoid depression and any disorder [10]. Ji (2011) stated that teaching plays a critical role to prevent stress for college students - innovating knowledge, technology and independency for better career in future [33]. Atindanbila and Abasimi (2011) said that cognitive strategy is mainly used in managing depression - person that continuously feels

sadness may lead to mental disorder [1257-1261]. To maintain balance of mental health and stress, Wen (n.d.) pointed out that one can handle stress in a positive way, such as avoiding getting along with stress, however, one must find its appropriate coping strategy [7]. Bland, Melton and Gonzales (2010) were in doubt to consider pressure as student influence or drive to do well; Coping mechanism used are exercise, pray and vent the emotion to mom [32]. Bamuhair, Farhan, Althubaiti, Agha, Rahman and Ibrahim (2015) declared that Medical Students experience stress, end up self-blaming while seeking for emotional support - Mentoring and guidance are highly needed for medical students [7].

Givon and Court (2009) explained that coping strategies differ from each individual, using maladaptive coping that result to negative effect or adaptive coping that results to an optimistic effect [298]. Majumdar and Ray (2010) stated the reason why students had conflict to interpersonal relationship, findings said it is due to rising negative emotion, however, sacrificing is the main coping strategy to hinder conflict of interpersonal relationship [106]. Wei, Ku, Russell, Liao and Mallinckrodt (2008) find out that depressive symptom is the effect of felt discrimination resulting to self-abandonment [460]. Ntoumanis, Edmunds, and Duda (2009) say that pending threat can destroy one's mental and physical health [251].

Stress also affects one's physical health. Baqutayan (2015) explained that stress is not a complex task although one must be knowledgeable to address the stress, mostly the appropriate coping mechanisms are meditation and counselling [487]. Thenga, Mutshaeni and Mashau (2015) said that girls often used religious and social support as coping strategies while boys often used defensive and destructive coping strategy [26]. Mate (2014) declared that stress could give negative effect to work performance, productivity and physical health, when coping does not properly address stress [31]. Bello and Gumarao (n.d.) opposed to a TransAsian study that stress is not a factor that could affect academic performance instead, stress could affect the physical health of students [38]. Dubai, Naggari, Alshagga and Rampal (2011) reacted that smoking as a coping method could lead more stressful events however, perception to stress could affect the outcome of those stresses and coping strategies [63]. Mazo (2015) stated that people who are aggressive are most likely to experience negative emotion that would cause diseases and illness [74]. Smith (n.d.) said that adolescents have a various coping strategy used such as healthy coping --adaptive coping while maladaptive is the negative coping strategy [8]. O'Brien (2014) stated that when individual could not cope up to problem one may suffer sickness that will lead to suicidal attempts [6-16]. Therefore, stresses do not have an exact solution but one can realize the appropriate coping mechanism for a problem as a technique to fight or face stress indirectly.

## 3. Research Methodology

This section contains the research design, the research environment, the research respondents, the instruments used, data gathering procedure and treatment of data.

### Design

This research study used the descriptive correlation design of the variables covering physical, emotional and mental stresses and its significant relationship to physical, emotional and mental coping strategies. This design used survey guide as a tool to gather the data.

### Environment

The survey is conducted in Jagobiao Mandaue City in the school of Jagobiao National High School known before as Mabini National High School which was build in 1984. By 2015, this school has been part of K to 12 curriculum program. The senior high school offers Academic tracks namely ABM (Accountancy Business and Management), GAS (General Academic Strand) and lastly HUMSS (Humanities and Social Sciences). The Senior High school building was constructed in the year 2015.

### Respondents

This survey focuses the Senior High School Student's in Jagobiao National High School specifically the Senior High School Graduating Students. These students are chosen because they are the one who are qualified to answer about coping mechanisms of Senior High School Graduating Students.

