STRESS MANAGEMENT STRATEGIES AND

ACADEMIC ENGAGEMENT

A Thesis

Bachelor of Elementary Education

Southern de Oro Philippines College

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Abstract

This research was focused on the relationship between stress management strategies and academic engagement among students. The aim was to determine the level of stress management strategies such as acceptance, religion, venting, and emotional support, and the level of academic engagement, which included cognitive, affective, and behavioral aspects. A descriptive correlational design was used in this study, where the respondents are the 125 College of Education students of Southern de Oro Philippines College during the Academic Year 2023-2024. An adapted questionnaire was. To interpret and analyze the data, Mean and Standard Deviation were used in problems 1 and 2, while Pearson's Product-Moment Correlation Coefficient was used in problem 3. Results revealed that students have a very high stress management especially on religion and acceptance, and a very high academic engagement too. There is a significant positive correlation between stress management and academic engagement. It can be concluded that students who effectively manage stress tend to stay more academically engaged. Thus, by maintaining focus on practices like emotional support, students can better manage their stress, which in turn supports their academic success and overall well-being.

Keywords: acceptance, emotional support, religion, venting

Chapter 1

Stress Management Strategies and Academic Engagement

Students pursuing a college degree are unquestionably dealt with multiple challenges and problems. While Junior high school and senior high school lay the foundation for academic success, college represents a significant step forward in terms of academic challenges, expectations, and specialization. It is during this period that students are truly tested in terms of their academic drive, abilities, and commitment to their chosen field of study. Moreover, college is a phase of demand and obstacle surrounding academic endeavors as they strive to retain exceptional performance or simply remain enrolled in their academic program.

For several people, college represents the epitome of their lives, a time they eagerly anticipate, relish, and create cherished memories that last after graduation. Accompanying these indelible recollections are encounters characterized by unease, uncertainty, and hardship. However, amidst these challenges manifesting as obstacles and hardships, academic stress catalyzes personal growth and resilience, propelling students toward the successful completion of their college education (Barbayannis et al., 2022).

According to research, students' main source of stress is their academic burden (Martin, 2023). It is important to prioritize stress management and the improvement of students' engagement skills to lessen the feeling of stress. To lower academic stress, which in turn affects students' engagement levels and eventually improves learning outcomes, it is vital to give priority to implementing a well-balanced strategy for student engagement (Böke et al., 2019). Academic achievement is significantly influenced by

students' engagement, which is measured by the degree of curiosity, enthusiasm, optimism, and joy felt throughout the learning process.

Positive emotions, including interest, engagement, and inspiration, are generally acknowledged to have a beneficial effect on learning outcomes through their ability to influence attention, extend cognitive capacities, and promote effective thinking. By facilitating broader access to memory networks and semantic linkages, these positive feelings also support the process of understanding and the absorption of new knowledge. On the other hand, unpleasant feelings like boredom, anxiety, unhappiness, or emotional detachment can impede learning and have a detrimental impact on mental health.

According to Calonia et al. (2022), academic stress occurs when students experience negative feelings about themselves due to the pressure to excel in school, which can come from parents, teachers, classmates, and family. This type of stress often arises from the fear of not meeting these expectations. Several factors contribute to academic stress, including excessive demands from school, such as tests, activities, and homework; low grades; financial difficulties; challenges in succeeding academically; poor communication with teachers and classmates; ineffective study habits; and a lack of self-confidence.

According to Yuhuan et al, (2022), a study conducted in China in 2022, by a survey of 27,343 college students experiencing academic stress. The results suggests that college students are experiencing a level of academic stress that calls for further investigation. Additionally, Calonia et al. (2022), in the Philippines, a study surveyed two hundred sixty-four (264) students. The study revealed that most of the students experienced moderate to extreme stress and a majority had moderate to high levels of

mental health problems. It implies that a student's mental health is affected by the stress of their academic engagement.

Stress is an issue for research and discourse in the academic community due to its outcome on academic and social life regularly to student's life. It is seen as a necessary component of life in the pursuit of personal development. However, not every student can adjust sufficiently. Thus, this study, therefore, sought to look into how the students at Southern de Oro Philippines College manage their academic stress and how it correlates to their academic engagement.

Theoretical / Conceptual Framework

This study is based on the Transactional Model of Stress theory established by Lazarus and Folkman in 1984. According to this theory, an individual experiences stress when there is a discrepancy between their perceived level of stressful demands and their perceived ability to cope with them. Stress occurs when there is a mismatch between these two factors. This creates a noticeable gap between the individual's visible capability to handle the situation and the cognitive requirement to successfully address it. The study's findings suggest that a classic stressful situation arises when an individual's resources are insufficient to meet the demands placed upon them, compounded by management constraints and a lack of social support. To effectively manage and overcome these stressors, individuals must develop coping mechanisms.

Furthermore, the model emphasizes the dynamic interaction between individuals and their environment, suggesting that personal assessment processes play a crucial role in the experience of stress. When confronted with a stressful situation, individuals engage in both primary and secondary assessments. Primary assessment involves evaluating the significance of the stressors, while secondary assessment involves evaluating one's own ability to manage the stress. These assessments influence the

coping techniques employed by the individual. Coping strategies, in turn, have a significant impact on immediate stress reactions, long-term health, psychological well-being, and social functioning (Obbarius et al., 2021).

Additionally, the ability to effectively manage the stress that arises from academic challenges and demands is a vital skill that contributes to the adaptation and success of university students (Robins et al., 2018). This entails the development of coping strategies, the cultivation of resilience, seeking support when necessary, and maintaining a balanced lifestyle. By employing these strategies, students can effectively navigate through obstacles, preserve their well-being, and concentrate on their studies.

