



# **Classroom Interactive Problems of Students and Coping Mechanisms of Teachers in Public Elementary Schools**

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## **Authors' contributions**

*This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.*

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## **ABSTRACT**

This study was conducted to determine the relationship between the classroom interactive problems of students and coping mechanisms of teachers in public elementary schools in Bangoy District, Davao City. This employed universal sampling, the non-experimental quantitative research design utilizing the correlational method, the respondents of the study were 132 teachers in public elementary school teachers. The statistical tools were the mean, Pearson Product Moment Coefficient Correlation (Pearson  $r$ ) and regression analysis. The classroom interactive problems of students in terms of family problems, examination stress, financial difficulties and relationship difficulties is high and oftentimes manifested by the students. The coping mechanisms of teachers in terms of talk positively, exercises, eat nutritious foods, adequate sleep, meditation, family interaction, massage, learn to say "no", are moderate and sometimes manifested by the teachers.

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However, there is a significant relationship between the degree of classroom interactive problems among students and coping mechanisms of teachers. Moreover, the domains of classroom interactive problems of students significantly influenced teachers' coping mechanisms. It is recommended that schools implement comprehensive training programs and support systems. These programs may enhance teachers' classroom management strategies and students' social-emotional learning competencies. By fostering a positive and supportive environment, both teachers and students can effectively navigate classroom dynamics and contribute to a conducive learning atmosphere.

*Keywords: Classroom; interactive problems; students and coping mechanisms; Philippines.*

## 1. INTRODUCTION

Dynamic and communicative teaching methods, also called interactive teaching methods, constitute the basic elements of a recently developed process to motivate learning, so that students and future educators may develop a critical position about the taught content [1]. Students learn through their participation in attaining knowledge by gathering information and processing it by solving problems and articulating what they have discovered [2]. Each activity allows students to deepen their learning by applying concepts and articulating new knowledge. Many activities also provide the instructor with feedback and coping mechanisms about the students' learning problems [3].

Interactive learning is a more hands-on, real-world process of relaying information in classrooms. However, with this interactive learning, students are invited to participate in the conversation through online technology reading programs and role-playing group exercises in class. Self-discipline is a long-standing challenge for educators, particularly those with chronic or serious classroom interactive problems [4]. The teachers must balance the needs of the school community and those of the individual students. At the heart of this challenge is punitive versus supportive self-control practices [5]. Though increasingly common experiences in recent years, the problem of interactive discipline strategies of teachers in public schools relies on punitive approaches to interactive problems among students in the classroom such as 'zero tolerance' policies, has proven largely ineffective, even counterproductive. This holds true both for general education students [6].

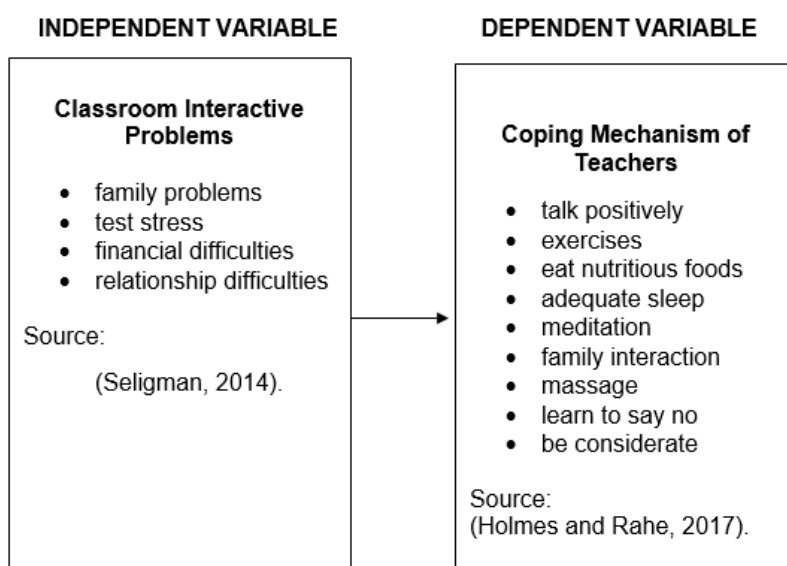
Current research and legislation in the United States of America offer alternative best practice strategies that support the difficulties of classroom interactive problems among students in the classroom and coping mechanisms of

