International Journal of Open-Access, Interdisciplinary & New Educational Discoveries of ETCOR Educational Research Center (iJOINED ETCOR)

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P - ISSN 2984-7567
E - ISSN 2945-3577
The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Problem-Focused Coping Mechanisms and the Learning Engagement of Grade Six Pupils: Basis for Academic Consultation Proposal

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Received: 22 June 2023 **Revised**: 05 August 2023 **Accepted**: 08 August 2023

Available Online: 21 August 2023

Volume II (2023), Issue 3, P-ISSN – 2984-7567; E-ISSN - 2945-3577

Abstract

Aim: This study determined the problem-focused coping mechanisms utilized by the pupils and their level of learning engagement.
Methodology: The study used a descriptive correlational design to determine its relationship. A total of 160 pupil-respondents from selected public elementary school in the Cluster 7 of the City Schools Division of Tanauan were selected through a purposive sampling technique.
Results: The results of the study revealed that the respondents described their problem-focused coping mechanisms as oftentimes manifested and their level of learning engagement, as high. All the components of learning engagement show no significant difference when pupils are grouped according to sex. However, there is a significant difference on the level of learning engagement when grouped according to birth order. Lastly, the respondents' perceived problem-focused coping mechanisms has a significant relationship with their level of learning engagement.
Conclusion: Based on the findings of the study, it was concluded that there is no significant difference on the level learning engagement of the pupils when grouped according to sex. However, when respondents are grouped according to birth order, there is a significant difference in their level of learning engagement. Furthermore, the study also revealed that there is a significant relationship between the problem-focused coping mechanisms and the learning engagement of the pupils.

Keywords: learning engagement, problem-focused coping mechanisms

INTRODUCTION

Stressors in the life of a learner is nothing new. Many factors in their life have been sources of stress and coping mechanism is a crucial part for them to function well. At the point when an individual is exposed to a certain stressor, the differing methods of managing it are named 'coping styles' which Coppens, et.al (2010) defined it as a set of relatively stable traits that determine the individual's behavior in response to stress. These remain constant over time and in different conditions.

Significant life events, whether positive or negative can cause psychological stress to an individual. Difficult circumstances, such as death of a loved one, loss of job, academic frustration, etc. can cause most people to feel grief or distress. Even events that are considered positive by many such as having a child, buying a house, receiving a promotion, and being rewarded can lead to significant amount of stress. Depending on the circumstances, people may use a combination of behavior, thought, and emotion to deal with stress. In the face of stress/trauma, coping mechanisms are strategies used by an individual to help manage painful or difficult emotions. It aids in the adjustment to stressful experiences while also assisting in the maintenance of emotional well-being. Folkman and Moskowitz (2004), defined coping as the thoughts and behaviors utilized to manage the internal and external demands of situation that are appraised as stressful.

Learners in the present period live in an extremely competitive society that puts a great deal of pressure on them to succeed in this era. Although this could lead to a problem or stress on the learner, it is necessary for them to

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be able to adapt and cope with these changes and various demanding conditions. As a facilitator of learning, determining the components and identifying the fundamental cause of a problem that affects a learner's performance is part of our responsibilities. Understanding how learners manage these challenging situations may contribute to better understanding where they are coming from and could also provide teachers with suggestions on how they could support the learners and keep them from opting not to go to school. It is our duty to ensure that all learners are engaged and actively involved in the classroom to be able to provide a quality education.

However, despite our teachers' best attempt to keep the learners in school, it is impossible to avoid the fact that certain circumstances drive learners to drop out of school. In fact, issues of dropping out from school is very rampant not only in the Division of Tanauan City but it also has been an issue that needs to be addressed nationwide. In an article published by Philippine Star (2021), Senators have expressed alarm in the growing number of dropouts. According to data from the Philippine Statistics Authority from 2017, 3.53 million, or 9%, of the projected 39.2 Filipinos between the ages of 6 and 24 were OSYs. 83.1 percent of those people were between the ages of 16 and 24, 11.2 percent were between the ages of 12 and 15, and 5.7 percent were between the ages of 6 and 11. The Philippine Statistics Authority data indicated that the most common reason among out of school youths for not attending school were marriage or family matters, lack of personal interest, and high cost of education or financial concerns. When certain situation arises, learners tend to feel overwhelmed when facing such circumstances and it affects their engagement and performance in schools.

Research Questions

This study determined the problem-focused coping mechanism utilized by the pupils and their learning engagement. Specifically, it sought to answer the following research questions:

1. What is the profile of the pupil-respondents in terms of:
    1.1. Age;
    1.2. Sex;
    1.3. Place of Residence;
    1.4. Birth Order; and
    1.5. Family Income?
2. How do pupil-respondents describe their problem-focused coping mechanism in terms of:
    2.1. Active Coping;
    2.2. Planning;
    2.3. Suppression of Competing Activities;
    2.4. Restraint Coping; and
    2.5. Seeking of Instrumental Social Support?
3. What is the level of learning engagement of pupils in terms of:
    3.1. Learning Effort;
    3.2. Participation in Class;
    3.3. Interaction;
    3.4. Cognitive Task Solving;
    3.5. Sense of Belonging; and
    3.6. Learning Passion?
4. Is there a significant difference in the learning engagement of the pupils when grouped according to sex?
5. Is there a significant difference in the learning engagement of the pupils when grouped according to birth order?
6. Is there a significant relationship between the problem-focused coping mechanism and the learning engagement of the pupils?
7. Based on the result, what academic consultation proposal can be designed?

Theoretical Framework

This research is anchored to Richard Lazarus and Susan Folkman's Transactional Theory of Stress and Coping. The theory assesses how significant life events, as well as everyday affairs affect emotions. The focus of the theory lies in cognitive assessment and dealing with stress or what we call coping. Carver (2013) defined coping as efforts to prevent or diminish threat, harm, and loss, or to reduce the distress that is often associated with experiences. According to Lazarus and Folkman (1984), two coping strategies are based on different areas of focus – Problem Focused and Emotion Focused. Problem-focused strategies are similar to strategies used in problem-solving. Problem-focused efforts are often directed at defining the problem, generating alternative solutions, weighing the

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alternatives in terms of their costs and benefits, choosing among them, and acting. On the other hand, Emotion focused strategy focuses their energy on dealing with their feelings rather than the problem itself. This includes strategies such as avoidance, minimization, distancing, selective attention, and positive comparisons.

Cognitive Assessment consists of an initial primary assessment, a secondary assessment, and potentially, a reassessment. The concept of cognitive appraisal was advanced in 1966 by psychologist Richard Lazarus in the book Psychological Stress and Coping Process. According to Campbell, et al. (2013), cognitive appraisal refers to the personal interpretation of a situation that ultimately influences the extent to which the situation is perceived as stressful. It is the process of assessing whether a situation threatens our well-being, whether there are sufficient personal resources available for coping with the demand of the situation, and whether our strategy in dealing with the situation would decrease the feeling of stress. Primary Appraisal refers to the process in which an individual evaluates the significance of the situation, the extent to which it connects with personal beliefs, values, goals, and commitment, and the potential outcomes if certain circumstances occur. Secondary Appraisal is the stage where the individual evaluates the option available for managing the situation. It involves the evaluation of resources and options for coping. Janse (2021) mentioned that the secondary assessment entails assessing the possibilities in a certain situation and the person's ability to deal with this. After these cognitive appraisals, coping follows which affects the changes in the relationship between the person and their environment, or the level of emotional stress they are experiencing. Personality Traits, social influences, and symptoms of depression are some of the factors which influence both the coping and judging mechanism. Moreover, Lazarus also discussed an additional process of appraisal which is reappraisal. The reappraisal stage comes after the coping process. During reappraisal, an individual may find that one's coping abilities and coping resources are sufficient to alleviate the threat or are insufficient to meet the challenge.

