



TECHNIUM
SOCIAL SCIENCES JOURNAL

Vol. 32, 2022

**A new decade
for social changes**

www.techniumscience.com

ISSN 2668-7798



9 772668 779000

Locus of control, personality temperaments, and coping strategies of marine transportation students

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Abstract. The globalization of the shipping industry necessitates improving maritime students' ability to operate under pressure. This descriptive-comparative-correlational study aims to determine 239 marine students' locus of control, personality temperaments, and stress-coping strategies. It examines correlations among the aforementioned variables, and differences in coping in terms of year level, family structure, religion, locus of control (LOC) and temperament. The findings indicate that there is a plenitude of externals and phlegmatics among maritime students. They used coping strategies moderately across all three coping categories, namely avoidance, emotion-oriented, and task-oriented approaches, which is most preferred. Family structure, religion, and LOC do not affect their coping abilities. Choleric students coped better than sanguine and melancholic students; second-year students coped better than first-year students. Moreover, there is a link between temperament and coping, but not between temperament and LOC, nor between LOC and coping. As for externals, students would tend to believe that life circumstances or outcomes in school or elsewhere are influenced by external forces. As restrained, and sensitive phlegmatics, suppressing feelings of stress leads to more susceptibility to physical and mental stress, requiring effective coping techniques. Thus, recognizing and understanding their locus of control and temperaments will help them cope with stress more successfully.

Keywords. Guidance and counselling, descriptive-comparative-correlational study, personality temperament, locus of control, coping strategies, year level, family structure, religion, Philippines

1. Introduction

Shipping is the most globalized economic sector that employs more than 1,500,000 seafarers [1] but involves psychosocial, work-related, and environmental stressors affecting mariners' health, safety, and well-being [2]. The Philippines supplies more than 20 percent of the world's maritime workforce [3]. thus, developing the maritime students' ability to function in an environment of stress and pressure is a prerequisite to maritime education. The maritime industry is expecting that higher education institutions can develop well-equipped and skilled seafarers who will join the workforce [4].

Several factors influence seafarers' or maritime students' responses to stressful situations. One factor is their locus of control (internal or external) which refers to the person's feeling of controlling the events that influence their lives [5]. Another response to stressful

situations is their coping mechanisms. When faced with professional difficulties and challenges at sea, mariners are more likely to use constructive stress coping strategies determined by a task-oriented coping style, which significantly reduces experienced anxiety and stress, than they are to use emotion-oriented coping styles, which can result in behavioral problems [6].

Moreover, a seafarer's prevailing personality temperaments - sanguine, choleric, melancholic, and phlegmatic [7], and locus of control, internal and external, may be related to their coping mechanisms [8]. Likewise, maritime students are not exempted from stress and need effective coping mechanisms. In the school context where this study was carried out, students seemed to get involved with social diversions to stay away from stress and attribute outcomes to external factors when faced with stressful situations. Therefore, it is essential to study how maritime students deal with stress, how they manage their beliefs on control over situations and experiences and relate their temperaments to coping with stress. However, there is a dearth of studies investigating the relationship among stress-coping, locus of control, and temperaments, especially among maritime students. Thus, this study aimed to determine the extent of use of the coping strategies of Marine Transportation students during the Second Semester of Academic Year 2019–2020 when they are taken as a whole and when grouped according to the type of locus of control, personality temperament, year level, family structure, and religion. It also sought to determine the significant differences in the extent of coping strategies according to the same variables and the relationship between paired variables among the three factors: coping strategies, locus of control, and personality temperament.

2. Theoretical Framework

The paper theorized that coping strategies are associated with locus control and personality temperaments. As anchored on Lazarus and Folkman's Transactional Theory of Stress and Coping [9], this study postulates that personal beliefs, such as locus of control, are subordinate to coping strategies. Hence, locus of control should be linked with coping strategies control [10]. According to the theory, situation appraisal is an antecedent of the coping strategies and depends on the personality of an individual, particularly the locus of control [11].

