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Mind over Matter: Assessing Noveleta Senior High School Students' Stress Management Schemes and Academic Engagement

¹Oracion Carl Rafael B, ²Primero Princess Jasmine P, ³Dela Torre Edsil B, ⁴Lazaro Bryan Louis G
^{1, 2, 3, 4} Noveleta Senior High School, Noveleta, Cavite, Philippines

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Corresponding Author: **Oracion Carl Rafael B**

Abstract

The conducted study entitled Mind over Matter: Assessing Noveleta Senior High School Students' Stress Management Schemes and Academic Engagement. This study examines the levels of academic engagement and stress. Furthermore, it sought to provide an understanding of the relationship between the two variables of the study. A sequential-explanatory mixed-method research design is applied in the study to supply in-depth enlightenment, discussion, and investigation of the evaluated and correlated variables. Fifty (135) respondents served as participants for the quantitative phase of the study, and ten (9) interviewees for the qualitative phase. The respondents were selected using Purposive Sampling, a non-probability sampling technique. Findings of the examined variables revealed that the students in Noveleta Senior High School have average level of stress (M= 3.3) and academic engagement in terms of

behavioral (M=3.73), cognitive (M=3.57) and emotion (M=3.46). Using Pearson R- Correlation, the researcher found that there is a significant positive correlation between Stress and Academic engagement in terms of behavioral ($r = .346, p < 0.001$) and cognitive ($r = .366, p < 0.001$), while stress and academic engagement in of emotion ($r = .206, p < 0.001$) Indicates moderate position correlation The researchers figure out that the stress may challenge students to cope with. The researchers figure out the experiences of students and coping mechanisms of stress including having a lot of school works, pressure, overwhelmed, distraction difficult to time management and tiredness or exhaustion. The coping mechanisms and strategies to cope with stress including watching videos in social media, mediation, relaxation, eating a lot of foods, listening to music and spending time with friends or family.

Keywords: Mind, Management, Cavite

Introduction

Emotional or bodily strain is known as stress. Any experience or idea that irritates, angers, or unnerves you could be the source of it. Your body experiences stress as a response to a demand or difficulty. Stress can be helpful in small doses, like when it keeps you safe from harm or helps you fulfill a deadline. Nonetheless, chronic stress can be harmful to your health. (Dong, M. *et al.* 2020) ^[10]. According to Deng *et al.* (2022) ^[9], stress is a typical element that significantly lowers morale in individuals. It appears when someone is unable to manage both their internal and external emotions. Stress impacts a person's mental health and can result in a variety of psychological diseases when it persists for an extended period or reaches a specific threshold.

The way teachers approach their lessons' the characteristics of the students oneself, their peers, and other aspects of the learning setting all have an influence on how engaged students are in their studies. There are many different factors that can affect academic engagement, such as those that are social interactions, work-related, behavioral, cognitive abilities, and personal. There is a correlation and overlap among the variables determining a person's participation in school rather than their involvement in various areas. Various subjects highlight the relationships that students form with one another. Good relationships with others boost people's motivation to study. (Mercer & Dörnyei 2020), it improves learning capacity and long-term performance. Learning environments can provide an insight into the methods used in classes and the protocols that are observed in academic settings. Thus, it could be a powerful tool for educators and academic supervisors to develop effective teaching practices that improve students' learning experiences. (Delfino, A. 2019) ^[8]. Students' academic engagement is positively correlated with their self-perceptions of potential, however perceived stress is adversely correlated with these perceptions (Yin & Bennett, 2021) ^[33]. The extent of students' satisfaction and engagement in their learning environment. Cognitive, emotional, behavioral, and social engagement were all at high levels in this academic performance(Punzalan *et al*

2024) [24].

Many students think that their stress could affect their academic performance. According to Lazarević and Bentz (2020) [15], Stress throughout the learning process is believed to help build memories while impeding memory retrieval. Like a two-edged blade, stress can influence student results in positive as well as negative ways. Stress produced from students studying in various settings. This leads to open new possibilities for investigating and comprehending how different course delivery modalities relate to students' perceptions of stress and how stress affects learning outcomes in different learning contexts. A study by Lazarević & Bentz (2020) [15], it is believed that stress during learning promotes memory formation but impairs memory retrieval.