The Transactional Theory of Stress and Coping argues that we can either adopt problem-focused or emotion-focused coping styles. As reports by Frings (2017), problem-focused approaches involve attempting to deal with the situation itself, trying to change it into something more palatable – such active coping can be difficult but, if successful, results in a real change in circumstances. In contrast, an emotion-focused approach involves changing our relationship with the situation in a way that reduces the stress it causes. This involves denial, avoidance, or cognitively re-framing the meaning of the event. Even though this doesn't change the nature of the problem, it still affects us. According to Mcleod (2015), problem-focused coping targets the causes of stress in practical ways which tackle the problem or stressful situation that is causing stress, consequently directly reducing stress. In research in Test Behavior by Zaromb, et al. (2017), problem-focused coping refers to efforts to alter the stressful situation itself.

Moreover, in the COPE Inventory created by Carver (1989) as cited by Mead (2021), problem-focused coping consists of active coping, planning, suppression of competing activities, restraint coping, and seeking instrumental social support. Active Coping is an approach that entails becoming aware of the pressures and then attempting to mitigate the negative consequences. According to Carroll (2013), responses are designed either to change the nature of the stressful situation or event to decrease the problematic nature of that situation or event. Esia-Donkoh, et al. (2011) defined planning is thinking about how to cope with a stressor by drawing action strategies. Coming up with action strategies is part of the planning process. It's deciding what steps to take and how to best deal with the problem. Suppression of Competing Activities refers to suppressing one's attention from other activities to concentrate more thoroughly on managing the stressful event. Restraint Coping refers to holding oneself back and also not acting impulsively by waiting until an acceptable opportunity to act presents itself. Lastly, Seeking Instrumental Social Support is defined as seeking advice, assistance, or information on the problem at hand. Sterle, et al (2018) defined seeking instrumental support as an individual's inclination to pursue influential and helpful assistance from others.

On the other hand, coping has always been linked to stress, and the effect of this is also linked to how an individual responds to a certain situation. In this instance, Vizoso, et al. (2018), claims that adaptive coping, academic engagement dimensions, and academic performances were positively related. Adaptive coping increases academic vigor, dedication, and absorption and these dimensions improved performance in turn. Another research from Nigeria by Nwosu, et al. (2018) concluded that students who adopted more problem-focused indicate that coping strategies that alter the challenging situation enable students to be more engaged academically. Cocea, M. (2007), expressed that the learning activities and how they are carried out are referred to as learning engagement. According to research on student engagement by Lee, et al. (2019), learning effort, participation in class, interaction with teachers, cognitive task solving, sense of belonging, and learning passion are important predictors of student engagement in face-to-face learning environments. Learning Efforts are doing homework, preparing for lessons before class, and studying after class are examples of activities that learners develop on their own. Participation in

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Class is defined as active participation in classroom activities such as attendance, presentation, inquiry, and expression. Interaction refers to a kind of communication between the teacher and the learner about the content of the lesson, and it can be viewed as asking questions or seeking assistance with learning. Cognitive Task Solving refers to the internal cognitive processes of a student, such as knowledge formation, comprehension, application, and memorization. Sense of Belonging refers to the degree of connection with friends and colleagues in the learning community. Lastly, learning passion refers to a learner's active mindset when they are learning, and it manifests itself as mental energy in the classroom and a willingness to face problems.

Conceptual Framework

The study was conceptually guided by the paradigm which focuses on the profile of the learners and the problem-focused coping mechanisms utilized by the pupils which serve as inputs to their learning engagement. The basis of the research paradigm is the theories and concepts presented above. The theories led to the formulation of the current study.

Research Paradigm

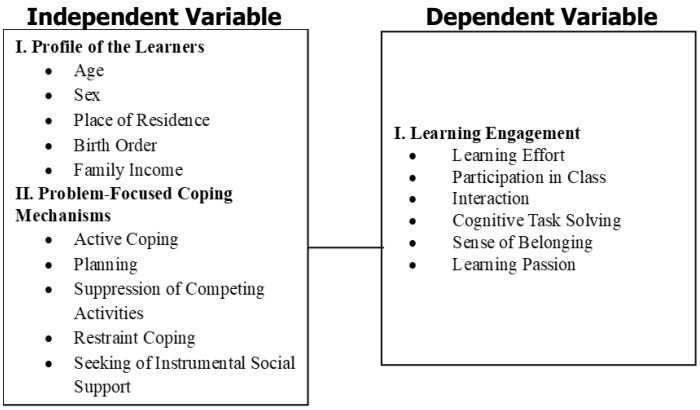

Figure 1. Research Paradigm

METHODS

Research Design

The study employed a descriptive correlational method of research in determining the relationship between the utilized problem-focused coping mechanisms and the learning engagement of Grade Six Pupils from selected Public Elementary Schools in the Cluster 7 of Tanauan City Division. Descriptive research design is employed to describe the phenomenon and characteristics of the study. Furthermore, to analyze the relationships between and among two or more variables, the correlation method is applied. The study used a descriptive correlational design because it focuses on the current situation, in which occurrences were recorded, reported, evaluated, and compared.

Population and Sampling

This study employed a purposive sampling technique in choosing the required number of respondents. All the grade six pupils in the participating schools were given a copy of parental consent. Those who had been approved by their parents were then given a copy of a researcher-made survey questionnaire. Out of 189 total population of Grade Six Pupils in the participating schools, One Hundred Sixty (160) grade six pupils were allowed by their parents to participate in the study.

Instrument

The researcher-made survey questionnaire was used as the primary instrument in gathering the data. The questionnaire is divided into three parts. This method was used to simplify data gathering.

Respondents Profile. This part deals with the respondent's profile including the name, age, sex, place of residence, order in the family, and family monthly income.

Problem-Focused Coping Mechanism. This concerns the respondent's perception of the utilized problem-focused coping mechanism. This includes Active Coping, Planning, Suppression of Competing Activities, Restraint Coping, and Seeking of Instrumental Social Support. The utilized Problem-Focused Coping mechanism of

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the respondents is measured using a four-point Likert Scale. Each indicator contains items of which the respondents indicate the frequency of doing each problem-focused coping mechanism.

Learning Engagement. This part of the researcher made survey questionnaire is about the respondent's perception of his or her level of learning engagement. It includes learning effort, participation in class, interaction, cognitive task solving, sense of belonging, and learning passion. The level of learning engagement of the respondents is measured using a four-point Likert Scale. Each dimension contains items of which the respondents indicate their level of learning engagement.

In order to establish the reliability and validity of the researcher made survey questionnaire, the researcher presented it to the thesis adviser and other panelists for improvements and recommendations. The researcher sought help from experts such as Registered Guidance Counselor, Registered Psychometrician, and Head Teacher to further examine the details of the questionnaire to ensure its consistency and correctness. In the conduct of the study, researcher-made survey questionnaire was translated in Filipino Language for the pupils to easily understand each statements. Furthermore, the research instrument was examined through a pilot testing conducted on twenty (20) grade six pupils who shared the same characteristics as the target population but were excluded from the final study. The primary goals of the pilot test were to evaluate the instruments' ambiguity, sensitivity, and appropriateness.