Lazarus and Folkman [12] initially identified two types of coping: problem-focused and emotion-focused coping strategies but Endler and Parker [13] modified them as task-oriented coping (problem-focused) and emotion-oriented coping (emotion-focused). Endler and Parker added "avoidance" as the third dimension of coping strategies. However, the concept of locus of control was originally developed by Rotter [14] who classified people as having internal or external control depending on how strongly they believe they have control over the situations and experiences that affect their lives. Those with an internal locus of control attribute the cause of life events to their actions, motivations, or competencies. In contrast, those with an external locus of control attribute the cause of these events to be determined by other forces.

Moreover, the four temperaments, namely, choleric, melancholic, phlegmatic, and sanguine, have initially been introduced by Hippocrates and later by Galen. Each temperament is responsible for a particular pattern of personality [15], reflects a general attitude in dealing with everyday problems [16], and an essential factor that influences coping activity [17]. To some extent, people's temperament types affect how they cope with stress. People with sanguine and choleric temperaments are more likely to cope with stress positively, while those with phlegmatic and melancholic temperaments are more likely to suffer. However, this is simply a typical tendency of certain people to react unfavorably to stress [18].

The theory mentioned above relates to this study's constructs since Marine Transportation students face various stressors and adopt multiple coping strategies: task-

oriented (problem-focused), emotion-oriented (emotion-focused), and avoidance. In addition, their coping style may be related to how they see the situations, whether they apply internal or external locus of control, and how they approach stressful situations or cope with stress is also influenced by their temperaments.

3. Methodology

The study used a descriptive, comparative, and correlational research design. The researcher utilized the descriptive approach to identify the maritime students' locus of control, personality temperaments, and coping strategies when grouped according to year level, family structure, religion, personality temperament, and locus of control. Concomitantly, the comparative approach was used to find significant differences in their coping strategies when grouped according to the above-mentioned demographic variables.

Additionally, a correlational approach was employed to determine whether a relationship exists between locus of control and personality temperament, locus of control and coping strategies, and personality temperament and coping strategies.

The study respondents were the 239 BS Marine Transportation students of a private maritime college in Iloilo, Philippines during the second semester of 2019-2020. The size of the sample population was determined using Raosoft online calculator with a 95-confidence level at a 5% margin of error. This study used the stratified random sampling method to further categorize and determine the number of respondents from each stratum.

The research instruments used were the Personality Temperament Test [19], and two standardized questionnaires, the Locus of Control Scale by Nowicki and Strickland [20], and Coping Scale Inventory for Stressful Situations – short form (CISS-21) by Endler and Parker [21]. These questionnaires are standardized instruments, and their validity has already been recognized. Reliability indices, however, were established by studies involving Filipino respondents.

Moreover, the researcher conducted reliability testing for Coping Scale Inventory for Stressful Situations – short form (CISS-21) with 30 Maritime students and yielded a reliability index of .708 which means CISS-21 is reliable. Data collected were analysed using mean, t-test for independent samples, analysis of variance, and Chi-square test of independence. The normality test was employed after the data were duly collected to test the inferential data. The research process ensured adherence to the ethical standards of research.

4. Results and Discussion

Among the 239 Marine Transportation students, 80% of the respondents came from intact families where both parents live with their children. Ninety-five percent of the research population are Roman Catholics because most province residents follow the Catholic faith.

Table 1. Types of Locus of Control

Variable	Internal LOC		Partial LOC		External LOC		TOTAL	
	f	%	f	%	f	%	f	%
Year Level								
1st Year	1	0.42	27	11.30	80	33.47	108	45.19
2nd Year	3	1.25	23	9.62	83	34.73	109	45.61
3rd Year	1	0.42	8	3.35	13	5.44	22	9.20

Family Structure								
Intact	3	1.25	48	20.08	143	59.83	194	81.17
Non-intact	2	0.84	10	4.18	33	13.81	45	18.83
Religion								
Roman Catholic	5	2.09	55	23.01	168	70.29	228	95.40
Non-Roman Catholic	0	0.00	3	1.26	8	3.35	11	4.60
TOTAL	5	2.09	58	24.27	176	73.64	239	100.00

The locus of control refers to how people believe they have control over the events that affect their lives. Table 1 presents the locus of control of the respondents when grouped according to year level, family structure, and religion.