Figure 1 on the next page presents the interplay between the independent and dependent variables of the study. The independent variable is the stress management which included acceptance, religion, venting, and emotional support. While dependent variable is the academic engagement which included cognitive, affective, and behavioral.
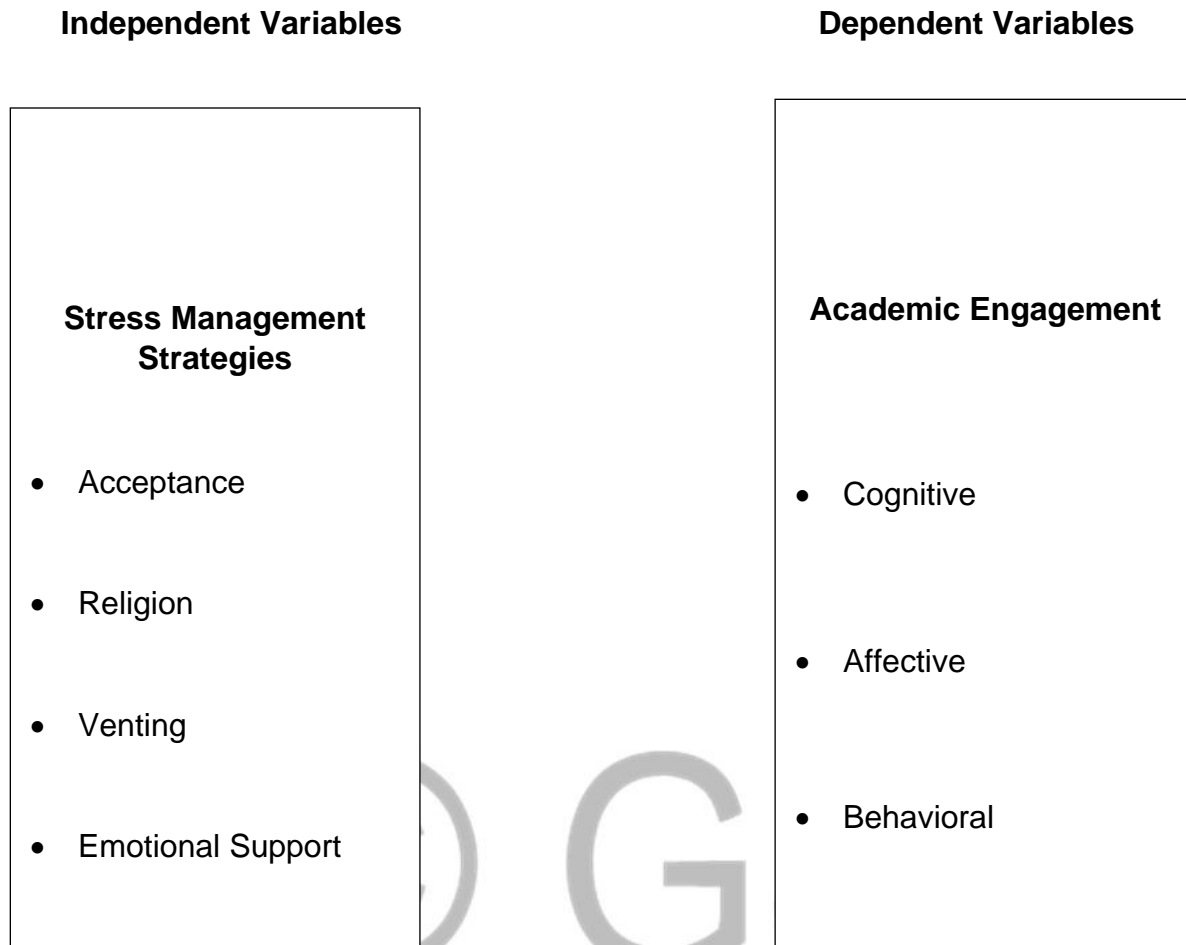
Independent Variables	Dependent Variables
Stress Management Strategies • Acceptance • Religion • Venting • Emotional Support	**Academic Engagement** • Cognitive • Affective • Behavioral

Figure 1

The Schematic Diagram of the Independent and Dependent Variable

Statement of the Problem

This study aimed to determine the relationship between stress management strategies and academic engagement during the Academic Year 2023-2024. Specifically, it sought to answer the following questions:

1. What is the participants' level of stress management strategies in terms of the following:

      1.1 acceptance;

1.2 religion;

1.3 venting; and

1.4 emotional support?

2. What is the participants' level of academic engagement in terms of:

2.1 cognitive;

2.2 affective; and

2.3 behavioral?

3. Is there a significant relationship between the level of stress management and academic engagement?

Hypothesis

The null hypothesis below was tested at a 0.05 level of significance:

Ho: There is no significant relationship between stress management strategies and academic engagement.

Significance of the study

The result of this study could provide a beneficial contribution including the teacher of education students, teachers, faculty and staff of the education department, the parents of students, and future researchers.

This study could serve as a valuable resource for the education department teachers and staffs, enabling them to develop a dynamic and interactive classroom environment that will enhance student performance and positively impact the educational institution as a whole.

The parents could support their children's academic journey. They could encourage and empower their children to manage their academic burdens and/or personal struggles, or even use them together as a family.

The students themselves serve this as a great help for them to understand how to better manage their stress and engage with their academics. They could implement the strategies identified in the study as effective, which may enhance their academic success and overall health.

This would also help future researchers, as a foundation for future studies. Researchers could build upon the findings, perhaps looking into why certain strategies work or how they could be improved. This could lead to even more effective stress management strategies in the future.

Scope and Limitation

This study was limited only to the one hundred twenty-five (125) College of Teacher Education students at Southern de Oro Philippines College during the Academic Year 2023-2024.

The study focused on the relationship between stress management strategies in terms of; acceptance, religion, venting, and emotional support and academic engagement in terms of; cognitive, affective, and behavioral. A survey questionnaire was used to gather the data needed for the study.

Definition of terms

For a better understanding of the terms related to the study, the following terms were defined operationally.

Academic Engagement. This refers to students' active engagement, enthusiasm, and participation in their academic pursuits, including attending classes, completing assignments, contributing to discussions, and immersing themselves in the learning experience.

Academic Stress. This refers when expectations are placed on students that are greater than their capacity for adjustment and coping. It can arise from factors such as too many school demands, low grades, financial problems, poor communication with teachers and classmates, ineffective study habits, parental pressure, and low self-confidence.

Acceptance. This refers to the willingness to face the reality of the situation and concentrate on ways to cope and move forward, rather than requiring agreement or liking. This can give people the courage to deal with problems calmly while strengthening their ability to solve problems.

Emotional Support. This refers to a sense of protection, stability, and hope, which helps people manage stressful conditions. Active listening, empathy, and a non-judgmental attitude are necessary while offering emotional support.

Religion. This refers to a faith-based beliefs that often promote virtues such as empathy, forgiveness, and determination, which may help people in managing challenging circumstances. An individual who is willing to do everything on faith instead of complicating things.

Stress Management Strategies. This refers to a specific effort that people use to master, reduce, or minimize stressful events. It provides individuals with the skills they need to get through challenges, succeed academically, and enjoy balanced, happy lives.

Venting. This refers to the means of releasing built-up feelings or disappointments by expressing them to other people. When people vent, they don't need verbal response rather a need of someone who is willing listen to them.

Chapter 2

Literature Review

This chapter presents literature and studies that are relevant to the study. The discussion shows the relationships between the identified variables. The research is organized by emphasis to provide a clear flow of related studies.