Data Collection

The researcher made a letter of request to conduct the study. The study was conducted after the approval of the District Supervisor, and Principal/School Head of the involved school. Since the respondents are elementary pupils, the researcher asked for consent. Hence, parental consent was given after the approval of the Principal/School Head. Target respondents were provided with a clear explanation of the goal of the study, followed by time for questions or requests for clarification. After the collection of the signed parental consent, the survey questionnaires were disseminated to the advisers of the pupils. The research data collected through the printed survey form was kept in strict confidence. The study did not include the names of the respondents as well as the names of the schools they come from. The data collected from the respondents was presented truthfully by the researcher.

Treatment of Data

The following are the statistical measures used in the study. In describing the profile of the pupil-respondents, frequency and percentage were utilized. In describing the problem-focused coping mechanism of the pupil-respondents, mean and standard deviation were utilized. In describing the level of learning engagement of the pupil-respondents, mean and standard deviation were used. Furthermore, to prove the hypotheses set in the study whether the learning engagement are significantly different when grouped according to sex, T-test was used. To prove the hypotheses whether the learning engagement are significantly different when grouped according to the birth order, Analysis of Variance or Anova was used. To prove the hypotheses whether the problem-focused coping mechanisms utilized by the pupils are significantly related to their learning engagement, Pearson r was used.

Ethical Considarations

Target respondents were provided with a clear explanation of the goal of the study, followed by time for questions or requests for clarification. The research data collected through the printed survey form was kept in strict confidence. The privacy of the research participants was protected by the researcher. The study did not include the names of the respondents as well as the names of the schools they come from. The data collected from the respondents was presented truthfully by the researcher.

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RESULTS and DISCUSSION

Profile of the Respondents

Table 1. Distribution of Respondents According to Age

Age	Frequency	Percent
10-11	80	50.0
12-13	79	49.4
14 & above	1	0.6
Total	160	100.0

Table 2 presents the data gathered by the researcher relative to the profile of the respondents particularly about age. It could be seen on the data provided that the pupil-respondents belong to the age ranges from 10 – 11, 12-13 and 14 and above. As noted, almost equal number of respondents were from ages 10 – 11 and 12 – 13 which obtained the frequency of 80, 79 respectively. This represents the percentage of respondents as to their age whereas it could be observed that pupils age 10 – 11 composed 50% of the total respondents while pupils from 12- 13 age ranges consisted 49.4% of the total respondents of this study. Nonetheless, it could be noted that a student or 0.6% of the total respondents belonged to 14 and above age range.

Table 2. Distribution of Respondents According to Sex

Sex	Frequency	Percent
Male	78	48.8
Female	82	51.3
Total	160	100.0

Illustrated in Table 3 were the data obtained in connection to the respondents' sex. As noted, a total of 160 pupils participated in this study. It could be gleaned from the table that there were 78 male respondents which comprised 48.8% of the total respondents. However, it was noted that there were 82 female respondents which composed the 51.3% of the total population of the respondents.

Table 3. Distribution of Respondents According to Place of Residence

Place of Residence	Frequency	Percent
Rural	160	100.0

Table 4 depicts the information gathered as to the place of residence of the respondents as obtained by the researcher. It could be gleaned on the table that 100% of the respondents came from the rural areas which consisted of the total of 160 respondents.

Table 4. Distribution of Respondents According to Birth Order

Birth Order	Frequency	Percent
Only child	16	10.0
Youngest	37	23.1
Middle	40	25.0
Eldest	67	41.9
Total	160	100.0

Illustrated in Table 5 are the data regarding the respondents' birth order. As observed, most of the respondents are the eldest in the family as it was noted to have obtained 41.9% representing 67 number of respondents. Meanwhile, 40 or 25% of the respondents are middle child and 37 or 23.1 % of the respondents are the youngest in the family. Consequently, the researcher noted 16 or 10% of the respondents as the only child in the family.

Table 5. Distribution of Respondents According to Family Income

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Family Income	Frequency	Percent
5000 below	75	46.9
5001-9000	36	22.5
9001-13000	22	13.8
13001-17000	12	7.5
Greater than 17000	15	9.4
Total	160	100.0

Table 5 consists of data on the respondents' family income. It could be gleaned on the table that most of the respondents' family income range from 5000 below with 75 frequency which composed 46.9% of the total number of respondents. Furthermore, it could be noted that 36 or 22.5% of the respondents answered that their family income ranges from 5001 – 9000. Out of 160 respondents 22 of them responded that their family's income ranges from 9001 – 13000 thus composed 13.8% of the total respondents. It could also be noted that 12 or 7.5% of the respondents' family income ranges from 13001 – 17000 while 15 or 9.4% of the respondents' family earn greater than 17000.

Respondents' Perception of their Problem-Focused Coping Mechanism

Table 6. Respondents' Perception of Problem-Focused Coping Mechanism in Terms of Active Coping

I…	Mean	Std. Deviation	Verbal Interpretation
1. take direct action to try to get rid of the problem.	3.25	0.80	Oftentimes Manifested
2. make lists and try to focus on the most important things.	3.02	0.90	Oftentimes Manifested
3. consider other alternatives that will help me solve the problem.	3.11	0.92	Oftentimes Manifested
4. ask others for help when it is too difficult for me.	3.04	0.96	Oftentimes Manifested
5. take action in solving the problem to make my situation better.	2.92	0.93	Oftentimes Manifested
6. examine my situation first and identify the people who can help me develop a solution to the problem.	3.03	0.82	Oftentimes Manifested
Mean	**3.06**	**0.57**	**Oftentimes Manifested**

Legend: 4.00 – 3.50 –Always Manifested, 3.49 – 2.50 –Oftentimes Manifested, 2.49 – 1.50 –Sometimes Manifested, 1.49 – 1.00 – Never Manifested

Table 6 presents the data obtained about the pupil-respondents coping mechanism specifically on active coping. It could be noted in the table that item statement 1 I direct action to try to get rid of the problem obtained the highest weighted mean of 3.25. Meanwhile, item statement 5 I take action in solving the problem to make my situation better gained the lowest weighted mean of 2.92. With all the item statements presented, a composite mean of 3.06 was gained which signifies that it is oftentimes manifested.

Denovan and Macaskill (2013) support the findings of this study as they claimed that college students may apply types of coping mechanisms which may include self-control, trust, and positive thinking to better adjust to stressful situations. The respondents of the present study also believed that they take action to solve their problem so they could better their situation. This acknowledges the use of active coping by the respondents as they face a problem or a stressful situation. Likewise, Li et al. (2018) reiterated that coping strategies could be in the form of respecting an individual's limits, setting priorities, avoiding comparisons, doing leisure activities, assertiveness, building community, cognitive restructuring, and social networking. Nonetheless, whatever their situation is, one takes action and finds ways to better the situation while also finding solutions to the problems at hand.