### Instruments

In this study the researchers intend to use survey questionnaire as a research tool instrument. The sampling design that would be used is the judgmental or purposive

sampling because the respondents are only the graduating Senior High Students. By complete enumeration, the sample size is 104, GAS 12 male are 11 while female are 27; ABM 12 male are 3 and female are 32; HUMSS 12 male are 11 while female are 20. By the research structure of the study describe likert scale. The researchers had adapted an instrumental tool that would fit to our expected

### Data Gathering Procedure

The researchers shall be asking permission from the students administrator and teachers involved in the study. When the researchers conducted the survey they will give a survey questionnaire to the respondents as well as their answer sheet. After answering, the researcher shall collect the survey questionnaire together with their answered paper and the collected answered paper will be used in the tabulation, data treatment, interpretation and analysis of the data.

### Treatment of Data

The data will be treated using a Chi-square. It is a testing of the relationship between the categorical variables and its null hypothesis (Ho) represents no relationship at all with the independents such as categorical variables in the population.

## 4. Presentation, Analysis and Presentation of Data

**Table 1:** The first table can be found in the appendix.

**Table 2: Summary of Results**

Variables	Computed Value	Critical Value (0.05)	Discussion	Interpretation
Physical (Stress and Coping)	0.17	9.49	Failed to Reject	Not Significant
Emotional (Stress and Coping)	39.65	9.49	Reject	Significant
Mental (Stress and Coping)	48.59	9.49	Reject	Significant

The table above shows the value of computed Chi-square  $\chi^2$  (0.17) in terms of physical stress is less than the computed critical value (9.49, = 0.05) which fails to reject the null hypothesis - thus, it is not significant. This implies that stress cannot influence students' physical appearance. Stress cannot affect the proper grooming of a person undergoing physical stress. It contradicts to the study of Thenga, Mutshaeni and Mashau (2015) recommended that students must give importance to their health by treating themselves by taking medication when they are ill while Ruus et al (2007) stated that students should also pay attention to their well-being such as personal growth and development.

The value of computed Chi-square in terms of emotional stress  $\chi^2$  (39.65) is greater than the computed critical value (9.49, = @ 0.05) which rejects the null hypothesis, thus, there is a significant difference. It reveals that there is a correlation between students' way of dealing and coping emotional stress and it could affect to their way of expressing emotions to others. It clearly state that students cannot handle their attitude in front of their parents, friends, and teachers that may result into a negative impact to their relationship. Veena and Shastri (2016) pointed out that stress could be lessen if students could feel a control towards their academics. Ruus et al (2007) declared the emphasis od human values such as caring, self-improvement, security,

and good interpersonal relations together with academic achievement than academic achievement alone.

The computed value  $\chi^2$  (48.59) in terms of mental aspect of the student is greater than the critical value (9.49, = @ 0.05). The null hypothesis is rejected therefore, significant. This entails that student has a significant association of stress in their studies. Kumari and Gartia (2012) stated that there is a correlation between academic achievement and highly stressed is not different the tasks provided to them, keeps them thinking and moving tk dispose the task. Among undergraduate students Kuncharin and Mohamad (2014) observed that students can perform better in their academic performance with the help of their academic coping strategies.

## 5. Summary of Findings, Conclusion, and Recommendations

This chapter presents the summary of findings, conclusions, and recommendations that is related to Coping Strategies of Senior High School Graduating Students with Academic Tasks

## 5.1 Findings

This study aims to determine and explore the different coping strategies of an individuals challenges in life that may affect or motivate the Senior High School Graduating Students of Jagobiao National High School, school year 2018-2019.

The data portrays that the perceived level of physical stress is not correlated with physical coping mechanism hence, it is not significant. It implies that stress cannot influence students physical appearance which may include their personal grooming. However, the perceived level of emotional and mental stress has been determined to be rejected. It suggests that perceived level of stress has an association to each coping mechanisms.