Objectives of the Study

This study aims to examine the levels of Noveleta Senior High School students regarding stress and academic engagement. The researchers will figure out the relationship between stress and academic engagement and identify the coping mechanism of stress. To collect data gathered from the respondents, the researchers used a survey and questionnaire.

Methods and Materials

The researchers used Sequential Explanatory Mixed Method Design which the researchers used quantitative and qualitative research design. The researchers conducted a survey among 135 students who will be part of this study and 9 of them will answer the interview for qualitative data gathering. Findings can be extrapolated to a larger population, theories may be established, averages and structures are possible to identify, and correlation can be examined (Tumonggor *et al.*, 2021) [28].

For the purpose of developing a useful and practical tool for quantitative research, the researchers use the survey form method. Since they offer more options regarding target, and information online surveys have grown more and more popular as a method. People use mobile devices to browse the internet. People can reach out to researchers at any point in time. The stress levels and academic engagement of students in Noveleta Senior High School are looked at by the researchers using a descriptive-correlational research design for quantitative method. To be able to examine and measure the average level of stress and academic engagement among students, a descriptive research design has been applied. Without requiring the researcher to exercise any control or manipulation, correlational research designs study the relationships between variables. It indicates the significance or the relationship between any number of variables. The researchers in the present research used correlational statistics to measure and analyze the significance of the relationship between variables or various sets of results. The direction of a correlation can be either positive or negative. (Tumonggor *et al.*, 2021) [28]. The researchers used Perceived Stress Scale (PSS) to determine the stress level of students in Noveleta Senior High School.

The researchers will use a type of qualitative research, this is type of research methodology that aims to understand and explain the subjective experiences, attitudes, beliefs, and behaviors of individuals or groups. (Daga & Kempis, 2021) [7]. The researchers used case study research design where only focused on one subject. This design aims to identify the

students' coping mechanism and strategies of stress. To gather thorough information that will serve as a foundation for reflective structural analysis and eventually reveals the experience's essence. The researchers will conduct a questionnaire in selected 9 students among 135 students who answered the survey form, to collect data for qualitative research to fulfill the data needed in the conducted study.

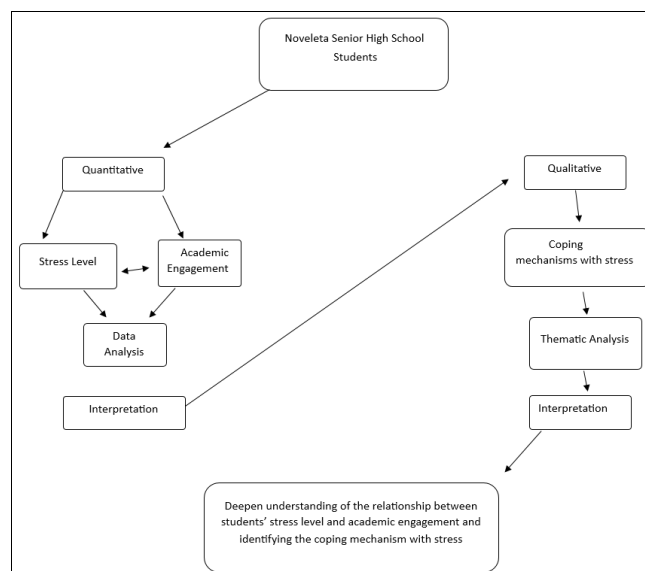


Fig 1: Conceptual Framework

This framework illustrates the sequential explanatory research design which shows the relationship between students' academic engagement and stress level. The researchers used qualitative and quantitative data collection. The researchers will also identify the coping mechanisms and strategies which these students in Noveleta Senior High School use.