Table 7. Respondents' Perception of Problem-Focused Coping Mechanism in Terms of Planning

I…	Mean	Std. Deviation	Verbal Interpretation
1. study the situation first to give me time to think about how I will solve the problem.	3.26	0.80	Oftentimes Manifested
2. make a detailed plan on how I am going to solve a difficult problem so I can respond properly.	3.09	0.82	Oftentimes Manifested
3. control and think of my actions to avoid a difficult situation.	3.38	0.75	Oftentimes Manifested

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4. go through many different scenarios in my mind to prepare myself for different outcomes.	3.04	0.89	Oftentimes Manifested
5. make sure that I am calm and collected when I begin to deal with the problem.	3.29	0.79	Oftentimes Manifested
6. always ready myself for the worst that could happen.	3.42	0.78	Oftentimes Manifested
Mean	**3.25**	**0.49**	**Oftentimes Manifested**

Legend: 4.00 – 3.50 –Always Manifested, 3.49 – 2.50 –Oftentimes Manifested, 2.49 – 1.50 –Sometimes Manifested, 1.49 – 1.00 – Never Manifested

Table 7 consists of the data obtained as per the respondents' problem-focused coping mechanism specifically in terms of planning. With the data presented, it could be noticed that item statement 6 *I always ready myself for the worst that could happen* ranked the highest as it garnered a weighted mean of 3.42. However, item statement 4 *I go through many different scenarios in my mind to prepare myself for different outcomes* ranked the least among the items on planning as it obtained a weighted mean of 3.04. Summing it all up, the composite mean for the items about planning garnered a composite mean of 3.25.

To support this result, Frydenberg et al. (2014) revealed in their study that the most common coping style in solving problems includes proactive behavior, advanced and detailed planning, referencing others, and avoidance used by teenagers including students. The respondents of the present study also believed that detailed planning is essential as they cope with and solve their problems. This was proven in item statement 2 *I make a detailed plan on how I am going to solve a difficult problem so I can respond properly* gaining a weighted mean of 3.09 signifying a frequent observance of the act stated.

Moreover, since the respondents of this study are in early adolescence, they are at the stage wherein they are beginning to exercise abstract and logical reasoning. They are now aware of their actions and what could be its effects on them. With this, as planning is defined in this study as thinking about how to cope with a stressor by drawing out an action strategy, they exercise thinking about the consequences of their action, what they could do to relieve the stress caused by it, where it is coming from and what they could do to prevent it from happening again. As indicated in the item that obtained the highest mean I always ready myself for the worst that could happen, this action explains that the respondents are thinking about how their problems or stresses will unfold. They are also contemplating different scenarios and the consequences of their actions that may happen so they can adjust their selves as if they are doing damage control. With this, they demonstrate the use of planning as a problem-focused coping mechanism.

Table 8. Respondents' Perception of Problem-Focused Coping Mechanism in Terms of Suppression of Competing Activities

I…	Mean	Std. Deviation	Verbal Interpretation
1. keep me from getting distracted by other thoughts or activities.	3.18	0.81	Oftentimes Manifested
2. set aside other tasks that would not help me with the current problem.	3.04	0.83	Oftentimes Manifested
3. focus on dealing with the problem one by one.	3.20	0.90	Oftentimes Manifested
4. try not to multi-tasking so I can think clearly in handling the situation.	3.31	0.76	Oftentimes Manifested
5. try to calm myself to avoid making things worse.	3.30	0.76	Oftentimes Manifested
Mean	**3.21**	**0.50**	**Oftentimes Manifested**

Legend: 4.00 – 3.50 –Always Manifested, 3.49 – 2.50 –Oftentimes Manifested, 2.49 – 1.50 –Sometimes Manifested, 1.49 – 1.00 – Never Manifested

Presented in Table 8 are the data in connection to the suppression of competing activities. It could be gleaned from the table that item statement 4 *I try not to multi-tasking so I can think clearly in handling the situation* obtained the highest rank of 3.31. Thus, in item statement 2 *I set aside other tasks that would not help me with the current problem* and gained the lowest weighted mean of 3.04. These findings were supported by the study of Jorgensen and Dusek (2014) where they claimed that students had to be well-adjusted to find the effort to reduce stress and help them resolve their problems by engaging in strategies and activities that keep them from thinking of the problems and focus on the things that weigh more. This then signifies that the respondents find focus essential as they try to cope and solve their problems and being distracted in different tasks would not help them better find solutions to their problems.

The 5-item statements on suppression of competing activities received a composite mean of 3.21 verbally interpreted as oftentimes manifested. With the manifestation of this coping strategy, Frydenberg (2014) claimed that these strategies allowed adolescents to remain focused and relaxed, in control, and socially connected which allowed

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P - ISSN 2984-7842
E - ISSN 1908-3181

them to solve problems effectively. Likewise, Suldo et al. (2018) stated that laughter, reducing workload and seeking diversions, and avoiding multi-tasking could help learners to think clearly in handling their situation.

Table 9. Respondents' Perception of Problem-Focused Coping Mechanism in Terms of Restraint Coping

I…	Mean	Std. Deviation	Verbal Interpretation
1. hold off doing anything about it until the situation permits.	2.80	1.00	Oftentimes Manifested
2. make sure not to make matters worse by acting too soon.	3.16	0.79	Oftentimes Manifested
3. force me to wait for the right time to do something.	3.21	0.85	Oftentimes Manifested
4. try not to make rash decisions when I am still thinking about the situation.	3.21	0.77	Oftentimes Manifested
5. try to understand the problem from a different point of view.	3.18	0.81	Oftentimes Manifested
Mean	**3.11**	**0.53**	**Oftentimes Manifested**

Legend: 4.00 – 3.50 –Always Manifested, 3.49 – 2.50 –Oftentimes Manifested, 2.49 – 1.50 –Sometimes Manifested, 1.49 – 1.00 – Never Manifested

Illustrated in Table 9 is the data obtained by the researcher in connection to restraint coping. It could be found on the table that in item statements 3 and 4 *I force myself to wait for the right time to do something* and *I try not to make a rush decision when I am still thinking about the situation* gaining a weighted mean of 3.21. This result is parallel to the findings of Brdar et al. (2016) who claimed that students can reduce stress by limiting tension by restraining or reducing overwhelming reactions to stressful encounters and by controlling emotional behaviors and frustrations when goals seem unattainable. The respondents forcing themselves to wait before acting on a situation manifest a restraint coping mechanism.

Consequently, it could also be observed that item statement 1 *I hold off doing anything about it until the situation permits* received the lowest weighted mean of 2.80. With the item statements, it was noted that the overall composite mean was 3.11 which was interpreted as oftentimes manifested. Similarly, the findings of Tenenbaum et al. (2018) also claimed that students who let off steam and tried to calm themselves down attempted to yell at someone, or took deep breaths and found those behaviors to reduce their emotions from an emotion-focused coping perspective. The findings of the present study also elicit respondents' manifestation of the same coping mechanism.

Table 10. Respondents' Perception of Problem-Focused Coping Mechanism in Terms of Seeking Instrumental Social Support

I…	Mean	Std. Deviation	Verbal Interpretation
1. talk to someone who could help me with the problem.	3.08	0.97	Oftentimes Manifested
2. ask people who have had similar experiences about what they did to solve the problem.	2.81	0.95	Oftentimes Manifested
3. talk and explain my stress to my friends and family to gain feedback.	2.92	0.94	Oftentimes Manifested
4. search for information related to what I am going through (e.g., on the internet) on how I am going to overcome it.	2.89	0.97	Oftentimes Manifested
5. listen to the advice of the people around me.	3.19	0.90	Oftentimes Manifested
Mean	**2.98**	**0.64**	**Oftentimes Manifested**

Legend: 4.00 – 3.50 –Always Manifested, 3.49 – 2.50 –Oftentimes Manifested, 2.49 – 1.50 –Sometimes Manifested, 1.49 – 1.00 – Never Manifested

Presented in Table 10 are the data garnered in connection to the coping mechanism of the respondents specifically on seeking instrumental social support. It could be gleaned from the table that item statement 2 *I ask people who have had similar experiences about what they did to solve the problem* ranked the lowest among the statements as it received a weighted mean of 2.81 verbally interpreted as oftentimes manifested. With it being manifested, McNamara (2020) suggests that social support tends to alter initial perceptions of situations, allowing them to appear less threatening, and reducing the likelihood of the development of disease-provoking outcomes. This proves the benefit of asking people for help in findings solution to the existing problem.