Stress Management Strategies

Coping is a dynamic process that changes over time in response to varying levels of stress and assessment of the circumstances. It is a significant variable in whether time is spent limiting, lessening, or tolerating stress. It has been suggested that stress management is a stabilizing perspective that can aid in a person's psycho-social adjustment under stressful situations (Amponsah et al., 2020). Stress management illustrates a person's battle to survive as ongoing pressure harms both the body and the mind. It is a process in which a person employs a variety of strategies to adapt to their surroundings; it is not a one-time reaction. Stress management is not a specific response or attempt; rather, any effort that reduces the difficulty of a situation is termed coping (Kamble, 2017).

Lazarus and Folkman (1984), as cited by Stanisławski (2019), proposed two primary strategies for managing stress: emotional coping and problem-focused coping. Problem-focused coping involves actively understanding the root causes of stress and identifying potential solutions to alleviate it. In order to eliminate tensions, one must either change oneself or the situation/occasion. Problem-focused coping techniques are often designed to reduce anxiety related to the situation or stressor. When a person recognizes that the stressors can be changed, they can do this by routinely using more resources for managing the stressor. As a result, adaptive coping strategies that reduce stress include problem-focused strategies and self-assured, deliberate coping

procedures. Furthermore, Emotion-focused coping is a strategy that involves attempts to manage the negative emotions often associated with stress. Emotion-focused coping techniques is designed to decrease the impact of the perceived stressors in situations when it is unchangeable, preferably prevented, or when the source of stress is perceived as extremely intimidating, unalterable, and powerful.

Acceptance

An individual employs this type of relief by acknowledging the fact that the stressful situation is true. Acceptance, according to Stanisławski (2019), can aid in tension reduction by altering an individual's evaluation of the circumstance. They perceive the circumstance as manageable rather than threatening, thereby diminishing their tension response. Regular implementation of these mechanisms in stressful situations can impact positive outcomes for academic engagement.

Additionally, considering acceptance entails understanding one's feelings and situations without passing judgment, it is essential to stress management and intellectual engagement. People can strengthen their resilience and create healthy coping strategies by acknowledging the difficulties and pressures that come with pursuing higher education. Acceptance can provide people the strength to face their challenges with calmness and increased ability to solve problems. Acceptance is an essential part of academic engagement and stress management, people can cultivate a resilient mindset and create flexible coping mechanisms for dealing with the pressures of academics (Quach et al., 2016).

Religion

Religion can serve as an effective mechanism for managing hardships. It can impart a sense of purpose and optimism, enabling people to view stressful situations

positively. Additionally, religious practices such as meditation and prayer can induce a state of tranquility and serenity, thereby aiding in the mitigation of stress response. Spirituality is an excellent psychological resource for managing academic-related stressors, and it plays a significant role in shaping students' identity, values, and life purpose (Ekwonye et al., 2020).

According to Saud et al. (2021), they investigated how religious beliefs aid people in dealing with stress. Accordingly, high levels of religious beliefs help people effectively cope with stress. It was found that people with a higher religious level reported lower stress than respondents with low religious levels.

Moreover, Paul (2023) stated that the study has looked into the incorporation of spirituality and religion as a therapeutic strategy in holistic and medical settings for well-being. Stress reduction and general well-being have been demonstrated via mindfulness-based therapies like meditation, which have their roots in spiritual tradition. Incorporating spiritual and religious activities has proven beneficial for both teachers and learners in educational contexts. It has been discovered that strategies like mindfulness meditation and reflective exercises improve learning results and lessen academic stress.

Venting

Venting can aid in stress reduction, according to Stanisławski (2019), by permitting people to express their emotions instead of keeping them up. By enhancing their sense of agency, they may experience a diminished tension response. Venting gives people a way to get their feelings and frustrations out, which may be very helpful for stress management. Recognizing the benefits of venting as a coping strategy is crucial, especially when academic stress is involved.

According to research by Nabi et al. (2019), venting has a cathartic impact and can help people who are stressed by allowing them to release emotions and feel better. Venting is a useful tool for helping people manage the emotional toll that scholastic expectations take on them since it enables them to externalize their sentiments and legitimize their experiences. Moreover, Behfar et al. (2020) said venting is a common coping mechanism for persons who are experiencing stress or frustration. Venting involves expressing or discussing negative emotions with others which is according to their study venters need supportive listeners.

Emotional Support

Emotional support, according to Stanisławski (2019), can assist individuals in feeling less isolated and more comprehended during times of stress, thereby altering their perception of the situation and reducing their stress response. It's essential for individuals to recognize the emotional impact of stress and to seek out resources and strategies to support their well-being. This sentiment is echoed in a study by Eum et al. (2020), who emphasized the role of mindfulness and social support in promoting emotional well-being and academic engagement. In providing emotional support on this topic, it is crucial to convey empathy and understanding towards those experiencing stress related to their academic pursuits. Encouraging open communication, self-care practices, and seeking help when needed are fundamental elements in fostering emotional resilience. According to the research by Bruffaerts et al. (2018), who asked for experts' advice and social support can help students manage their stress and continue to be engaged in their studies. Fostering a compassionate and understanding atmosphere that promotes candid communication and the investigation of practical stress-reduction techniques by acknowledging the emotional difficulties that accompany

academic stress. By joining forces, it is possible to promote students' emotional well-being and enhance their academic engagement.

Academic Engagement

Academic engagement refers to the degree of effort and interest that students invest in activities aimed at achieving educational objectives (Karki et al., 2020). There is a strong correlation between students' academic engagement and their progress as well as future job opportunities. This engagement is evident when students actively partake in learning activities, become emotionally and intellectually involved with the study materials, and regularly interact with their classmates. According to Fuertes et al. (2023) academic engagement are entailing tasks such as memorizing course material and satisfying prerequisites to obtain a passing grade. It engages students in rigorous cognitive exercises such as deducing meaning, rationalizing procedures, and analyzing and comprehending concepts. It entails social interaction in the form of the exchange of experiences, knowledge, opinions, and support between the instructor and companions.

Previously, academic engagement has been preoccupied with fostering positive attitudes, academic success, and a sense of community among students to retain them in the classroom. Due to the higher prevalence of disengagement, research on student involvement has mostly focused on middle and high school students (Amerstorfer, 2021). Student engagement strategies were progressively refined and implemented more extensively as a means of regulating classroom conduct. In a more contemporary context, the objective of student engagement has been to improve the capacity of every student to acquire the skills necessary to learn and to develop into perpetual learners in a society based on knowledge.

A study conducted in Asia found that students who experience strong peer support and actively participate in classroom activities are more likely to employ support-seeking strategies to manage academic difficulties (Espejo, 2018).

Furthermore, Babajani et al. (2023) emphasized that students who demonstrate a high level of commitment to their studies possess favorable qualities. They are progressing well academically and consistently show up for class. Low academic engagement results in a lack of initiative and inventiveness as well as a tendency to give up on assignments when faced with difficulties in classes. Moreover, Fredericks (2017), engagement can be defined as a combination of cognitive, affective, and behavioral aspects. The researchers' effort amalgamates an extensive array of concepts and definitions of engagement, ultimately reducing the term to three primary classifications: behavioral, emotive, and cognitive. These three classifications together form an overarching framework of engagement.