Academic success is significantly influenced by students' involvement in their studies and their capacity for stress management. N. Weinstein & R. Ryan (2011) stated that understanding how stress is caused and managed has theoretical and clinical importance because of the substantial expenses associated with stress for both mental and physical health. A comprehensive framework for comprehending motivation and personality, self-determination theory (SDT), addresses a wide range of concerns pertaining to stress-related phenomena. Whereas some students might do well under pressure, others might find it difficult to handle, which would lower their academic progress and interest. Understanding the value of a well-rounded strategy is crucial. According to Ursin *et al.* (2020), Development and long-term performance rely on students' participation in the learning environment. An overload of education expectations might be a barrier to students' involvement.

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Descriptive statistics are short informational coefficients that are used to give a summary of a certain data collection, which could be a sample or a representative sample of the entire population. Descriptive statistics can be divided into two categories: Measurements of variability (spread) and measurements of core tendencies. While the mean, median, and mode are Indicators of central tendency, the standard deviation, variance, maximum and minimum variables, kurtosis, and skewness are assessments of variability. (Hayes A. 2023). A statistical tool Identified as correlation analysis can be used to identify whether a relationship exists in between two variables or datasets and how significant it is. Correlation analysis looks at quantitative data gathered through research methods such as surveys and polls to determine whether there are any significant relationships, themes, or trends between the two. James E. (2022).

The data gathered would be transcribed, coded and analyzed thematically. The researcher will give equal weight to all statement and will find the main features and consistent meanings of their statements. The researchers will highlight the sections that usually use phrases or sentences and coming up with shorthand labels or codes to describe their content. After the researchers coded all the data into groups, these codes will allow the researchers to gain a condensed overview of the main points and common meanings that recur throughout the data. The researcher will look over the codes they've created to identify the matters among them and start combining them into a single theme. The researcher will make sure that their theme would be useful and accurate representations of the data. If the researcher found the theme are unnecessary or not accurate the researcher can discard them and find a new one. After reviewing all the themes, the researcher will start to define each of the themes they make. Defining themes involves formulating exactly what they mean by each theme and figuring out how it helps the researchers understand the data. Naming themes involves coming up with a succinct and easily understandable name for each theme.

Students from Noveleta Senior High School participated in the survey and answered the Perceived Stress Scale (PSS). According to Lauren Thomas (2019), a simple random sampling is a randomly chosen subset of a population. This is what the researchers used. In statistics, simple random sampling is a technique for choosing a sample from a larger population so that each person or element has an equal chance of being chosen. To guarantee the sample fairly represents the total population, each member of the population is selected at random and independently. To gather the data required for the current study, the researchers employed this strategy to choose respondents from Noveleta Senior High School students given the survey by the researchers. For qualitative sampling, purposive sampling includes a collection of non-probability sampling methods where units are selected according to characteristics that are essential to your sample. In other words, purposive sampling involves "on purpose" unit selection.

Results and Discussion

The results and an analysis of the data gathered are presented in the present chapter. The analysis of the findings will be determined by the objectives of the study presented in the introduction to the study. The researchers gathered data using an online survey form or questionnaire utilizing both quantitative and qualitative approach. The researchers analyzed the mean level of stress and academic engagement of students in Noveleta Senior High School. The findings were supported by the application of theme analysis for the qualitative data and descriptive and correlational statistical techniques for the quantitative data.

Table 1: Students' Academic Engagement Level in terms of Behavioral

Questions	Mean	Rank	Interpretation
I try my best at school	3.87	1	High
During group activities, I often to participate in class	3.67	4	Average
I often to pay attention in class	3.50	5	Average
If I don't understand the lesson, I often listen more until I understand it.	3.80	3	High
I work with others to make a better work	3.81	2	High
Total Mean	3.73		Average

Findings show that the students of Noveleta Senior High School indicates the average level (M=3.73) of academic engagement in terms of behavioral. The results shows the contrast with the study of (Delfino, A 2019)^[8] which the study indicates the high-level academic engagement in terms of behavioral.

In the qualitative phase, the researcher figure out in the interview as for respondent.