## 5.2 Conclusion

Graduating Senior High School students have encountered different levels of stress and its corresponding coping mechanism in terms of physical, emotional, and mental. The latter is supported by the study of Thenga, Mutshaeni, and Mashau (2015) declared that respondents manifest that there are challenges that needs to cope up. Stress is not manifested physically. This suggests that students stress do not give impact to the respondents physically. On one hand, emotional stress has been manifested as well as mental stress in relation to academic performance of the respondents.

## 5.3 Recommendation

Based on the findings of this research study, the following are recommended:

Students can identify the different ways and strategies in coping the perceived level of stress in terms of physical, emotional and mental. They should practice every morning taking a deep breathe to refreshen their minds.

Teachers can guide and monitor their students properly in order to give an immediate action and help to students who are facing different kinds of stresses. one way to help their students is by giving them motivation to face their struggles in life optimistically.

School can conduct and provide school-based seminar for the students of Jagobiao National High School. This seminar shall include the practices and coping mechanisms in order students to be aware and prepared for the possible stress they are going to encounter.

Guidance Office can implement and encourage having a buddy system in order for the students to reduce their stress by sharing their struggles and perhaps that individual could give advice.

Parents can provide guidance, advice and support which may include moral and financial. In this case it may lessen the child's stress and pressure.

Future Researchers can have a deep study in understanding about the proper ways of coping their perceived level of

stresses namely physical, emotional and mental where students can easily apply and relate it to their experiences.

## 6. Limitations of the Study

In this study, there are various of limitations. First, the sample size is smaller than the usual. Second, this study is exclusive for Senior High School Graduating Students. Third, the research tool was not validated statistically however, the research tool was adapted. Lastly, this study focuses on the perceived level of stress in academic tasks. Thus, the future researcher may include graduating Junior High School in order for the sample size to be larger.

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#### Source of Adapted Research Tool

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### Appendix A

Directions: Below are some sources and mitigation of stresses that you experienced and used to cope with stress. Put check (✓) according to the level that would fit to your experience. Rest assured that whatever information we will be able to gather will be treated with utmost respect and confidentiality under the ethical standards that govern the conduct of a research. Your honesty is very much appreciated. Always- 5, Often- 4, Sometimes- 3, Seldom- 2, Never- 1

Cognitive	5	4	3	2	1
1) I had images that I was very afraid of.					
2) I was afraid of losing control.					
3) My mood rapidly cycled in terms of anxiety, anger, and depression.					
4) "I feel I was being compared to others."					
5) I was absent-minded and unable to remember what I was actually doing.					
Emotional					
1) I am able to do things as well as most other people.					
2) I take a positive attitude toward myself.					
3) I generally feel full of vigor.					
4) I have friends with whom I can share my joys and sorrows.					
5) I get the emotional help and support I need from my family.					
Physical					
1) I am physically fit, in accordance with my age.					
2) I keep myself as fit and active as possible by exercising.					
3) My health is better than I expected for my age.					
4) My fatigue prevents sustained physical functioning.					
5) Problems with my physical health do not hold me back from doing what I want.					

Strongly Agree- 5, Agree-4, Neutral- 3, Disagree- 2, Strongly Disagree-1

Physical	5	4	3	2	1
1) Over scheduled activities.					
2) Using illegal drugs.					
3) Smoking cigarettes or Drinking alcoholic drinks.					
4) Giving up easily to challenges.					
5) Sleeping late at night or Lacking of sleep.					
Emotional					
1) Seeking for social support.					
2) Taking the problem in a lightly way.					
3) Having faith in coping the stress.					
4) Treating stress as a positive manner.					
5) Accepting and Recognizing stress.					
Mental					
1) Reinterpreting stress in optimistic way.					
2) Distracting oneself in order not being focused to stress.					
3) Recognizing and Accepting stress.					
4) Venting of emotions to trusted people.					
5) Treating stress and challenges positively.					