Cognitive

The extent of students' ability to participate in the learning activity is known as cognitive engagement (Sesmiyanti, 2016). This covers the extent of effort that students are prepared to engage in when working on their task. According to Nazamud-Din (2020), cognitive engagement entails the thinking that takes place when students are working on academic learning tasks. This indicates that students are cognitively engaged when they are working on learning tasks that connect to their prior knowledge and ways of thinking.

Furthermore, Koszalka and Lee (2016), stated that cognitive engagement is linked to self-regulated learning and motivating objectives. It refers to how the student's classroom performs in learning to inspire oneself and organize their approach to learning to receive an excellent mark. Additionally, teachers must inspire students to

participate and be active in the learning process for them to learn. And stated that active self-management and strategic learning strategies are related to cognitive student engagement; examples of this type of action include flexible problem-solving, independent work styles, and investment in learning. In this case, both the teachers and the students must have their learning strategies to create a positive learning environment. The cognitive aspects focus more on developing psychological engagement through learning, understanding, and mastering the knowledge and skills taught in schools (Li & Xue, 2023).

Affective

Emotional engagement, also known as affective engagement, pertains to the values, attitudes, and interests of students that are specifically associated with their interactions with the institution, faculty, staff, fellow students, or academics. It encompasses both positive and negative experiences (Fredericks, 2017). Emotional investment fosters students' employment motivation and forges bond with academic institutions. Students' affective reactions, emotional reactions, and school identification constitute the three primary components. Students experience a range of affective responses in the classroom, including curiosity, tedium, anxiety, sorrow, and joy. Positive or negative sentiments toward the institution and its instructors constitute emotional reactions. School identification concerns the extent to which students perceive themselves as significant and valued members of the academic institution.

Effective stress management may improve students' emotional well-being, which can lead to increased interest and value in academic pursuits, also known as motivating engagement. High levels of academic stress can have an impact on mental health and academic achievement (Amerstorfer, and Freiin von Münster-Kistner, 2021). The emotional dimension of engagement measures how passionate students are about their

college experience and is related to the summative and persistent levels of emotions that they encounter (Bowden et al., 2021).

Behavioral

Behavioral engagement refers to the active involvement of students in both academic and social activities. According to Fredericks (2017), there are three main categories of behavioral engagement: positive behavior, engagement in learning, and participation in school-related events. Positive behavior consists of abiding by class regulations. Participation in academic duties and learning encompasses various student behaviors, such as attentiveness, diligence, effort, inquiry, and active participation in class dialogues. Athletic participation and involvement in school governance are examples of school-related activities. Amerstorfer and Freiin von Münster-Kistner (2021), said that effective stress management can lead to increased behavioral involvement in academic tasks such as effort, perseverance, and instrumental assistance seeking.

Furthermore, participatory acts and activities as well as observable academic success are what make up the behavioral dimension of engagement. Observable academic performance, such as a students' good behavior, attendance, effort to stay on task, contribution, participation in class discussions, involvement in extracurricular and academic activities, amount of time spent working, and persistence and resilience when faced with difficult tasks, are used to measure positive behavioral engagement. According to Ashkzari et al. (2018), students who are behaviorally engaged demonstrate proactive participative behaviors by actively participating in extracurricular activities in college life. In national indicators of the student experience, the behavioral factor is the one that is measured the most. Additionally, students with greater motivation to study will perform better academically.

Stress management is crucial for supporting mental health and psychological well-being (Gigantesco et al., 2019), while academic engagement is essential for preventing student dropout and promoting high academic achievement (Lei et al., 2018). Consequently, it is important for students to actively manage their stress, as this can improve their academic engagement, and the reverse is also true. This creates a continuous cycle where effective stress management fosters academic engagement, and being actively engaged in academics leads to better stress management.

Chapter 3

Methodology

This chapter shows the methodology and procedures employed which consists of the following sections: research design, setting, the respondent and sampling procedures, the instrument, validity and reliability, data gathering procedure, categorization and scoring of variables and statistical data analysis.

Design

This research utilized a descriptive correlational design, as it focuses on the relationship between stress management strategies and academic engagement. The objective was to depict specific scenarios and explore the connections between different variables (McBurney & White, 2019). In correlational studies, the emphasis is on examining two variables—in this case, stress management strategies and academic engagement—to determine how they relate to one another.

Setting

This study took place at Southern de Oro Philippines College, focusing on students from the College of Teacher Education. A total of 125 students participated in the study for the academic year 2023-2024. Located on Julio Pacana Street in Cagayan

de Oro, Misamis Oriental, Southern de Oro Philippines College is one of the educational

institutions in Cagayan de Oro City.