Table 2: Students' Academic Engagement Level in terms of Cognitive

Questions	Mean	Rank	Interpretation
I often to learn with my own experiences	3.69	1	Average
During class, I often to find out how the lessons might be useful in our daily life	3.53	3	Average
I often to reflect myself after I learned something new	3.58	2	Average
I easily understand what other's idea is	3.46	4	Average
Total Mean	3.57		Average

This table shows the students in Noveleta Senior High School indicates the academic engagement levels in terms of cognitive engagement. The results show the mean of (M=3.57). Findings indicates the contrast with the of the study of (Delfino, A 2019)^[8] which shows the high level of academic engagement in terms of cognitive engagement.

Table 3: Students' Academic Engagement Level in terms of Emotional

Questions	Mean	Rank	Interpretation
I enjoy learning during class	3.56	1	Average
I try to stay calm even if there's a lot of schoolworks	3.43	2	Average
I can handle myself If I feel pressure in class	3.39	3	Average
Total Mean	3.46		Average

The findings indicate the average level ($M=3.46$) of academic engagement of students of Noveleta Senior High School. This finding contrasts with the study by (Delfino, A 2019)^[8] which indicates on his study that the students have a high level of academic engagement in terms of emotional.

Table 4: Students' Stress Level

Questions	Mean	Rank	Interpretation
I often to learn with my own experiences	3.69	1	Average
During class, I often to find out how the lessons might be useful in our daily life	3.53	3	Average
I often to reflect myself after I learned something new	3.58	2	Average
I easily understand what other's idea is	3.46	4	Average
Total Mean	3.57		Average

This finding indicates the students in Noveleta Senior High School which shows average levels of stress ($M=3.3$). It supports that the stress levels among students were high to moderate. This is most likely due to implemented deadlines and workloads (Alateeq *et al.* 2020)^[2].

The researchers figure out and defined the themes regarding with students' experiences and coping mechanisms with stress. Many students experienced a lot of challenges to cope with stress. According to the respondents, **having a lot of school tasks** could result in them experiencing **high level of stress, pressure, overwhelming, tiredness, difficulty to manage a time and distraction**. Respondents 4 stated that "*Having a lot of school tasks can be overwhelming. It feels like there's never enough time to finish everything, and it can be stressful.*" It is supported by Hachintu and Kasisi (2022)^[12], many factors influence students' stress, including the quantity of schoolwork they must do in school. According to Tus, J. (2020)^[29] stated that, students' levels of stress and motivation were average and outstanding accordingly. In addition, the students' academic achievement was largely satisfactory or extremely satisfactory. Respondents 3 said that "*When faced with a lot of school tasks, I often feel overwhelmed and stressed. It can be challenging to manage everything, especially when deadlines are looming.*"

The students identified time, relationships, and pressure from school as their sources of stress. The number of deadlines, the time allocated for classes and academic work, the degree of difficulty, the ability to make up lost ground, a knowledge of the course material or the workload, and the nervousness of losing work. (Ulzano, A. G. D., & Gabriel, F. S. 2021)^[30]. Students experienced a **lot of pressure** due to academic stress. Due to academic stress, students experienced a lot of pressure. It could affect their academic engagement and overall focus. Pressures that students experience in school settings, as well as their levels of stress and anxiety and having a difficult to manage a time make students to experience stress. Students initially discuss time management, specifically how they divide their time (Lovin & Moreau, 2022)^[16]. According to Respondents 7, said that "*I felt pressure when there is a lot of schoolwork, it was difficult to multitask, it feels like every moment there is a ball to juggle, and you don't want to drop even one.*" Respondents 4 stated that "*It feels like there's never enough time to finish everything, and it can be stressful*" and also respondents 6 said that "*It's really hard to manage a time, especially since I have a lot of responsibilities and school*

tasks.