However, item statement 5 *I listen to the advice of the people around me* ranked the highest among the seeking of instrumental support category with a weighted mean of 3.19 which signifies oftentimes manifested. Nonetheless, the item statements garnered a composite mean of 2.98 verbally interpreted as oftentimes manifested. This result supports the claim of Procidano and Heller (2013) who stated that social support is an interpersonal transaction involving help, emotional support, and affirmation. It was also suggested that emotional support may have a buffering effect on one's physical and mental health.

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Table 11. Summary of the Respondents' Perception on their Problem Focused Coping Mechanisms

Problem-Focused Coping Mechanisms	Mean	Verbal Interpretation
1. Active Coping	3.06	Oftentimes Manifested
2. Planning	3.25	Oftentimes Manifested
3. Suppression of Competing Activities	3.21	Oftentimes Manifested
4. Restraint Coping	3.11	Oftentimes Manifested
5. Seeking of Instrumental Social Support	2.98	Oftentimes Manifested
Mean	**3.12**	**Oftentimes Manifested**

Legend: 4.00 – 3.50 –Always Manifested, 3.49 – 2.50 –Oftentimes Manifested, 2.49 – 1.50 –Sometimes Manifested, 1.49 – 1.00 – Never Manifested

The table shows the summary of the respondents' perception on their Problem-Focused Coping Mechanism. It could be noted on the table that out of the indicated problem-focused coping mechanisms, Planning obtained the highest composite mean of 3.25 which is verbally interpreted as Oftentimes Manifested. Meanwhile, Seeking of Instrumental Social Support obtained the lowest composite mean of 2.98 which signifies Oftentimes Manifested. With all the problem-focused coping mechanisms presented, an average mean of 3.12 was gained which signifies that it is oftentimes manifested.

As mentioned in the previous discussions, the age of the respondents played a vital role in their usage of problem-focused coping mechanisms. They are at the stage wherein they begin to develop and exercise their cognitive skills. They begin to think abstractly and logically. Moreover, they are also at the stage wherein they feel an increased need for privacy and independence. With this, it explains the composite mean of Planning—3.25, being the highest and the composite mean of Seeking of Instrumental Social Support—2.98, being the lowest.

Respondents' Perception on their Level of Learning Engagement

Table 12. Respondents' Perception of the Level of Learning Engagement in Terms of Learning Effort

As a pupil, I...	Mean	Std. Deviation	Verbal Interpretation
1. always come to school with complete homework.	3.54	0.67	Very High
2. submit my requirements on time.	3.46	0.70	High
3. see to it that I have reviewed my lessons before coming to class.	3.29	0.80	High
4. establish a study routine.	3.02	0.92	High
5. see to it that all the things I need for the class are ready.	3.37	0.77	High
6. work hard to understand or master difficult lessons.	3.49	0.65	High
Mean	**3.36**	0.50	**High**

Legend: 4.00 – 3.50 – Very High, 3.49 – 2.50 – High, 2.49 – 1.50 –Low, 1.49 – 1.00 – Very Low

Table 12 consists of the data garnered by the researcher in connection to the pupil-respondents learning engagement, particularly in the learning effort category. As observed, item statement 4 *As a pupil, I establish a study routine* was ranked the least as it garnered a weighted mean of 3.02 verbally interpreted as high. On the contrary, item statement 1 *As a pupil, I always come to school with complete homework* received the highest rank as it garnered a weighted mean of 3.54 signifies a very high learning effort among respondents. A composite mean of 3.36 was noted on all the item statements under the category of learning effort, this then implies high learning effort among respondents.

As the respondents elicit high to very high learning effort on the indicators measured thru the research instrument, it would be highly proven that the respondents' learning effort would prominently increase their academic performance. This was proven by the study of Göğüs and Güneş (2011) who claimed that academic performance increases when students use effective study habits and with considerable learning effort including preparation for classes and focusing on lessons. The table shows that item statement 1 *As a pupil, I always come to school with complete homework* the highest out of 6 item statements. This implies that the respondents elicit preparation for their classes by completing their homework before going to school. Proctor et al. (2016) emphasized that learning effort includes a variety of activities such as time management, setting appropriate goals, choosing an appropriate study environment, using appropriate note—taking strategies, and choosing main ideas and organization. It could be noted from the table that the respondents are making sure that they have the things that they need ready. This indicates that the respondents exemplify goal setting when they make sure that all things necessary whether it be their homework or requirements are ready before the start of the class.

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Table 13. Respondents' Perception of the Level of Learning Engagement in Terms of Participation in Class

As a pupil, I...	Mean	Std. Deviation	Verbal Interpretation
1. attend my class regularly.	3.57	0.64	Very High
2. ask questions whenever I could not understand the topic presented.	3.32	0.80	High
3. present my opinion when asked by my teacher.	3.11	0.79	High
4. raise my hand when the teacher is asking a question.	3.02	0.82	High
5. speak up and share my ideas about the class work.	3.04	0.88	High
6. participate actively in class activities	3.40	0.74	High
Mean	**3.24**	**0.48**	**High**

Legend: 4.00 – 3.50 – Very High, 3.49 – 2.50 – High, 2.49 – 1.50 –Low, 1.49 – 1.00 – Very Low

Depicted in Table 14 is the data regarding the respondents' participation in class. As gleaned from the table, a composite mean of 3.24 was consolidated for all the item statements under the participation in the class category and hence interpreted as high. The results were proven as item statement 1 *As a pupil, I attend my class regularly* and garnered the highest weighted mean of 3.57 interpreted as very high. On the contrary, item statement 4 *As a pupil, I raise my hand when the teacher is asking a question* obtained the least with the 3.02 weighted mean verbally interpreted as high. Echiverri et al. (2020) stated that class participation signifies active student response which allows them to exhibit abilities learned in class thus allowing teachers to provide helpful feedback. As the results suggest, the respondents of this study exhibit class participation as proven by the indicators measured in the research instrument. It could be noted from the table that Likewise, Crone (1997) noted that students' engaging in participating in an active learning environment would call for the opportunity to become critical thinkers and in turn will be less passive.