Figure 2 on the next page shows the map of Southern de Oro Philippines
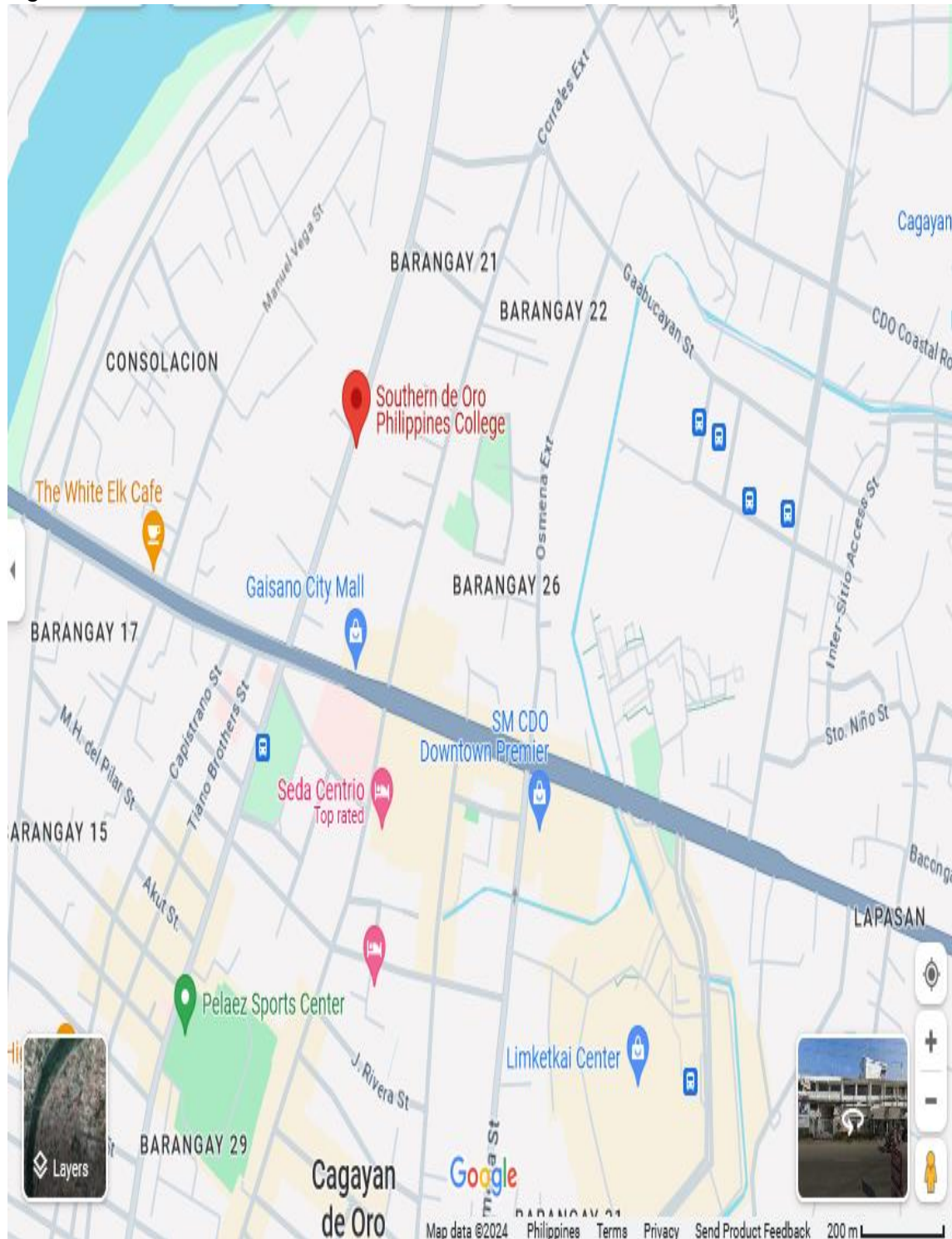
College.

Figure 2

The Southern de Oro Philippines College Map

Respondents and Sampling Procedure

The respondents of this study were College of Teacher Education students of Southern de Oro Philippines College all enrolled in the same school year. The researchers used the Simple Random Sampling method to get the sample population of the respondents. According to Nickolas (2020), this is a method of sampling that involves dividing a population into smaller groups– to get the probability of our study. A total of 125 college of teacher education students who are selected through simple random sampling using Slovin's Formula

Table A

Represents of the Study

Course	Population	Sample Size	Percentage
BEED	101	70	56
BSED	80	55	44
TOTAL	**181**	**125**	**100**

Instruments

The researchers used an adapted questionnaire to ensure the acquisition of precise data. The Brief Cope Questionnaire, designed and refined by Carter and Aina et al. (2019), assesses students' stress management abilities in areas such as acceptance, religion, venting, and emotional support. Additionally, the Student Course Engagement Questionnaire (SCEQ) developed by Whitney et al. (2019) evaluates the extent of academic engagement across cognitive, affective, and behavioral dimensions.

A four-point Likert scale (Rensis Likert Scale) was employed to measure the effectiveness of stress management strategies and the level of academic engagement.

Validity and Reliability

The questionnaires underwent content validation by the defense panel. Before the questionnaire was administered, it was pilot-tested on 30 respondents who were not included in the study. The findings indicated that the Independent Variable achieved a Cronbach's alpha of 0.880, while the Dependent Variable reached a Cronbach's alpha of 0.934. These results reflect good to excellent internal consistency for both variables, confirming that the instrument is reliable.

Data Gathering Procedure and Ethical Considerations

To obtain the data required for the study, the researcher followed several procedures. Before the data gathering, a letter request was presented to the Vice-President Dr. Ingrid G. Racoma, and the Dean of the College of Teacher Education, asking permission to allow the researchers to conduct the study and administer the research instruments to the respondents. After that, the researcher gave the letter of consent form to respect the rights of the participants to withdraw such participation during the study. The identity of the respondents of this study remained confidential.

However, if there was an opportunity to present and publish the research paper, the results may be shared for that purpose only. It also made clear that participants were not obligated to respond to any particular questionnaire item and might refuse to participate or withdraw from taking part in the study at any point. The researchers gave the respondents enough time to complete the questions, and then they collected the completed questionnaires and signed them attesting to the participants' informed consent. The surveys were then turned over to a statistician for data processing.

Scoring Procedure

The following categories were created to facilitate the analysis and interpretation of the data gathered:

Scale	Range	Description	Interpretation
4	3.25-4.00	Strongly Agree	Very High
3	2.50-3.24	Agree	High
2	1.75-2.49	Disagree	Low
1	1.00-1.74	Strongly Disagree	Very Low

Statistical Treatment

To interpret and analyze the data, the following tools were used: the Mean and Standard Deviation were used for Problems 1 and 2 on which the purpose was to determine the level of students' stress management and academic engagement. Problem 3 employed Pearson's Product Moment Correlation Coefficient to assess whether a significant relationship existed between stress management strategies and academic engagement.

Chapter 4

Presentation, Interpretation, and Analysis of Data

This chapter presents the information gathered from the survey on Stress Management Strategies and Academic Engagement at Southern de Oro Philippine College. The collected data was processed and analyzed, then organized in accordance with the problem outlined in Chapter I.

Problem 1. What is the participants' level of stress management strategies in terms of the following:

1.1 acceptance;

1.2 religion;

1.3 venting; and

1.4 emotional support?

Table 1

Acceptance

	Indicators	Mean	SD	Description	Interpretation
1.	I always remind myself to move forward.	3.40	0.61	Strongly Agree	Very High
2.	I always see the brighter side of every situation.	3.23	0.63	Agree	High
3.	I just tried to go with the flow of every situation I am into.	3.48	0.55	Strongly Agree	Very High
4.	I always try to find peace with situations that are beyond my control.	3.31	0.59	Strongly Agree	Very High
5.	I always remind myself that challenges are opportunities for growth and learning.	3.53	0.59	Strongly Agree	Very High
6.	I always try to focus on the present moment and accept things for whatever they are.	3.39	0.59	Strongly Agree	Very High
7.	I always make an effort to learn from my mistakes and use them as opportunities for growth.	3.34	0.65	Strongly Agree	Very High
	Overall Mean	**3.81**	**0.60**	**Strongly Agree**	**Very High**

Note: 3.25-4.0 Very High; 2.50-3.24 High; 1.75-2.49 Low; 1.0-1.74 Very Low

Table 1 presents the findings on participants' stress management levels regarding acceptance. It reveals that it has an overall Mean of 3.81 with SD=0.60, described as Strongly Agree and interpreted as Very High. This suggests that students generally exhibit a strong ability to manage stress through acceptance, which plays a crucial role in emotional resilience. Acceptance, as a coping strategy, allows individuals to acknowledge and adapt to challenging situations without becoming overwhelmed by them. It also empowers students to maintain focus on their goals despite external stressors. This capacity to accept difficult circumstances without letting them impede progress is essential for long-term well-being.