teachers in public schools for the safe education of all students [7]. Such effective interaction among students in the classroom and coping mechanisms ensure the safety and dignity of students and staff, preserve the integrity of the learning environment, and address the causes of a student's misbehavior to improve positive behavioral skills and long-term outcomes [8].

In recent years in the Philippines, many schools have adopted a zero-tolerance approach to school control; usually, the problem of interaction among students in the classroom and coping mechanisms of teachers in public schools entails that the expulsion or suspension of students as an automatic consequence of serious acts of misconduct, particularly the possession of weapons or drugs. Unfortunately, an increasing number of schools apply a zero-tolerance approach to behaviors that do not necessarily threaten the safety or welfare of others. Furthermore, harsh consequences are invoked automatically, irrespective of the severity of the misbehavior or the circumstance involved, and without consideration of the negative impact of these consequences on the welfare of the offending student [9].

In the Department of Education in Region XI research, repeatedly that the problem of self-control strategies of teachers, interactive problems among students in the classroom and coping mechanisms of teachers in public schools have demonstrated that suspension, expulsion, and other punitive consequences are not the solution to dangerous and disruptive student behaviors [10].

In fact, evidence indicates that dangerous students do not become less dangerous to others when they are excluded from appropriate school settings; quite often, they become more so. Youth who are not in school and not in the labor force are at exceedingly high risk of delinquency and crime. Each year's class of



**Fig. 1. Conceptual framework of the study**

dropouts drains the nation of more than 200 billion in lost earnings and taxes every year. Billions more are spent on welfare, health care and other social services [11].

Given the above, the researcher felt the need to conduct this study to help public elementary school administrators assess whether the interactive problems among students in the classroom and coping mechanisms of teachers in public elementary schools is practiced in their respective schools and necessary ingredients or not to the school heads. The result of this document could be a functional blueprint as a guide for future administrative policies. Realizing that this intent makes this study a document relevant to the students interactive problems among students in the classroom and the coping mechanism of teachers in public elementary schools may be the single biggest reason teachers get stressed and leave the teaching profession. Too often, teacher preparatory programs send smart, qualified teachers into classrooms with little or no skills for handling behavior disasters. Student teaching may prepare teachers for real-life teaching, but the student teaching environment may often not represent the actual teaching placement.

## 2. METHODOLOGY

### 2.1 Research Design

This study employed a non-experimental quantitative design, specifically utilizing the correlation method. This method is appropriate

when research aims to describe the relationships between variables as they exist at a specific point in time, rather than exploring the causes of phenomena. Correlation research involves collecting data to determine whether a relationship exists between two more quantifiable variables [12].

This descriptive survey dealt on quantitative data about the said phenomenon. The quantitative aspect is an appropriate schedule for gathering the data that will be designed for the target respondents to answer the questions. The process of gathering the data was based through the use of questionnaires. The study focused on determining the degree of interactive problems among classroom students and teachers' coping mechanisms in public elementary schools in Bangoy District, Davao City.

### 2.2 Research Respondents

The respondents of this study were the 131 teachers in public elementary schools in Bangoy District, Davao City; they evaluated their colleagues and themselves via an online questionnaire aspects that was administered to them. The teachers involved served at least three years above in public schools. The researcher used universal sampling to select the respondents. This study was conducted in the school year 2023-2024.

### 2.3 Research Instrument

The research instruments used in gathering the data were adopted from various authors. The

questionnaire was contextualized to the local setting. Refinement of the questionnaire was made possible through the assistance of the thesis adviser and three other validators who evaluated the questionnaire's content. The consolidated results from the pilot testing obtained a mean rating of .749. This was conducted in other Elementary School.