### Appendix B

**Table 1:** Computation of the Perceived Level of Stress.

Student Number	Stress		
	Physical	Emotional	Mental
Student 1	3	3.8	3
Student 2	4.6	4.6	5
Student 3	3.6	4	3
Student 4	3.4	4.4	3

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Student 5	3.4	3.6	3
Student 6	3.2	4	4.8
Student 7	2.4	4.2	4.4
Student 8	3.4	4	2.8
Student 9	3.6	5	1
Student 10	4.2	4.8	3.4
Student 11	3.2	3	4.2
Student 12	4.2	3.2	3
Student 13	3.8	4.2	3.6
Student 14	3.8	4	2.8
Student 15	3.8	4.2	4.4
Student 16	3.6	4.2	2.4
Student 17	3.4	3.4	3.6
Student 18	3.2	3	2.6
Student 19	4	4	1
Student 20	2.6	3.8	5
Student 21	4.4	4.2	4.2
Student 22	3.2	2.8	2
Student 23	4	4	1
Student 24	3.8	4	1
Student 25	4	4.4	4.4
Student 26	2.6	3.2	4
Student 27	3.8	4.4	3
Student 28	3.6	4.2	2.6
Student 29	3.8	3.4	3.6
Student 30	3.8	3.8	3
Student 31	3.2	3.6	3.6
Student 32	2.8	3.6	2
Student 33	3	4.2	3.6
Student 34	3.4	3	3
Student 35	3	2.8	3
Student 36	3.4	3.8	4.4
Student 37	3.4	3.2	4.4
Student 38	3.8	3.6	3.8
Student 39	4.2	3.6	3.2
Student 40	2.8	3.6	2.4
Student 41	3.2	2.8	1.2
Student 42	3.4	2.8	4.8
Student 43	3.6	4.2	4
Student 44	3.4	3.8	3.2
Student 45	3.6	4	3.4
Student 46	3.6	4.6	4
Student 47	4.2	4.2	4.2
Student 48	3	4.2	4.4
Student 49	2.2	4	2.8
Student 50	3.8	3.8	3
Student 51	2.6	4.2	4
Student 52	1.2	2	4.8
Student 53	4	4	4
Student 54	4	4.2	4
Student 55	4	3.8	3.8
Student 56	3.4	3.4	2.8
Student 57	2.4	2.6	3.8
Student 58	3.4	4.8	3.4
Student 59	3.8	3.4	2.6
Student 60	3.2	3.8	4.6
Student 61	3.2	4	4
Student 62	3.4	3.8	3
Student 63	2.4	3.6	4.2
Student 64	4.8	4.6	3.6
Student 65	3.8	4.2	2.8
Student 66	2.8	3.6	3.2
Student 67	3	3.4	3.8
Student 68	3.2	4	4.4
Student 69	3	3.4	3
Student 70	4	4	3.2
Student 71	3.2	3.2	4.4

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Student 72	3.4	3.6	3.6
Student 73	3.2	2.6	3.4
Student 74	3	3	3
Student 75	3	3	3
Student 76	3.8	2.6	2.8
Student 77	3.4	2.6	2.8
Student 78	3.4	3.6	3.4
Student 79	3.2	3	2.6
Student 80	3.8	3	2.8
Student 81	3.8	3.8	4.6
Student 82	3.4	3.6	3.4
Student 83	3.8	3.4	4.4
Student 84	3.8	3	4.2
Student 85	3.6	2.6	2.8
Student 86	3.4	4.4	3.8
Student 87	3.2	4	3.6
Student 88	3	3.8	2.6
Student 89	3	3	3
Student 90	2.6	2.8	2.8
Student 91	1.8	2.6	2.4
Student 92	2.6	2.6	2.6
Student 93	3	2.8	3.4
Student 94	3.4	3.4	3.4
Student 95	4.6	2.6	3
Student 96	4	4	4
Student 97	3	3	3
AVERAGE	3.40	3.62	3.35