As highlighted by Stanisławski (2019), the concept of coping as a dynamic process reinforces this idea that stress management evolves, adapting to different challenges. Their work underscores that acceptance is not just a passive response but

an active strategy that enables individuals to navigate difficulties with greater emotional stability. This active process of acceptance contributes significantly to fostering resilience, allowing individuals to better manage stress while maintaining a positive outlook.

The highest Mean of 3.53, with SD=0.59, for indicator 5, *I always remind myself that challenges are opportunities for growth and learning,* described as Strongly Agree and interpreted as Very High. This highlights the significant role of mindset in stress management that students who reframe challenges as opportunities tend to exhibit stronger resilience. Such a mindset enables individuals to view setbacks as learning experiences, which strengthens their ability to cope with adversity. Additionally, adopting this perspective encourages proactive problem-solving and fosters a sense of personal empowerment. Students who embrace challenges in this way are more likely to stay motivated, maintain a positive outlook, and persevere through difficult situations. As a result, they not only improve their ability to manage stress but also enhance their overall academic and personal growth.

Calonia et al. (2022) emphasized that academic stress, particularly due to external pressures from parents, teachers, and peers, is a major factor influencing students' coping strategies. When students develop the ability to see obstacles as growth opportunities, they are better equipped to handle stress and remain motivated despite adversity. This finding aligns with this study suggesting that a positive perspective fosters adaptive coping mechanisms, ultimately leading to improved academic and personal outcomes.

On the other hand, the lowest Mean of 3.23, with SD=0.63, for indicator 2, *I always see the brighter side of every situation, d*escribed as Agree and interpreted as High. This suggests that maintaining optimism can be challenging for students under

stress, as external pressures often diminish their ability to stay positive. In high-stress environments, such as academia, students may struggle to focus on the positive aspects of situations, which could affect their overall well-being. This also highlights the complexity of cultivating an optimistic mindset when faced with overwhelming responsibilities.

Martin (2023) pointed out that academic stress is one of the most significant barriers to positivity, often clouding judgment and increasing anxiety. When students are overwhelmed by deadlines, academic expectations, and financial concerns, their ability to maintain an optimistic outlook weakens. This reinforces the idea that stress is a powerful detractor from happiness, making it essential for students to develop proactive coping strategies to counteract its negative effects.

Table 2

Religion

Indicators	Mean	SD	Description	Interpretation
1. I always pray or meditate.	3.53	0.57	Strongly Agree	Very High
2. I always look for religious hope for my soul.	3.31	0.72	Strongly Agree	Very High
3. I always find comfort in my religion or spiritual beliefs.	3.50	0.55	Strongly Agree	Very High
4. I always surrender all my worries to my religious beliefs.	3.42	0.58	Strongly Agree	Very High
5. I always find peace and relaxation after engaging in religious activities.	3.51	0.62	Strongly Agree	Very High
6. I always rely on my faith to provide hope and optimism during difficult times.	3.42	0.56	Strongly Agree	Very High
7. I always seek to live in alignment with the values and principles of my religion.	3.32	0.64	Strongly Agree	Very High
8. I always find comfort in the belief that there is a higher power guiding me through life's challenges.	3.19	0.67	Agree	High
Overall	**3.39**	**0.61**	**Strongly Agree**	**Very High**

Note: 3.25-4.0 Very High; 2.50-3.24 High; 1.75-2.49 Low; 1.0-1.74 Very Low

Table 2 illustrates the findings on stress management in terms of religion. It shows an overall Mean of 3.39 with SD=0.61, which is categorized as Strongly Agree and interpreted as Very High. This finding highlights that students demonstrate a remarkable ability to manage stress through their religious beliefs and practices.

Spirituality serves as a powerful psychological anchor, helping individuals navigate academic pressures while shaping their identity, values, and sense of purpose. As Ekwonye et al. (2020) emphasized, spirituality is not just a coping mechanism but a transformative force that strengthens resilience and fosters emotional stability in the face of academic challenges.

The highest Mean is 3.53, with SD=0.57, described as Strongly Agree and interpreted as Very High, corresponding to indicator 1, *I always pray and meditate.* This underscores the deep connection between faith and stress relief, as prayer and meditation provide a sanctuary for inner peace, clarity, and emotional renewal. Such practices offer individuals a moment of stillness, which can help to alleviate stress and restore a sense of balance. They also encourage mindfulness, enabling individuals to stay focused on the present moment and reduce anxiety about the future.

This finding aligns with the study of Saud et al. (2021), which highlighted that individuals with strong religious convictions tend to exhibit greater emotional control and coping efficacy. Their unwavering faith instills a sense of hope and security, allowing them to face adversities with a strengthened mindset and a more composed approach to life's uncertainties.

The lowest result produced a Mean of 3.19 with SD=0.67, categorized as Agree and interpreted as High, corresponding to indicator 8, *I always find comfort in the belief that there is a higher power guiding me through life's challenges.* While students acknowledge the presence of divine guidance, some may struggle to fully internalize this belief during overwhelming situations. However, research suggests integrating spirituality into holistic and therapeutic interventions can significantly enhance well-being. Paul (2023) affirmed that incorporating religious and spiritual practices in clinical and wellness settings has been increasingly recognized as an effective strategy for

emotional healing, stress reduction, and overall mental health improvement. By fostering a deeper connection with their faith, students can develop a more profound sense of trust and emotional balance, equipping them with the psychological tools necessary to navigate academic and personal stressors.

Table 3

Venting

Indicators	Mean	SD	Description	Interpretation
1. I always express my negative feelings.	2.59	0.92	Agree	High
2. I always find that ranting helps me relieve tension and stress.	2.64	0.75	Agree	High
3. I always make sure that ranting doesn't harm my connections with others.	2.50	0.90	Agree	High
4. I always find that venting my stress helps me gain clarity and perspective.	2.73	0.98	Agree	High
5. I always put my anger or fretful emotions on others or on the things I usually have.	2.85	0.81	Agree	High
6. I get angry directly with the people whom I talk with if there are miscommunications.	2.99	0.75	Agree	High
Overall	**2.71**	**0.85**	**Agree**	**High**

Note: 3.25-4.0 Very High; 2.50-3.24 High; 1.75-2.49 Low; 1.0-1.74 Very Low

Table 3 presents the stress management results regarding venting, with an overall Mean of 2.71 with SD=0.5, described as Agree and interpreted as High. This suggests that students generally exhibit a high level of stress management through venting. The six indicators under the acceptance factor significantly contribute to these results. Most respondents cope with stress by venting their emotions, which helps them feel relieved and regain logical thinking. Venting provides a way to release built-up emotions, preventing further stress accumulation. This supported to the study of Stanisławski (2019), who stated that venting aids in stress reduction by allowing individuals to express their emotions rather than suppressing them.