The questionnaire is composed of 65 items. There were 13 indicators in this study. Each indicator is made up of 5 item questions. Likert's scale was adopted to determine the interactive problems among students in the classroom and coping mechanisms of teachers in public elementary schools in Bangoy District, Davao City. The instrument used in this study contains two parts and they were as follows: Part 1 dealt with the students' interactive problems, in selected public elementary schools in Bangoy District, Davao City in Public Elementary.

## **2.4 Data Gathering Procedure**

The data gathered through the following procedures: A letter of permission was secured to conduct the study for the interactive problems among students in the classroom and coping mechanisms of teachers in public elementary schools in Bangoy District, Davao City. The letter of permission and appearance were signed and granted by the Dean of Graduate Studies, Adviser and School Principal, Moderators or Teacher in Charge in Bangoy District, Davao City. Adequate and clear copies were printed to avoid problems with the administration. The researchers administered the questionnaire personally to the respondents of the study, and they were requested to answer the questionnaire honestly so that valid and reliable data could be elicited. The results were collated and tabulated before statistical treatment, analyzed and interpreted based on the purpose of the study.

## **2.5 Data Analysis**

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

Mean. This was used to determine the degree of interactive problems among students in the classroom and the coping mechanisms of teachers in public elementary schools in Bangoy District, Davao City.

Pearson Product Moment Correlation or Pearson  $r$ . This was used to measure the significant

relationship between the extent of the interactive problems among students in the classroom and the coping mechanisms of teachers in public elementary schools in Bangoy District, Davao City.

Regression Analysis. This was used to determine the significant influence between the interactive problems among students in the classroom and coping mechanisms of teachers in public elementary schools in Bangoy District, Davao City.

## **3. RESULTS AND DISCUSSION**

### **3.1 Classroom Interactive Problems of Students**

As illustrated in Table 1, the classroom interactive problems among students in public elementary schools in terms of family problems, examination stress, financial difficulties and relationship difficulties. The mean rating of family problems is (3.22), examination stress is (4.20), financial difficulties is (4.18) and relationship difficulties is (4.18) or high. This means that interactive problems among students in the classroom in public elementary schools are manifested oftentimes by the students. The level of interactive problems among students in public elementary school classrooms had an overall mean rating of 3.95 or high. This means that the interactive problems among students in public elementary school classrooms are often manifested. It implies a persistent need for improved classroom management and enhanced social skills development programs to foster a more collaborative learning environment.

This conforms to the observation of Burden [13] that commitment and building community on interactive problems among students in the classroom for cooperating in school activities intervene as necessary, accommodating different teacher personalities, styles, and teaching strategies.

Moreover, a high classroom interactive problems among students imply that there are significant challenges in student engagement and collaboration during class activities. These problems could indicate issues such as poor communication skills, lack of participation, disruptive behavior, or conflicts among students [14]. This situation often suggests a need for better classroom management strategies, enhanced teaching methods to foster a more inclusive and supportive learning environment,

and possibly interventions to address the underlying social or behavioral issues among students [15]. Ultimately, addressing these interactive problems is crucial for creating a conducive learning atmosphere where all students can thrive and participate effectively.

### 3.2 Coping Mechanisms of Teachers

As illustrated in Table 2 is the coping mechanisms of teachers in public elementary school in terms of talk positively, exercises, eat nutritious foods, get adequate sleep, meditate, family interaction, massage, learn to say “no”, and be considerate. The mean ratings of these indicators are let thy self-talk positively is (3.63), get active exercises is (1.42) , eat nutritious foods is (3.48), get adequate sleep is (3.48), get away at least once a day is (3.25), interact with kids is (2.49), book an aromatherapy massage is (3.25) feel good is, learn to say “no” is (2.49), and be considerate is (3.49).