**Table 2:** Computation of the Coping Mechanism in Physical, Emotional and Mental Aspect

Student Number	Coping Mechanism		
	Physical	Emotional	Mental
Student 1	2.4	4.4	4.2
Student 2	4.2	4.2	3.8
Student 3	2.2	3.6	3.4
Student 4	2.2	3.4	3.8
Student 5	1.6	3.6	3.2
Student 6	2.6	4.4	3.4
Student 7	2.2	2.8	3.4
Student 8	2.4	3.6	3
Student 9	5	1.6	5
Student 10	2.4	4.8	5
Student 11	2.8	3.6	3.6
Student 12	2.2	3.2	3.2
Student 13	2.8	3.6	3.4
Student 14	2.4	3.8	3
Student 15	1.6	4.8	4
Student 16	2.6	3.2	4.4
Student 17	2.4	2.8	3.4
Student 18	3.6	3.2	2.8
Student 19	1.8	4.2	3.4
Student 20	2.8	4.8	1.8
Student 21	3.4	4	4
Student 22	2.6	3.2	3
Student 23	1.8	4.2	3.4
Student 24	1.8	4.2	3.4
Student 25	1.8	3.8	3
Student 26	1.8	4.2	3.6
Student 27	2.6	3.6	4
Student 28	2.2	4	3.2
Student 29	4.6	3.2	4.2
Student 30	2.4	4	3.6
Student 31	2.4	3.8	3.2
Student 32	3.2	2.6	2.8
Student 33	1.2	4	1.4
Student 34	3.4	2.4	2
Student 35	1.6	3.4	3
Student 36	1.6	4.4	4.6

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Student 37	3.2	3.8	3.2
Student 38	3	4	4.4
Student 39	2.2	4.8	4
Student 40	1.6	3	2.8
Student 41	2.2	3	3
Student 42	3	4.6	4.4
Student 43	2.4	4.6	5
Student 44	2.4	2.6	2.4
Student 45	1.8	4.4	3.8
Student 46	2.4	4.4	4
Student 47	2.8	4.2	3.4
Student 48	2.4	3	3.4
Student 49	1.8	3.4	4
Student 50	3.4	2.2	4.2
Student 51	3.2	1.8	3.8
Student 52	3.4	4.2	5
Student 53	3.4	4.2	5
Student 54	3.2	2.4	2.6
Student 55	2	3.6	3.4
Student 56	2.2	2.6	3.2
Student 57	1.8	4.2	3.6
Student 58	2.2	2.8	3
Student 59	2.8	3.4	3.4
Student 60	3.6	3	1.2
Student 61	2.6	4.2	3.4
Student 62	2.2	3.4	3.6
Student 63	2.4	4.2	4.4
Student 64	3	2.6	4.2
Student 65	2.6	3	3.8
Student 66	1.6	4.4	4.6
Student 67	2.4	4.2	3.8
Student 68	3.6	2.6	3
Student 69	2.2	3	3
Student 70	2.6	3.4	3
Student 71	3.2	2.2	2.6
Student 72	2.6	3.2	3.2
Student 73	2	3.6	3.4
Student 74	3	4.2	4.2
Student 75	3	2.4	2.4
Student 76	2	3.8	3.2
Student 77	2	3.8	3.2
Student 78	1.8	3.6	3.2
Student 79	3.4	2.6	2.4
Student 80	2	3.8	3.2
Student 81	3	4.2	4.6
Student 82	3.4	2.4	3
Student 83	4.6	3.8	4.2
Student 84	4.2	4	4
Student 85	2.4	3	3.2
Student 86	2	3.2	3.4
Student 87	1.4	4.2	4
Student 88	2.2	2.6	2.6
Student 89	3	3	3
Student 90	2.6	2.8	2.2
Student 91	2.4	2.4	2.8
Student 92	4	1.8	2.4
Student 93	3.8	2.6	3.4
Student 94	3.6	3.2	3.2
Student 95	4	2.8	3
Student 96	2.8	4	3.4
Student 97	3.2	2.8	3
AVERAGE	2.64	3.48	3.46