The majority of participants have an external locus of control. Almost one-fourth of the population has partial locus of control, while a handful has an internal locus of control.

Students with an external locus of control frequently believe that their successes and failures are the consequence of external circumstances beyond their control, such as chance, fate, circumstance, unfairness, bias, or professors who are unjust, discriminatory, or inept [22]. For example, students with an external locus of control may blame an unfair teacher or test for their poor performance. They commonly experience hopelessness or futility in the face of adversity and are more prone to developing learned helplessness [23].

In the context of seafaring, having an external locus of control would put the seafaring job at risk because externals routinely ignore procedures and safety protocols. Unfortunately, externals would feel powerless to influence their circumstances and more prone to depression and other health issues [24].

On one side, those with a partial locus of control appear to have some influence over their life. Having a moderate internal locus of control may help one accept things they cannot change and handle them successfully when they do [14].

There were very few respondents with an internal locus of control. They are the students who believe that their actions impact safety, health, productivity, and leadership (or any facet of work and life). In short, they "own" the consequences of their acts. They are more empowered and helpful, goal-oriented and service-oriented, and work persistently to achieve positive change – these are the people we refer to as entirely responsible [24]. These few students with internal locus generally believe that their academic success or failure depends on their efforts and dedication to their studies. For instance, students who exhibit an internal locus of control may blame themselves when they receive poor marks; they think poor grades result from their failure to study [22]. These are the kind of students who often perform better when given the freedom to work at their own pace. They possess a strong sense of self-efficacy and have a predisposition to work hard to achieve their goals [23]. Marine institutions should develop this locus of control to ensure accountability and responsibility in seafaring jobs.

Table 2. Types of Personality Temperament

Variable	Choleric		Phlegmatic		Sanguine		Melancholic		TOTAL	
	f	%	f	%	f	%	f	%	f	%
Year Level										
1st Year	21	8.79	44	18.41	19	7.95	24	10.04	108	45.19
2nd Year	33	13.81	50	20.92	14	5.86	12	5.02	109	45.61
3rd Year	3	1.25	11	4.60	3	1.26	5	2.09	22	9.20
Family Structure										
Intact	44	18.41	82	34.31	31	12.97	37	15.48	194	81.17
Non-intact	13	5.44	23	9.62	5	2.09	4	1.67	45	18.83
Religion										
Roman Catholic	54	22.59	100	41.84	34	14.23	40	16.74	228	95.40
Non-Roman Catholic	3	1.25	5	2.09	2	0.84	1	0.42	11	4.60
TOTAL	57	23.84	105	43.93	36	15.07	41	17.16	239	100.00

Temperament is a constellation of innate traits that determine a person's unique behavior style and how they experience and react to the world. Even if the respondents are grouped according to year level, family structure, and religion, they are likely to be distributed similarly.

Table 2 shows that nearly half of the respondents were phlegmatic. These students are likely introverted and relational. They are slow to make decisions and extremely cautious in school [19]. They are aloof, reserved, and distant. They are temperamental and slow, but they persevere once they start schoolwork. These students prefer to observe school activities rather than participate. They will not do anything outside their norm or become school leaders until forced to but when given the chance to lead, they prove to be effective leaders.

Nearly a quarter are choleric. These are "doers" They're aggressive, active, and passionate [7]. They seemed goal-oriented, focused, analytical, rational, and pragmatic at school, yet indifferent to others' feelings. They have high expectations, work hard, are rarely satisfied, and never drop schoolwork.

The phlegmatic, however, in contrast to the choleric's efficiency, lacks decisiveness and enthusiasm. This temperament likes to set their own schedules and will use procrastination to gain control. Others may think phlegmatics are lazy, but they work well under pressure [25].

A handful of students are sanguine and melancholic. Sanguines are called "talkers," who are pleasure-seekers by nature. They are outgoing, like influencing and exciting people and being the center of attention. They will almost go to any length to be engrossed by something meaningful and exciting. However, people with this disposition are more prone to smoking, drinking, drugs, gambling, and taking chances [7].