The overall mean rating of coping mechanisms of teachers in public elementary school in terms of talk positively, get active exercises, eat nutritious foods, get adequate sleep, meditation, family interaction, massage, learn to say “no”, and be considerate is 2.97 or moderate. This means that coping mechanisms of teachers in public elementary school indicators are manifested sometimes. It implies a need for more consistent support and resources to help teachers effectively manage classroom challenges and foster a positive learning environment.

This indicates that the coping mechanisms of teachers in public elementary schools should be improved, especially in terms of the mental and emotional well-being of the students. People who can adjust to stressful or traumatic situations (and the lasting impact these incidents may have) through productive coping mechanisms may be less likely to experience anxiety, depression, and other mental health concerns as a result of painful or challenging events [16]. Coping mechanisms are how external or internal stress is managed, adapted, or acted upon. Coping mechanisms are "constantly changing cognitive and behavioral efforts to manage specific external and internal demands that are appraised as taxing [17].

Moreover, the moderate coping mechanisms of teachers in public elementary schools indicate a balanced but potentially insufficient approach to managing the challenges they face. This level suggests that while teachers employ various coping strategies such as positive communication, physical activity, healthy eating, adequate sleep, meditation, family interaction, massage therapy, assertiveness training, and empathy, there may be room for improvement in their effectiveness or consistency [18]. Enhancing these coping mechanisms could lead to better stress management, improved job satisfaction, and overall well-being among teachers, creating a more supportive and productive educational environment for educators and students alike [19].

**Table 1. Level of classroom interactive problems of students**

Item	Mean	Descriptive Equivalent
1. family problems	3.22	High
2. examination stress	4.20	High
3. financial difficulties	4.18	High
4. relationship difficulties	4.18	High
<b>Overall Mean</b>	<b>3.95</b>	High

**Table 2. Level of Coping Mechanisms of Teachers**

Items	Mean	Descriptive Equivalent
1. talk positively	3.63	High
2. get active exercises	1.42	Low
3. eat nutritious foods	3.48	Moderate
4. get adequate sleep	3.48	Moderate
5. Meditation	3.25	Moderate
6. family interaction	2.49	Fairly
7. massage	3.25	Moderate
8. learn to say “no”,	2.49	Fair
9. be considerate	3.49	Moderate
<b>Overall Mean</b>	<b>2.97</b>	Moderate

**Table 3. The significant relationship between the classroom interactive problems of students and coping mechanisms of teachers**

<b>Independent Variable Interactive Problem among Students in the Classroom</b>	<b>Dependent Variable Coping Mechanisms</b>	<b>r-value</b>	<b>Descriptive Level</b>	<b>Computed p- value</b>	<b>Decision</b>
family problems	talk positively exercises eating nutritious foods adequate sleep meditation family interaction massage learning to say “no” being considerate	0.37	Moderate	2.08	Reject Ho
examination stress	talk positively exercises eating nutritious foods adequate sleep meditation family interaction massage learning to say “no” being considerate	0.41	Moderate	2.01	Reject Ho
financial difficulties	talk positively exercises eating nutritious foods adequate sleep meditation family interaction massage learning to say “no” being considerate	0.40	Moderate	2.09	Reject Ho
relationship difficulties	talk positively exercises eating nutritious foods	0.38	Moderate	2.00	Reject Ho

Independent Variable Interactive Problem among Students in the Classroom	Dependent Variable Coping Mechanisms	r-value	Descriptive Level	Computed p- value	Decision
	adequate sleep meditation family interaction massage learning to say "no" being considerate				
<b>Overall</b>		<b>0.41</b>	Moderate	<b>2.12</b>	Reject Ho

**Table 4. The Domains in classroom interactive problems of students significantly influence coping mechanisms of teachers**

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig.
	56.400	3	57.600		
Regression Residual Total	501.265	128	12.6056	4.144	0.131
	543.065	131			