The highest Mean of 2.99, with SD=0.75, associated with the indicator 6, *I get angry directly with the people whom I talk with if there are miscommunications.* This

indicates that miscommunication often triggers anger among students, making it a common venting mechanism to relieve stress. When students experience frustration due to misunderstandings, they tend to express their emotions outwardly, which helps them feel better. This aligns with the findings of Nabi et al. (2019), who stated that venting has a cathartic effect, allowing stressed individuals to release emotions and experience emotional relief.

Conversely, the lowest Mean of 2.50, with SD=0.90, for indicator 3, *I always make sure that ranting doesn't harm connections,* described as Agree and interpreted as High*.* This reflects an awareness among students of the potential negative effects of venting on relationships. Although venting can be beneficial, it must be done in a way that does not harm social interactions. This indicates that students may recognize the importance of managing their emotional expressions to preserve their social bonds. This is supports to the study of Behfar et al. (2020), who emphasized that venting is a common coping mechanism for those experiencing stress or frustration and that venters require a supportive listener to help them process emotions and find productive solutions. Having a secure space for emotional expression—such as a peer, teacher, or counselor—can help students manage stress effectively while maintaining healthy relationships.

Table 4 shows the overall results on stress management in terms of emotional support, with an overall Mean of 3.07 with SD=0.73, categorized as Agree and interpreted as High. This suggests a relatively high level of stress management among students, with emotional support serving as a significant factor. Emotional support, which includes receiving empathy, encouragement, and understanding, plays a crucial role in helping individuals navigate stressful situations. According to Stanisławski (2019), emotional support helps individuals feel less isolated during times of stress,

reducing their stress response and promoting overall well-being. This support not only buffers the negative effects of stress but also fosters a sense of connection, which can enhance emotional resilience and coping abilities.

Table 4

Emotional Support

Indicators	Mean	SD	Description	Interpretation
1. I always ask for help from other people to uplift my emotions.	2.71	0.88	Agree	High
2. I always try to get advice from other people about what to do.	2.83	0.90	Agree	High
3. I always actively listen to people and appreciate their emotional support.	3.08	0.73	Agree	High
4. I always try to surround myself with individuals who can be compassionate and helpful when things go tough.	3.25	0.56	Strongly Agree	Very High
5. I always lend a sympathetic ear and offer consolation to individuals who are struggling in return for the emotional assistance I receive.	3.33	0.58	Strongly Agree	Very High
6. I always express my feelings to those who are there to support me in a helpful, truthful, and honest approach.	3.26	0.75	Strongly Agree	Very High
Overall	**3.07**	**0.73**	**Agree**	**High**

Note: 3.25-4.0 Very High; 2.50-3.24 High; 1.75-2.49 Low; 1.0-1.74 Very Low

The highest Mean of 3.33, with SD=0.58, indicator 5, *I always lend a sympathetic ear to offer consolation to individuals who struggle in return for the emotional assistance received,* described as Strongly Agree and interpreted as Very High. This shows that many individuals use emotional support as a coping strategy after experiencing stress. Offering emotional assistance in return demonstrates a reciprocal approach to support, reinforcing social bonds and enhancing mutual resilience. Furthermore, this exchange of support can create a network of trust, where individuals feel more comfortable sharing their emotions and seeking help. This result aligns with the findings of Eum et al. (2020), who emphasized the role of social support in promoting emotional well-being and academic engagement. Their study highlighted that when individuals provide

emotional support to others, it not only aids in stress relief but also fosters a sense of belonging and strengthens interpersonal relationships.

On the other hand, the lowest Mean of 2.71 with SD=0.88, indicator 1, *I always ask for help from other people to uplift my emotions,* described as Agree and interpreted as High.   This suggests that students tend to hide their stress rather than seek emotional support, which can lead to negative consequences such as depression or withdrawal from social connections. This reluctance to reach out may stem from feelings of vulnerability or a lack of awareness about the benefits of seeking support.

Bruffaerts et al. (2018) emphasized the importance of seeking expert advice and social support in managing stress and maintaining academic engagement. They noted that failing to ask for help and not addressing stress promptly can exacerbate emotional health problems. This highlighted the need for robust emotional support systems to promote healthier well-being among students. Encouraging students to seek help and normalize emotional expression is essential for improving their coping strategies and mental health outcomes.

Table 5 on the next page presents the results of the specified indicators: acceptance, religion, venting, and emotional support, with an overall Mean of 3.25 with SD=0.70, described as Strongly Agree and interpreted as Very High. This suggests that the participants share a significant consensus on the importance of these coping mechanisms in managing stress. Stress management is an ongoing process, and these results reflect that participants place high value on strategies that foster emotional stability. These outcomes highlight how individuals view stress management as a key factor in adapting to challenges and maintaining emotional well-being, which is critical to personal resilience (Kamble, 2017).

Table 5

Overall Stress Management

Indicators	Mean	SD	Description	Interpretation
Acceptance	3.81	0.60	Strongly Agree	Very High
Religion	3.39	0.61	Strongly Agree	Very High
Venting	2.71	0.85	Agree	High
Emotional Support	3.07	0.73	Agree	High
Overall	**3.25**	**0.70**	**Strongly Agree**	**Very High**

Note: 3.25-4.0 Very High; 2.50-3.24 High; 1.75-2.49 Low; 1.0-1.74 Very Low

The highest Mean were observed in religion and acceptance, with religion scoring a Mean of 3.39 with SD=0.61 and acceptance at 3.81 Mean with SD=0.61, both categorized as Very High. The results suggest that both religion and acceptance are highly effective strategies for managing stress. Religion provides individuals with emotional support, a sense of meaning, and a structured way to cope with stress through practices such as prayer and meditation. These practices help reduce anxiety and emotional tension, promoting emotional stability and resilience.

Ekwonye et al. (2020) emphasized that religious practices, such as prayer and meditation, play a crucial role in fostering emotional well-being by offering individuals a sense of peace and grounding. Moreover, individuals with strong religious convictions are better equipped to cope with stress, drawing on their faith as a source of strength. Similarly, acceptance was found to be an essential coping mechanism, allowing individuals to reframe stressful situations as manageable, reducing emotional tension, and enhancing their overall resilience.