Since the main objective of different stress-reduction strategies are corresponding, we anticipate to identify an overlapping stress-reduction principle. According to Smith, S. *et al.* (2020), Utilizing simulation to teach mindfulness-based stress management strategies early in their learning process may help them develop management confidence morally and ethically dubious healthcare interactions and may lessen the impact of extremely stressful situations on the welfare of others. According to Sigwalt *et al.* (2020)^[25] stated that during high-fidelity simulation, students who have been educated in tactics to optimize the potential and are able to handle simulated critical scenarios demonstrated improved overall performance and a reduction in stress. Such interventions aim to increase individual coping abilities and lessen perceived stress in healthy but stressed individuals. While some programs aim to lower stress levels by encouraging rest, recovery, and recreation. For example, using **relaxation** techniques, others concentrate on improving coping skills on an individual basis by enhancing the capacity to manage stressful situations, alter the way that situations are perceived and assessed, and alter the emotional significance of stressors (for example, by using cognitive-behavioral techniques Stächele *et al.* (2020)^[27]. According to Manzoor and Ahmed (2023)^[18], the impact of stress in the school setting on coping mechanisms and strategies for engagement that help students become more productive in their studies. It suggests that reducing students' tasks and encourage the appropriate application of coping mechanisms in order to promote an encouraging academic environment. The students identified time, relationships, and pressure from school as their sources of stress. Students have recognized multiple patterns associated to coping, including self-reflection, constructive connections, finding comfort or distraction, making decisions, and carrying on (Daga & Kempis, 2021)^[7]. Stress coping mechanisms are very successful in managing stress as a result of their many advantages despite limitations and disadvantages (Kumari & Aithal, 2022)^[14]. The researchers identified the strategies and coping mechanism to cope with stress including; **watching videos in social media, meditation, relaxation, eating a lot of foods, listening to music and spending time with friends or family**. Respondents 3 suggest that "*To handle the stress caused by school tasks, I try to prioritize my tasks, break them down into smaller, more manageable chunks, and set realistic goals for myself. Taking short breaks and practicing relaxation techniques like deep breathing or mindfulness also helps me stay focused and calm.*" According to Respondents 4, "*To reduce stress, I usually take short breaks to relax and clear my mind. I also find it helpful to talk to friends or family about what's bothering me, or sometimes I just listen to music or go for a walk.*" Students suggest to cope with stress is proper time management such as making schedule and to-do lists as stated by respondents 3, "*To balance between schoolwork and self-care. Don't be afraid to ask for help when needed, whether it's from teachers, classmates, or support services available at school. Developing good time management skills and learning to prioritize tasks can also go a long way in reducing stress. Additionally, finding healthy outlets for stress such as hobbies or exercise can help maintain a positive mindset during challenging times.*"

Table 5: Correlation between Academic Engagement and Stress

Correlation Matrix						
	1		2		3	4
Behavioral	—					
Cognitive	0.757	***	—			
Emotional	0.663	***	0.635	***	—	
Stress	0.346	***	0.366	***	0.206	* —

Note. * p < .05, ** p < .01, *** p < .001

This table shows the correlation between stress and academic engagement in terms of behavioral ($r=0.346$), cognitive ($r=0.366$) and emotional ($r=0.206$). The results indicate the students' stress levels and academic engagement is correlated which the study by Tumonggor *et al.* (2021)^[28] supports the findings, it shows that there is a relationship between students' academic performance and stress.

Conclusion

Based on the results, the Noveleta Senior High School students indicate the average levels of academic engagement in terms of behavioral, cognitive, and emotional and average of levels of stress. Students experienced over workloads, pressure, difficult to manage a time losing focus and exhaustion. Students suggest that the effective way to cope with stress are deep breathing, eating a lot listening to music, setting a proper schedule and getting along with friends. These are the strategies the students used to cope with stress. The relationship among the variables including academic engagement in terms of behavioral cognitive and emotional and stress levels are correlated. The research findings led to the creation of the ensuing recommendation. Teachers can considerably help their students improve academic engagement by implementing inclusive classroom activities that stimulate good peer relationships and create a safer environment for students to express themselves and cope with stress regarding excessive schoolwork. Promoting open communication with parents and their child maintain a supportive home environment and encouraging their coping mechanisms can help reduce high level of stress and have a positive influence on their academic engagement. Students themselves benefit from getting to know what their coping mechanisms are just by overcoming their stresses. Furthermore, being aware of one self's emotional well-being can play an important role in cultivating a holistic approach to our social, emotional, and academic engagement. For future researchers, having a heads-up with these information can help them improve their papers by gaining more knowledge regarding one's coping mechanisms and stress managements.

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