*Note: Significance when  $P < 0.05$  (2T)*

<b>Classroom Interactive Problems of Students</b>					
<b>Coping Mechanisms</b>	<b>(Indicators)</b>	<b>B</b>	<b>B</b>	<b>t</b>	<b>Sig.</b>
family problems	letting thy self-talk positively getting active exercises eating nutritious foods getting adequate sleep get away at least once a day interacting or chat with kids booking an aromatherapy massage and feel good learning to say "no" being considerate	-.077	-.058	-.505	.613
<b>examination stress</b>	letting thy self-talk positively getting active exercises eating nutritious foods	.016	.014	.127	.897

<b>Classroom Interactive Problems of Students</b>					
<b>Coping Mechanisms</b>	<b>(Indicators)</b>	<b>B</b>	<b>B</b>	<b>t</b>	<b>Sig.</b>
	getting adequate sleep get away at least once a day interacting or chat with kids booking an aromatherapy massage and feel good learning to say "no" being considerate				
financial difficulties	letting thy self-talk positively getting active exercises eating nutritious foods getting adequate sleep get away at least once a day interacting or chat with kids booking an aromatherapy massage and feel good learning to say "no" being considerate	-.219	-.207	-1.809	.073
relationship difficulties	letting thy self-talk positively getting active exercises eating nutritious foods getting adequate sleep get away at least once a day interacting or chat with kids booking an aromatherapy massage and feel good learning to say "no" being considerate	.165	.188	1.572	.109
R	.271				0.148
R <sup>2</sup>	.073				
F	.690				
P	.323				



### **3.3 The Significant Relationship Between the Classroom Interactive Problems of Students and Coping Mechanisms of teachers**

As reflected in Table 3, there is a significant relationship in the interactive problems of students in the classroom and coping mechanisms of teachers. The overall result of a significant relationship between interactive problems among students in the classroom and the coping mechanisms of teachers obtained a p-value of (2.12) which is higher than the r-value (0.41).

Therefore, the null hypothesis is rejected. It could be stated that a significant relationship exists between students' classroom interactive problems and teachers' coping mechanisms in public elementary schools in Bangoy District, Davao City. This infers that when interactive problems among students in the classroom were correlated with the indicators of coping mechanisms of teachers its indicators gained the p-value of (2.12), which is higher than the r-value (0.41) made to reject the null hypothesis.

This implies that as the classroom interactive problems of students increase, the teachers' coping mechanisms will also increase. This implies that the teachers clearly manage the classroom interaction of the students, and the students try to participate in the discussion in the classroom. However, the coping mechanism of teachers is moderately done mostly in talking positively, get active exercises, eat nutritious foods, get adequate sleep, meditation, family interaction, massage, learn to say "no", and be considerate in a way that mostly of the parents did not give focus to work out with these matters in their family.

Moreover, the significant relationship between classroom interactive problems among students and the coping mechanisms of teachers underscores the interconnectedness of classroom dynamics and teacher well-being. This finding supports the study of Cooper [20] particularly in understanding how environmental factors like student behavior impact teacher stress levels and coping strategies. Teachers who face frequent interactive problems among students may experience heightened stress, prompting them to rely more on coping mechanisms such as positive communication, physical activity, and social support to manage challenges effectively.

### **3.4 The Domains in Classroom Interactive Problems of Students Significantly Influence Coping Mechanisms of Teachers**

As presented in Table 4, the domains of interactive problems among students in the classroom significantly influence the coping mechanisms of public elementary school teachers with an overall computed r-value of 0.361 with an equivalent tabular value 0.131 at  $\alpha$  0.05 of significance set in this study. Since the overall computed value is much higher than the tabular value. This indicates that the null hypothesis is rejected and it could be stated that the domains in interactive problems among students in the classroom significantly predicts coping mechanisms of teachers of public elementary school teachers. This implies that the higher the result on the domains of domains in interactive problems among students in the classroom, the lower the domains in the coping mechanisms of public elementary school teachers.