On the other hand, melancholics are selfless, analytical perfectionists with an empathetic emotional nature. They are introverts by nature, yet their emotions override their rationality [19]. They are deep thinkers who tend to dwell on the negative aspects of life rather

than the positive. This analytical temperament is most remarkable at paying attention to details and studying difficulties others can't solve [7]. While the melancholy temperament has its benefits, it also predisposes them to depression, anxiety, and mood disorders [26].

Table 3. Extent of Coping Strategies

Variable	COPING			Avoidance			Emotion-oriented			Task-oriented		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
Year Level												
1st Year	2.9	0.4	ME	3.0	0.5	M	2.6	0.5	M	3.2	0.4	M
	7	0		6	0	E	0	6	E	7	3	E
2nd Year	3.1	0.3	ME	3.1	0.5	M	2.8	0.5	M	3.3	0.4	M
	1	9		5	2	E	0	8	E	9	3	E
3rd Year	3.0	0.3	ME	3.0	0.4	M	2.7	0.4	M	3.3	0.4	M
	7	2		8	4	E	9	5	E	5	3	E
Family Structure												
Intact	3.0	0.3	ME	3.1	0.4	M	2.7	0.5	M	3.3	0.4	M
	5	9		2	9	E	2	7	E	1	3	E
Non-intact	3.0	0.4	ME	3.0	0.5	M	2.6	0.5	M	3.4	0.4	M
	2	0		0	7	E	4	4	E	0	2	E
Religion												
Roman Catholic	3.0	0.3	ME	3.1	0.4	M	2.7	0.5	M	3.3	0.4	M
	5	9		1	9	E	1	6	E	3	3	E
Non-Roman Catholic	3.0	0.4	ME	2.9	0.7	M	2.6	0.6	M	3.4	0.3	M
	0	1		4	4	E	2	9	E	4	8	E
Locus of Control												
Internal LOC	3.0	0.3	ME	3.0	0.3	M	2.4	0.7	SE	3.7	0.1	GE
	9	2		6	0	E	3	4		7	6	
Partial LOC	3.0	0.3	ME	3.1	0.4	M	2.6	0.4	M	3.3	0.4	M
	3	2		3	5	E	4	5	E	2	2	E
External LOC	3.0	0.4	ME	3.0	0.5	M	2.7	0.6	M	3.3	0.4	M
	5	1		9	3	E	3	0	E	2	4	E
Personality Temperament												
Choleric	3.1	0.3	ME	3.2	0.4	M	2.8	0.5	M	3.3	0.4	M
	5	8		4	0	E	4	5	E	8	2	E
Phlegmatic	3.0	0.3	ME	3.1	0.4	M	2.6	0.5	M	3.3	0.4	M
	5	7		2	8	E	6	8	E	7	3	E
Sanguine	2.9	0.4	ME	2.9	0.6	M	2.6	0.5	M	3.2	0.4	M
	6	1		6	4	E	6	4	E	5	5	E
Melancholic	2.9	0.4	ME	3.0	0.5	M	2.6	0.5	M	3.2	0.4	M
	6	1		0	2	E	6	6	E	3	2	E
As a Whole	3.0	0.3	ME	3.1	0.5	M	2.7	0.5	M	3.3	0.4	M
	5	9		0	0	E	0	7	E	3	3	E

Note: ME = Moderate Extent; SE = Some Extent; GE = Great Extent

Descriptive statistics show that when grouped by year level, family structure, and religion, marine students adopt a moderate extent of using coping strategies. The students did not expansively use task-oriented, emotion-oriented, or avoidance-oriented coping techniques. This means that when they were confronted with stressful situations, they fairly utilized the coping strategies to adequately solve difficulties, cognitively restructure problems, or try to change the situation or environment. They also use reasonably some self-directed emotional reactions or social distractions to relieve stress [27].

Moreover, when students were grouped according to religion, mean scores show that Roman Catholics and non-Roman Catholics have moderate coping strategies. On the other hand, when they are grouped according to personality temperament, the sanguines, choleric, phlegmatics, and melancholics also have a similar moderate extent of coping with stress.