Table 14. Respondents' Perception on the level of Learning Engagement in terms of Interaction

As a pupil, I...	Mean	Std. Deviation	Verbal Interpretation
1. communicate with my teachers when something bothers me.	2.78	0.99	High
2. like talking and exchanging views with my classmates.	2.91	0.93	High
3. ask help from my classmates when I am having difficulties.	3.24	0.78	High
4. help my classmates when they are having trouble with the lesson.	3.02	0.88	High
5. treat my classmates and teachers with respect.	3.52	0.72	Very High
Mean	3.09	0.51	High

Legend: 4.00 – 3.50 – Very High, 3.49 – 2.50 – High, 2.49 – 1.50 –Low, 1.49 – 1.00 – Very Low

Presented in Table 14 were the data obtained regarding the respondents' interaction with teachers. As observed, item statement 1 *As a pupil, I communicate with my teachers when something bothers me* gained the lowest weighted mean of 2.78 and verbally interpreted as high. Meanwhile, item statement 5 *As a pupil, I treat my classmates and teachers with respect* garnered the highest weighted mean of 3.52 verbally interpreted as very high. In this regard, Fassinger (2015) stated that professors could increase levels of participation among students by providing positive feedback and ensure that the dialogue within the classroom allows students to be critical with one another in a respectful manner. This then signifies students' interaction with their teachers could be increased when positive and respectful feedback are provided.

Nonetheless, the items on the category interaction with teachers gained the composite mean of 3.09 which then interpreted as high. With this, Gonzales (2016) revealed relationship between a student and his or her teacher has a significant impact on a child's academic and social development. This would be achieved by developing a positive relationship with their teacher whereas they could freely communicate to them. Further, Wamaima (2011) emphasized that student-teacher interaction is an important aspect of the teaching and learning process hence, the respondents also believe in this as proven with their high level of learning engagement specifically on interaction with teachers.

Table 15. Respondents' Perception on the level of Learning Engagement in terms of Cognitive Task Solving

As a pupil, I...	Mean	Std. Deviation	Verbal Interpretation
1. examine the details of the lesson and highlight the topics I am not sure of.	3.27	0.73	High
2. check my work first to make sure that it was done correctly.	3.41	0.72	High

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3. apply the knowledge I have learned in lesson to real problems or new situations.	3.36	0.76	High
4. connect the new ideas I get from a lesson with the similar ideas I already knew.	3.22	0.77	High
5. make list of the things I need to do so I do not forget them.	2.95	0.90	High
Mean	**3.24**	**0.53**	**High**

Legend: 4.00 – 3.50 – Very High, 3.49 – 2.50 – High, 2.49 – 1.50 –Low, 1.49 – 1.00 – Very Low

Table 15 consists of the data obtained by the researcher as to the pupils' cognitive task-solving. It could be noted on the table that amongst the five-item statements, *as a pupil, I check my work first to make sure that it was done correctly* gaining the highest weighted mean of 3.41 verbally interpreted as high. Chamot et al. (2017) supported these findings as they emphasized that thru cognitive task solving, learners analyze their activities and synthesize their prior knowledge to the new information presented to them. As the pupil-respondents double check their work if correctly done, this also implies that they assess and analyze their knowledge on how to accomplish their task and connect it to the possibly new information acquired.

On the other hand, item statement 5 *As a pupil, I make a list of the things I need to do so I do not forget them* was noted with the least weighted mean of 2.95 which also implies a high level of cognitive task solving. With these data gathered, a 3.24 composite mean was obtained hence, interpreted as high cognitive task solving. Morin (2020) supports this claim as he noted that as children get older, they should develop their capacity to focus, remember information, and think critically. Thus, as they are at the stage where they begin to develop their abstract and logical reasoning, the pupil-respondents exhibit their capacity to think critically in varying situations.

Table 16. Respondents' Perception on the Level of Learning Engagement in Terms of Sense of Belonging

As a pupil, I...	Mean	Std. Deviation	Verbal Interpretation
1. feel like a real member of this school.	3.28	0.78	High
2. easily make friends in school.	3.36	0.85	High
3. am treated with as much respect as other students.	3.29	0.82	High
4. am encouraged by my teachers to join different activities in school.	3.13	0.85	High
5. feel excited when going to school.	3.53	0.72	Very High
6. can easily approach my teachers and tell them things that bother me.	2.89	1.01	High
Mean	**3.25**	**0.46**	**High**

Legend: 4.00 – 3.50 – Very High, 3.49 – 2.50 – High, 2.49 – 1.50 –Low, 1.49 – 1.00 – Very Low

Depicted in Table 16 were the data gathered by the researcher in connection to the respondents' learning engagement, particularly in the category of sense of belongingness. It could be observed in the table that item statement *6 As a pupil, I can easily approach my teachers and tell them things that bother me* garnered the least number of responses with the weighted mean of 2.89 verbally interpreted as high. Strickland (2013) stated that students thrive in a positive class climate and an environment in which they feel safe, cared for, and involved. He further clarified that an effective classroom environment provides students with opportunities to socialize while learning interesting content. Likewise, it becomes a safe and effective environment if students are at ease to approach their teachers.

On the other hand, item statement 5 *As a pupil, I feel excited when going to school* gained the highest response with a weighted mean of 3.53 verbally interpreted as very high. As observed, the item statements gained a 3.25 composite mean and signifying a high sense of belonging. Yorke (2016) believed that the key elements to student achievement are the student's sense of belonging and their interest in academic learning.

Table 17. Respondents' Perception on the Level of Learning Engagement in Terms of Learning Passion

As a pupil, I...	Mean	Std. Deviation	Verbal Interpretation
1. it is important to me to do well in my class.	3.48	0.74	High
2. I try very hard to understand the contents taught in the class.	3.55	0.64	Very High
3. I am determined to produce better work than other students.	3.23	0.79	High
4. I review my notes regularly even if there is no scheduled test.	3.12	0.83	High
5. I work hard to attain my goals for this school year.	3.49	0.66	High
Mean	**3.37**	**0.46**	**High**

Legend: 4.00 – 3.50 – Very High, 3.49 – 2.50 – High, 2.49 – 1.50 –Low, 1.49 – 1.00 – Very Low

Table 17 illustrates the data gathered on the learning engagement of the students specifically on their learning passion. As gleaned from the table, items relatively obtained a composite mean of 3.37 verbally interpreted as high. Further, it could be noted that item statement 4 *As a pupil, I review my notes regularly even if there is no*

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scheduled test garnered the lowest rank with a 3.12 weighted mean, verbally interpreted as high. Jabeen et al. (2020) claimed that individual motivation is made up of many psychological internalization processes. It was also emphasized that learning passion is a desire or tendency to devote time and energy to a certain activity. This then proves that the pupil-respondent exemplified the quality of a student with a love of learning.

Item statement 2 however, *as a pupil I try very hard to understand the contents taught in the class* gained the highest weighted mean of 3.55 signifying a very high learning passion. As stated by Ad- Daghim (2015) acquiring knowledge requires striving and effort which requires perseverance, encouragement, and motivation to create in one's soul a longing for knowledge, augmentation of it and expansion of its branches, joy with every new piece of information and enthusiasm for acquiring more of it. The results imply that the pupil-respondents exemplify the learning passion for new knowledge. Likewise, Ariani (2021) in his study expressed that students' passion is one of the factors that can improve learning engagement and academic success while also reducing fatigue.

Table 18. Summary of the Respondents' Perception on their Level of Learning Engagement

Learning Engagement	Mean	Verbal Interpretation
1. Learning Effort	3.36	High
2. Participation in Class	3.24	High
3. Interaction	3.09	High
4. Cognitive Task Solving	3.24	High
5. Sense of Belonging	3.25	High
6. Learning Passion	3.37	High
Mean	**3.25**	**High**

Legend: 4.00 – 3.50 – Very High, 3.49 – 2.50 – High, 2.49 – 1.50 –Low, 1.49 – 1.00 – Very Low

Table 18 shows the summary of the respondents' perception on their level of learning engagement. It could be found on the table that Learning Engagement in terms of Learning Passion gained the highest composite mean of 3.37 which is verbally interpreted as High. While, in terms of Interaction it gained the lowest composite mean of 3.09 which is also verbally interpreted as high as well. All in all, the Learning Engagement of the Respondents gained an average mean of 3.25 which is interpreted as High.