Furthermore, the domains of interactive problems among students in the classroom significantly influence the coping mechanisms of teachers in public elementary schools, affirming the theory of transactional stress [21]. This theory posits that stress results from an ongoing transaction between individuals and their environment, where coping strategies are utilized to manage perceived stressors. In classrooms, challenges like disruptive behavior and student conflicts create stress for teachers, prompting them to employ coping mechanisms such as seeking social support, practicing mindfulness, and adapting instructional approaches to mitigate these challenges [22].

Additionally, it aligns with the Conservation of Resources (COR) theory [23]. According to this theory, individuals strive to protect and build their personal resources, including psychological resources such as self-esteem and well-being. When teachers face interactive problems such as student disruptions and behavioral issues, these challenges may deplete their resources and increase stress levels. Coping mechanisms such as social support seeking, self-care practices, and adaptive teaching strategies are then employed to conserve and replenish these resources.

## **4. CONCLUSION**

On the basis of the forgoing findings, the following conclusions are drawn: It is concluded

in this study that the degree of classroom interactive problems of students in public elementary schools in terms of family problems, examination stress, financial difficulties and relationship difficulties is high and manifested oftentimes by the students. Further, it is established in this study that the level of coping mechanisms of teachers in public elementary school in terms of talk positively, exercises, eat nutritious foods, adequate sleep, meditation, family interaction, massage, learn to say "no", and be considerate are moderate and manifested sometimes by the teachers. Moreover, it is clinched in this study that there is significant relationship between degree of classroom interactive problems among students and coping mechanisms of teachers in public elementary schools in Bangoy District, Davao City. In addition, this study found that students' classroom interaction problems significantly influenced teachers' coping mechanisms in public elementary schools within Bangoy District, Davao City.

## **5. RECOMMENDATIONS**

Based on the foregoing conclusions, the researcher proposes the following recommendations:

It is recommended in this study that classroom interactive problems of students in public elementary schools in terms of family problems, examination stress, financial difficulties and relationship difficulties should be developed by the school heads mainly on the portion of gray areas which are avoiding and protecting drug addiction in their family members and more advices on communication problems in their family should be done, solved and improved.

It is acclaimed in this study that coping mechanisms of teachers in public elementary school in terms of talk positively, exercises, eat nutritious foods, adequate sleep, meditation, family interaction, massage, learn to say "no", should be enhanced by the teacher mostly on the part of lowest features which are used to talk good information to cope up the stress mechanism and use to have an exercise 1 hour a day to enhance my physical fitness to cope up the stress mechanism.

It is recommended in this study that classroom interactive problems of students and coping

mechanisms of teachers in public elementary schools should be upgraded by the school heads particularly in the low-result areas of the study, such as giving chances to the teachers to have their strategies on the use in facing of stress and/or trauma to help manage painful or difficult emotions and help them adjust to stressful events while helping them maintain their emotional well-being.

It is mentioned in this study that the interactive problems among students in the classroom and coping mechanisms of teachers of public elementary schools have primarily obtained the low result areas that should be monitored by the school heads to avoid depression and anxiety complications.

## **DISCLAIMER (ARTIFICIAL INTELLIGENCE)**

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of manuscripts.

## **CONSENT (WHERE EVER APPLICABLE)**

In conducting this study, several ethical considerations were rigorously addressed to ensure the integrity and respect of all participants, with a primary focus on maintaining the confidentiality of the respondents. Prior to data collection, each participant received a detailed explanation of the study's purpose and the measures taken to safeguard their privacy, and informed consent was obtained. Identifying information was removed from the data sets, with participants assigned unique codes for anonymity during data analysis and reporting. Electronic data were stored on secure, password-protected servers, and physical documents were kept in locked cabinets, accessible only to authorized personnel. Results were presented in aggregate form to prevent the identification of any individual respondent.

## **COMPETING INTERESTS**

Authors have declared that no competing interests exist.

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