When students were categorized by locus of control, those with an internal locus of control used task-oriented coping strategies more, emotion-oriented techniques slightly, and avoidance-coping a little. Students who relate life events to their behaviours, goals, and competences use intentional tasks to address issues more than controlling their emotional response to stress. Students with an internal locus of control typically assume that their academic success or failure is contingent on the amount of effort and hard work they put into their studies [22]. These internals feel that they are responsible for the happenings in their life; thus, they experience emotional well-being. Well-being is affected by how they approach life [11]. They also have clear concepts about such life events, so they exert control over these life events.

On the other hand, Millet [28] posited that externals tend to have more significant difficulties than internals in dealing with the imbalances between demands and control in various work-related situations. In another perspective, the externals feel powerless; they feel that they cannot control their life events. Most of them think that mere luck or fate directs their events. Hence, they accept life events with passivity and helplessness.

In light of the high level of stress experienced by potential seafarers as a result of unsafe behavior, maritime companies (and schools) should conduct training to improve their ability to cope with stress and alleviate their stressful behaviour. It is possible to deal with workplace stressors and implement an effective coping strategy using psychoeducational approaches [29].

Table 4. Differences in the Extent of Coping Strategies

		Demographic Variables			
Coping	Family Structure		t	df	p
	Intact	Non-intact			
	3.05 (0.39)	3.02 (0.40)	0.576	237	0.565
	Religion		t	df	p
	Roman Catholic	Non-Roman Catholic			
	3.05 (0.39)	3.00 (0.41)	0.396	237	0.692
	Year Level		F	df	p
1st Year	2nd Year	3rd year			
2.97 (0.40)	3.11 (0.39)	3.07 (0.32)	3.506	2, 236	0.032
Locus of Control		F	df	p	

Internal LOC	Partial LOC	External LOC			
3.09 (0.32)	3.03 (0.32)	3.05 (0.41)	0.068	2, 236	0.934
Personality Temperament			F	df	p
Choleric	Phlegmatic	Sanguine	Melancholic		
3.15 (0.38)	3.05 (0.37)	2.96 (0.41)	2.96 (0.41)	2.783	3, 235
					0.042

Note: the difference in the means is significant when $p < 0.05$

Independent samples t-test was used to determine the significant difference in the extent of Marine Transportation students' coping strategies when grouped according to family structure and religion. Table 4 shows that there was no significant difference in the extent of coping strategies of marine transportation students when they are grouped according to family structure and religion. The Kruskal Wallis test yielded no significant difference in the extent of marine transportation students' coping strategies when grouped according to the locus of control. However, there was a significant difference in the extent of marine transportation students' coping strategies when grouped according to year level and personality temperament. Post hoc test revealed that when grouped according to year level, second-year students have significantly higher coping than first-year students; while when grouped according to personality temperament, choleric students have significantly higher coping than sanguine and melancholic students.

The parent-child relationship can be considered the most important of the relationships that can be formed, in general, between people. In addition to being permanent and unbreakable, it should also be the closest and strongest bond between two people that is possible [30]. As pointed out earlier, a strong family bond can help members cope with stress. The marine students' level of coping is unaffected by their family structure. It means that coming from a broken family, living with a solo parent, or staying with grandparents or relatives does not drag them down in dealing with life stress. As long as there is a supportive environment like a nurturing family, this has given students more confidence and the skills to deal with life's challenges [31]. Like those from intact families, students from non-intact families remain as formidable as complete families despite their family dynamics. In the study by Hukom and Madrigal [32], findings revealed that Filipino solo parents' demographic variables did not significantly influence their children's coping in a secondary school. The results of this study do not support Shek's [33] conclusions that adolescents in intact families are happier than those in single-parent or restructured homes. Moreover, according to del Castillo and Alino [34], religion can help with coping and mental health. They asserted that many Filipino Catholic youths have a strong spiritual sense, a stable relationship with God, hope for a meaningful life, and a spiritual sense of community. Agbaria [34] asserted that one could not undermine religion's influence in people's lives. Thus, religious involvement is crucial in helping people cope with life's challenges. Religion is thought to influence people's attitudes and behaviors; therefore, it can help them cope. In the case of maritime students, they did not differ significantly in their degree of coping. This study result means that Catholic and non-Catholic students have more or less the same degree of stress responses.