A big percentage of the respondents are from family with a monthly income of 5000 and below, and 5001-9000. It could also be noted their place of residence wherein they live in a rural area. As mentioned in the discussion of the respondents' perceived level of their learning engagement, they grew up in a community that values education the most. From the very beginning of their schooling, they are already reminded of the importance of education and what it could do to their lives when they are able to achieve it. With this, this gives them motivation to give their best in school so that in the future they can help their families.

Significant Differences of the Respondents' Learning Engagement According to Sex and Birth Order

Table 19. Learning Engagement of the Respondents According to Sex

Learning Engagement	Male		Female		t	Df	Sig. (2-tailed)	Interpretation
	Mean	Std. Deviation	Mean	Std. Deviation				
Learning Effort	3.30	0.48	3.42	0.51	-1.543	158	.125	Not Significant
Participation in Class	3.25	0.47	3.23	0.49	.242	158	.809	Not Significant
Interaction	3.09	0.50	3.09	0.53	.087	158	.931	Not Significant
Cognitive Task Solving	3.17	0.54	3.31	0.51	-1.602	158	.111	Not Significant
Sense of Belonging	3.24	0.40	3.26	0.51	-.288	158	.773	Not Significant
Learning Passion	3.36	0.45	3.39	0.47	-.462	158	.645	Not Significant

It could be observed in the table that all of the components of learning engagement show no significant difference when pupils or respondents are grouped according to sex. When grouped according to sex, female shows higher means in the learning components except participation in class which is 3.25 for male compared to 3.23 of female. learning components except participation in class which is 3.25 for male compared to 3.23 of female. However, male participants display a much closer scores to the computed mean as they have a lower standard

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deviations (learning effort 0.48, participation in class 0.47, interaction 0.50, cognitive task solving 0.54, sense of belonging 0.40 and learning passion 0.45) this means that the answer of the male pupil respondents are more reliable and expected compared to their female counterpart having the following standard deviations 0.51, 0.49, 0.53, 0.51, 0.51 and 0.47 to the learning engagement components learning effort, participation in class, interaction, cognitive task solving, sense of belonging and learning passion respectively. Additionally, no t-value exceeds the critical value in a two tailed test making the null hypothesis accepted.

Santrock (2001) supported these findings as he claimed that there are greater similarities than differences between males and females. Furthermore, students' academic engagement depends on a variety of factors that are related to personal learning characteristics, the teacher, the teaching methodology, peers and other features in the learning environment. Mandernach et al. (2011) also stated that there are several effective factors related to student engagement which include attitude personality, motivation, effort and self-confidence.

Relative to the findings obtained, Nwosu and Okwuduba (2020) revealed that their respondents adopted more of problem-focused coping than emotion-focused coping strategies. It was also found that significant mean differences did not occur based on gender and marital status in the dimensions of coping strategies and academic engagement. Thus, this supports the findings of the present study.

Moreover, looking at the distribution of respondents in terms place of residence and family income the respondents are living in a rural area wherein at the very young age, regardless of sex, they are reminded of the importance of education. Most families in rural areas are traditional, they value education as a wealth that cannot be stolen by anyone. For them studying hard opens doors of opportunities that would lead them to achieve what they want in life. They also believe that when an individual is able to finish his/her studies it would direct them to a high paying job, hence lifting them out of poverty. With this, regardless of sex, it is concluded that there is no significant difference among the respondents' learning engagement.

Table 20. Learning Engagement of the Respondents According to Birth Order

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Learning Effort	Between Groups	2.214	3	.738	3.064	.030
	Within Groups	37.576	156	.241		
	Total	39.790	159			
Participation in Class	Between Groups	1.887	3	.629	2.841	.040
	Within Groups	34.549	156	.221		
	Total	36.436	159			
Interaction	Between Groups	3.545	3	1.182	4.775	.003
	Within Groups	38.603	156	.247		
	Total	42.148	159			
Cognitive Task Solving	Between Groups	2.225	3	.742	2.757	.044
	Within Groups	41.966	156	.269		
	Total	44.191	159			
Sense of Belonging	Between Groups	1.385	3	.462	2.230	.087
	Within Groups	32.279	156	.207		
	Total	33.664	159			
Learning Passion	Between Groups	2.636	3	.879	4.381	.005
	Within Groups	31.293	156	.201		
	Total	33.930	159			

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The data on the table presents a significant difference on the learning engagement (learning effort, participation in class, interaction, cognitive task solving, sense of belonging and learning passion) of the pupils when grouped according to birth order since all of the obtained F-ratio is larger than the critical F-value. Learning effort, participation in class, interaction, cognitive task solving, sense of belonging and learning passion obtained a corresponding f-value of 3.064, 2.841, 4.775, 2.757, 2.230 and 4.381 respectively versus to their corresponding critical f-values 0.030, 0.040, 0.003, 0.044, 0.087 and 0.005. This led to the rejection of the null hypothesis.

A similar study on birth order was conducted by Adler (1930) as cited in the study of Schultz and Schultz (2001) where it was contended that birth order has a major social influence in childhood hence, this study determines the difference between birth order and the students' learning engagement. Further, it was also stated by Adler (1930) that different birth positions created different childhood conditions which helped determine one's personality hence could be linked to the study of effective schools.

With these data, it could be concluded that birth order is a contributing factor that affects one's learning engagement. As the respondents are in an early stage of adolescence, their attitude and personality become clear towards learning. Looking at the table, it could be noted that out of all the indicators of learning engagement, only sense of belonging shows no significant difference as the p-value is greater than 0.05 level of confidence. This implies that regardless of their birth order, as long as they are treated with respect, and they feel like a real member of their school this gives them a high level of learning engagement in terms of sense of belonging. The data also shows that even at the smallest significant differences it still showed a difference among the pupils learning engagement when grouped according to birth order.

Significant Relationship Between the Problem-Focused Coping Mechanisms and the Learning Engagement of the Respondents

Table 21. Relationship between the Problem-Focused Coping Mechanisms and Learning Engagement of the Respondents

Problem-Focused Coping Mechanisms	Learning Engagement					
	Learning Effort	Participation in Class	Interaction	Cognitive Task Solving	Sense of Belonging	Learning Passion
Active Coping	.263**	.449**	.457**	.404**	.388**	.438**
Planning	.349**	.441**	.369**	.419**	.310**	.369**
Suppression of Competing Activities	.339**	.468**	.519**	.455**	.363**	.475**
Restraint Coping	.351**	.455**	.440**	.439**	.325**	.390**
Seeking of Instrumental Social Support	.165*	.442**	.376**	.322**	.331**	.292**

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

It could be gleaned on the table that among the variables seeking of instrumental social support and learning effort showed a significant correlation at 0.05 level of confidence with a computed value of 0.165. Meanwhile, the remaining correlations of the variables particularly active coping, planning, suppression of completing activities and restraint coping with their corresponding computed value show a significant relationship at 0.01 level of confidence. This signifies the correlation between problem-focused coping mechanism and the pupils' learning engagement.