Moreover, analysis of variance (ANOVA) was used to determine the significant difference in the extent of Marine Transportation students' coping strategies when grouped according to year level, locus of control, and personality temperament. As previously stated, when grouped by year level, second-year students had much more coping than first-year

students. Understandably, first-year students are still adjusting to college life. Since professional subjects are already taught in the sophomore year, they begin to settle into their degree program and the painstaking process of coping with academic obligations. The juniors did not significantly differ in coping with the sophomores' hurdling of the academic demands continues. This finding did not match with the study results by Salam et al. [36] at a public university in Malaysia. It turned out that first- and third-year medical students used different coping mechanisms. Unlike third-year students, first-year students were away from home and friends. After two years of college, third-year students adjusted better than first-year students.

Additionally, when maritime students were grouped according to their locus of control, both internals and externals adapt to similar coping mechanisms independent of their belief in their ability to manage life conditions and experiences. Both groups may differ in their beliefs about success in failure in school. Internals feel that their academic and career success is directly related to their educational effort. Contrarily, externals believe their success or failure is determined by forces beyond their control [22]. They do not differ in their energy levels when dealing with difficult situations. However, the findings of the study did not conform with the results of a study by Masoudnia [8], which showed significant differences among students with an internal and external locus of control regarding coping strategies, in general, and in the following components of coping strategies: seeking social support, reappraisal/adjustment, avoidance coping, problem-focused coping, emotion-focused coping, active coping, and self-control, especially.

Furthermore, the extent of coping may be related to students' temperament. A post hoc test revealed that choleric students have significantly higher coping skills than sanguine and melancholic students when grouped according to personality temperament. Choleric people are similarly enthusiastic and optimistic, but they are also more aggressive, ambitious, and impulsive. They tend to stress management and quickly drive away from the pressure by expressing and releasing them. Both the phlegmatic and melancholic temperaments are introverted personalities.

In comparison, phlegmatic people are calm and peaceful, ranging from warmly attentive to sluggishly languid, whereas melancholics are more prone to depression and pessimism. Unlike sanguine and choleric individuals, phlegmatic and melancholic individuals rarely communicate their worries or seek assistance. Instead of suppressing their stress on the inside, they are more likely to be physically and emotionally harmed by stress [18].

Table 5. Relationship Between the Respondents' Locus of Control and Personality Temperament

Variable	χ^2	df	p
Locus of control x Personality temperament	11.527	6	0.073

Note: the correlation is significant when $p \leq 0.05$

Chi-square test of independence was used and result shows no significant relationship between the respondents' personality temperament and locus of control.

The findings of this study suggest that the maritime students' personality temperament does not determine which locus of control they may adopt in attributing their success or failure in school. No particular personality defines one's locus of control. According to a study conducted by Hadavinejad and Tamaddon [37], melancholics are unadaptable, introverted, egocentric, undutiful, and deceptive. Sanguines appear to have an external locus of control and

are adaptive and obedient. On the other side, choleric seemed to have an internal locus of control, were outgoing, and possessed a strong sense of self-worth and confidence. Phlegmatic people are adaptive, routine-oriented, and risk-averse, with a low capacity for new experiences, a high degree of cognitive rigidity, and a strong emotional reactivity to change.

Table 6. Relationship Between Locus of Control and the Extent of their Coping Strategies

Variable	χ^2	df	p
Locus of control x Extent of coping strategies	6.748	4	0.150

Note: the correlation is significant when $p \leq 0.05$

Chi-square test of independence was used and result shows no significant relationship between the respondents' locus of control and coping strategies.

This study found no correlation between locus of control and coping strategy use. These investments in coping may not be due to the internals' or externals' motivational orientations or ideas about people having much influence over life events. This study's findings contradict Goddard's [38] finding that an anxious or depressed person's external locus of control increases their propensity to physical sickness, thus the need for coping. Another study found a link between internal locus of control and goal-directed coping. The students showed increased internal locus of control and task-oriented coping in stressful situations like public performances. Additionally, a research by Leontopoulou [39] evaluated Greek male and female first-year university students' coping and resilience in educational transition. The findings suggested that locus of control emerged as a significant resource influencing coping to adversity

Table 7. Personality Temperament and the Extent of their Coping Strategies

Variable	χ^2	df	p
Personality temperament x Extent of coping strategies	8.272	3	0.041

Note: the correlation is significant when $p \leq 0.05$

Chi-square test of independence was used and result shows a significant relationship between the respondents' personality temperament and the extent of their coping strategies. This finding suggests that at least one particular personality temperament is associated with their extent of coping. As shown earlier in the table on differences in the extent of coping strategies, the choleric students have a significantly higher mean of coping than the sanguine and melancholic individuals.

Despite comparable events, people with various temperaments react differently to the same issues. As a result, stress from the same source is interpreted differently by various people [18]. Choleric are vivacious, ambitious, and impetuous. They cope with stress by expressing and releasing their emotions. Unlike choleric, sanguines are sociable, lively, and optimistic. They are social and seek comfort from their friends. They may get lost and stressed in the toughest situations, yet they can quickly escape. In comparison, phlegmatics are calm, relaxed, and quiet. Their response ranges from enthusiastically attentive to lethargic. Melancholics are pessimistic and so more easily depressed. Sanguine students, however, are compulsive, compelling them to dominate conversations thus making them as poor listeners [40]. Phlegmatic and melancholy persons keep their emotions hidden. They rarely seek help and are more

susceptible to physical and mental stress [18]. Because choleric students are active, ambitious, and impulsive, the researcher believes they were more engaged in coping methods than sanguine and phlegmatic students. They are hot, quick, active, practical, strong willed, self-sufficient and very independent and does not engage in aimless activity but they still have some negative characteristics. They lack the ability to quickly sympathize with others and express compassion, and are frequently insensitive to others' needs. They want to test their coping mechanisms under challenging situations. At one hand, melancholic students are analytical, self-sacrificing, gifted, perfectionist type [41]. However, they are more prone to depression and pessimism, so when they strive to cope, they do not always get what they want and may seem disheartened. They would be less motivated to deal with stress [7].

Conversely, sanguine students are extroverted, warm, and social individuals who seem to resort less to coping strategies because they always have people around them to seek help if needed. Phlegmatic students are calm and relaxed [42]. Phlegmatics, like the melancholics, they always suppress their feelings of stress inside, making them more susceptible to physical and mental effects of stress [18].

5. Conclusions

Generally, the respondents seemed to espouse an external locus of control which implies that whatever the outcomes they face in school or otherwise, they believed that these circumstances or outcomes are not determined by their effort or capabilities but by other forces, including luck, chance, or powerful others. The preponderance of phlegmatic temperament among students means they tend to be relaxed, at peace with others, quiet, reserved, and sympathetic. On the contrary, phlegmatics can be perceived as procrastinators, slow-paced, indecisive, unmotivated, and lazy. This phlegmatic nature implies fewer discipline problems and misdemeanours in school but would also mean student propensity towards academic lethargy and passivity. The students' moderate extent of using coping strategies would imply that they resort to many coping mechanisms to cope with stress in school and otherwise. They cope by making purposeful task-oriented efforts to solve the problem; although they resort less to self-oriented emotional reactions or avoid stressful situations. Moreover, the association between personality temperament and coping strategies implies that, even though the majority of the respondents were phlegmatic, the choleric significantly engage in coping mechanisms to a greater extent than the phlegmatics and the sanguines because choleric are more goal-oriented, focused, analytical, rational, and pragmatic problem-solvers.

Personality development and enhancement of maritime students' coping skills remain essential in vocational preparation from the first year to graduation to become successful seafarers. Thus, the academe must serve as a place for cultivating students' coping skills across personality types and kinds of locus of control. The formulation and utilization of a personality development program, especially the enhancement of coping skills among maritime students, is essential, if the academe is committed in helping maritime students brace up themselves to become seafarers in the future.

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