The number on the table shows that as the respondents manifest the use of Problem-Focused Coping Mechanisms, it greatly affects their Learning Engagement. This indicates that when the respondents can manage their stress this could lead to better performance and participation. Looking at the indicators of problem-focused coping mechanism and the learning engagement in terms of Cognitive Task Solving, it could be noted that it shows a strong correlation. This indicates that when the respondents are free from stress, they are able to use their cognitive skills effectively. In contrast, when they are bombarded with varied stress from school and at home, this prevents them from focusing on their lessons because they would spend their time thinking of what they need to do to get out of that challenging situation.

With the analysis of the relationship between problem-focused coping strategy and the learning engagement of the students, the study of Nwosu, et al. (2018) revealed on their study that there is a positive

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relationship between the variables which occurred in almost all the dimensions of coping and academic engagement and the predictive powers of the independent variables on the dependent variables were ascertained. However, it was also found in their study that demographic variables did not significantly moderate the relationship between problem-focused coping and academic engagement. Likewise, Gyambrah et al. (2017) have noted that stress level of part-time students is high which would likely affect their engagement with their studies leading to stressful academic experience. Lovenjak and Peklaj (2016) stressed that academic engagement of a student could be related to the extent the student could cope with challenges in the course of their program. This explained that feeling stress in school has been found to be related to less satisfaction with school.

Academic Consultation Proposal

With the interpretation and the discussion of the results presented above, the researcher crafted a proposal that includes recommended activities that may be helpful to the pupils.

Table 11. Academic Consultation Proposal

Rationale	Children go through a wide range of emotions. Just as adults, they are prone to several emotions, including boredom, anxiety, sadness, disappointment, embarrassment, and fear. While the majority of us encounter a wide range of emotions on a daily basis, we are not always taught how to manage or cope with them. Even at the young age, they must acquire the abilities to control their emotions in a healthy manner. It's crucial to impart coping mechanisms that will enable children to face their anxieties, control their emotions, and find joy. Moreover, our learners live in a very competitive world that puts an immense amount of pressure on them to be successful in this period. Even though this could cause problems and stress, learners must be able to adjust to these diverse and challenging circumstances. As a facilitator of learning, understanding how students address such difficult situations may help us better understand where they are coming from. This may also provide teachers with ideas for ways to support students and prevent them from opting not to go to school. Identifying the components and fundamental cause of a problem that affects a learner's performance is part of our responsibilities. It is our responsibility to make sure that all students are committed and actively involved in the classroom to provide quality education.
Objectives	This proposal aims to suggest different activities where the learners, specifically elementary pupils, are able to demonstrate the use of problem-focused coping mechanisms and keep them engaged in their learning endeavors
Description	This proposal aims to suggest different activities that may help teachers, guidance counselors and other stakeholders to keep our pupils engaged in their day-to-day learning. Since elementary pupils are at the age where they can go to school without needing their parents to constantly be with them, learning healthy coping mechanisms is essential in a child's development. Based on the study conducted about the Problem-focused Coping Mechanisms and the Learning Engagement of Grade Six Pupils, it was concluded that as problem-focused coping mechanisms are manifested the level of learning engagement is high. With this, the study recommended different activities that may help the pupils develop their problem-focused coping mechanisms and increase their learning engagement. This would serve as a prevention that would keep the pupils engaged in school. The table below shows different activities that teachers, guidance counselors, and guidance advocates may embed in the daily learning routine of the pupils

Issues	Activities/Date	Description	Person Involved	Expected Outcome
Pupils' conflicts at home	**Integration of Problem Focused Coping Mechanisms in Homeroom Guidance and**	Pupils are educated about problem focused coping mechanisms. Providing them with information about the	**Consultant**: School Head, Adviser, Guidance Teacher, Guidance	Pupils are aware of the problem-focused coping mechanisms they can use whenever they face a stress or challenge.

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	Health Subject All year round	effects of using effective and ineffective coping mechanisms.	Counsellor **Consultee:** Pupils	
Low Economic Status that affects their attendance in school, as well as their learning engagement	**Adopt-A-Child Program** All year round	This activity/ program supports those pupils who are financially challenged by providing them with school supplies/ materials they need in their class. Moreover, through including them in a school-based feeding program they are provided with food for their recess and lunch time.	**Consultant:** Teaching and Non-Teaching Personnel **Consultee:** Pupils	Pupils does not have to worry about the materials they need in their class and the food for their recess and lunch time.
Pupils struggles to participate in class because of boredom and learning difficulties	**Challenge of the Day/Brain Teasers** All year round	The pupils are given a challenge every week where they can pair with their classmates, or they can do it alone, which will allow the teacher to observe how their pupils respond under stress. This also involves a reward that motivates the pupils to participate.	Teachers And Pupils	Boosts pupils' collaboration. Pupils exercise their problem-focused coping skills and increase their level of learning engagement.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The study revealed the following significant findings:

1. The distribution of respondents according to place of residence shows that all of respondents are from rural areas. Moreover, it was also revealed that 46.9% of the respondents' family income are from the range of 5000 and below.

2. The respondents described their problem-focused coping mechanisms in terms of active coping, planning, Suppression of Competing Activities, Restraint Coping, and Seeking of Instrumental Social Support as oftentimes manifested.

3. The respondents described their level of learning engagement in terms of Learning Effort, Participation in Class, Interaction, Cognitive Task Solving, Sense of Belonging and Learning Passion as High.

4. All the components of learning engagement show no significant difference when pupils or respondents are grouped according to sex.

5. There is a significant difference on the level of learning engagement when grouped according to birth order.

6. The respondents' perceived problem-focused coping mechanisms has a significant relationship with their level of learning engagement.

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The following conclusions were established based on the findings of this study.

1. There is no significant difference on the level of learning engagement in terms of Learning Effort, Participation in Class, Interaction, Cognitive Task Solving, Sense of Belonging and Learning Passion when grouped according to sex. Hence, the null hypothesis postulated in the study is accepted.
2. There is a significant difference on the level of learning engagement in terms of Learning Effort, Participation in Class, Interaction, Cognitive Task Solving, Sense of Belonging and Learning Passion when grouped according to birth order. Therefore, the null hypothesis postulated in the study is rejected.
3. There is a significant relationship between the problem-focused coping mechanisms and learning engagement of the pupils. Hence, the null hypothesis postulated in the study is rejected.

Based on the summary of findings and conclusions drawn from the study, the following are highly recommended.

1. This research can be further improved by conducting it in a varied place. Since the respondents of this study came from rural areas, it may provide a different perspective if it is conducted in an urban or mixed area.
2. The distribution of respondents according to family income shows that most of the respondents' family income range from 5000 and below. With this, school administrators may implement a program for pupils who are financially challenged that provides school supplies, free food (i.e snacks or lunch) and other essentials that may aid them in going to school.
3. Since the respondents described their problem-focused coping mechanisms as oftentimes manifested, school administrators and guidance counsellors may design a consultation proposal where the pupils are properly educated and informed with the different problem-focused coping mechanisms they may use whenever they face a stressor.
4. As the respondents already demonstrate a high level of learning engagement, teachers may strengthen the integration of interactive learning, hands-on activities, and experiential learning.
5. Since the problem-focused coping mechanisms has a significant relationship with learning engagement, it is also highly suggested that they include activities that may help the pupils alleviate the academic stress and the stresses they encounter at home in the pupils' day to day school routine.

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