Stanisławski (2019) highlighted that acceptance helps individuals process stress by adopting a balanced mindset, which improves their ability to cope and maintain emotional stability. Acceptance encourages individuals to focus on how they respond to stress rather than the stressor itself, fostering adaptive coping and greater emotional

well-being. Both strategies, grounded in reframing stress and creating emotional stability, are critical in helping individuals manage academic or personal challenges effectively.

In contrast, Venting and emotional support scored lower in comparison, with venting achieved a Mean of 2.71, highlighted its relatively lower effectiveness in stress management. Venting can provide a brief emotional release but does not address the underlying causes of stress. It often exacerbates emotional reactivity, leading to temporary relief without solving the root problems. This limitation makes it less effective as a long-term coping strategy (Nabi et al., 2019). Emotional support, while valuable for providing comfort and reducing feelings of isolation, was also deemed less impactful in directly managing stress. While it helps individuals feel understood, it may not always empower them to take control of their stress or equip them with proactive coping mechanisms (Bruffaerts et al., 2018). These strategies are viewed as less effective compared to acceptance and religion, which provide more lasting emotional resilience.

Problem 2. What is the respondents' level of academic engagement in terms of:

2.1 cognitive;

2.2 affective; and

2.3 behavioral?

Table 6

Cognitive Academic Engagement

	Indicators	Mean	SD	Description	Interpretation
1.	I always find it helpful to set clear goals.	3.45	0.54	Strongly Agree	Very High
2.	I always find the course interesting to me.	3.39	0.54	Strongly Agree	Very High
3.	I always find ways to make the course relevant to my life.	3.53	0.53	Strongly Agree	Very High
4.	I always find that managing my time can develop effective study habits.	3.45	0.55	Strongly Agree	Very High

5.	I always strive to stay focused and maintain a positive mindset while studying.	3.40	0.56	Strongly Agree	Very High
6.	I always believe that reflecting on what I've learned and linking new material to previous understanding strengthens my ability to think.	3.47	0.54	Strongly Agree	Very High
	Overall	**3.45**	**0.54**	**Strongly Agree**	**Very High**

Note: 3.25-4.0 Very High; 2.50-3.24 High; 1.75-2.49 Low; 1.0-1.74 Very Low

Table 6 displays the overall results of cognitive academic engagement among respondents, with a Mean of 3.45 with an SD=0.54, categorized as Strongly Agree and interpreted as Very High. These findings indicate that students exhibit a strong level of cognitive engagement, demonstrating active participation in learning activities and significant effort to understand and retain academic content. Cognitive engagement is essential for fostering deeper learning and critical thinking, which are fundamental components of academic success (Sesmiyanti, 2016).

Additionally, when students are cognitively engaged, they are more likely to develop self-regulated learning strategies that contribute to enhanced problem-solving skills and an active role in their education. As noted by Koszalka and Lee (2016), cognitive engagement is not only about effort but also involves adopting strategies that allow students to navigate their learning more effectively, leading to better academic outcomes. This strong engagement is critical as it helps students to retain and apply knowledge, which is central to academic success and overall learning effectiveness.

The highest Mean score recorded in the study is 3.53, with SD=0.53, corresponding to indicator 3, *I always find ways to make the course relevant to my life,* described as Strongly Agree and interpreted as Very High. This result underscores the importance of making learning content relevant to students' personal lives. When students can connect academic concepts to their own experiences, they tend to show higher motivation, greater comprehension, and more profound cognitive engagement. This finding aligns with the research by Nazamud-Din (2020), who highlighted that

students who perceive their learning as meaningful and relevant to their real-world experiences are more likely to engage actively in the learning process.

Koszalka and Lee (2016) further emphasized that when students see a connection between their studies and personal experiences, their cognitive engagement is significantly enhanced. Encouraging students to relate coursework to their personal lives helps them to better retain information, stay motivated, and engage with the material more meaningfully. Therefore, educators should strive to integrate real-world applications into the curriculum to deepen students' engagement and foster long-term academic success.

On the other hand, the lowest Mean score recorded in the study is 3.39, with SD=0.54, corresponding to indicator 2, *I always find the course interesting.* Although described as Strongly Agree and categorized as Very High, this result suggests that some aspects of the curriculum may not fully capture students' interest, even though they remain cognitively engaged overall. Maintaining students' interest is crucial for ensuring sustained cognitive engagement. A stimulating and dynamic learning environment is necessary for enhancing student motivation and performance.

According to Li and Xue (2023), students are more likely to engage deeply with course material when it is both challenging and engaging. Therefore, it is essential for educators to employ strategies that increase the appeal of the content, such as using interactive activities, problem-based learning, or incorporating technology to create an engaging and immersive learning environment. By doing so, educators can better maintain student interest and ensure that cognitive engagement remains high throughout the course.

Table 7

Affective Academic Engagement

Indicators	Mean	SD	Description	Interpretation
1. I always find learning interesting.	3.49	0.59	Strongly Agree	Very High
2. I am always motivated to learn and succeed in my academic pursuits.	3.51	0.52	Strongly Agree	Very High
3. I experience positive emotions (e.g., excitement, and enthusiasm) when engaging in academic tasks.	3.39	0.66	Strongly Agree	Very High
4. I experience negative emotions (e.g., boredom, frustration) during academic activities.	3.21	0.65	Agree	High
5. I am always confident in my abilities to overcome academic challenges and setbacks.	3.14	0.71	Agree	High
6. I always enjoyed attending my classes and participating in academic activities.	3.19	0.64	Agree	High
7. I always feel a sense of pride and accomplishment when I achieve academic goals.	3.30	0.61	Strongly Agree	Very High
8. I always feel that my teachers or professors care about my emotional well-being and academic success.	3.26	0.69	Strongly Agree	Very High
Overall	**3.30**	**0.63**	**Strongly Agree**	**Very High**

Note: 3.25-4.0 Very High; 2.50-3.24 High; 1.75-2.49 Low; 1.0-1.74 Very Low

Table 7 shows the results of the respondents in terms of affective academic engagement, with an overall Mean of 3.30 and SD=0.63, described as Strongly Agree and interpreted as Very High. This suggests that respondents exhibit a strong emotional connection to their academic work, demonstrating high emotional involvement and positive affect in their academic endeavors. Emotional engagement is vital for academic success, as emotionally engaged students are more motivated, more resilient, and more likely to succeed academically.

According to Fredericks (2017), emotional engagement enables students to form deeper connections with their institution, instructors, and peers, which in turn enhances their learning experience and overall well-being. Positive emotional investment plays a crucial role in enhancing academic motivation and promoting students' academic persistence.

The highest Mean score of 3.51, with SD=0.52, corresponding to indicator 2, *I am always motivated to learn and succeed in my academic pursuits,* described as Strongly Agree and interpreted as Very High. This result highlights the prominent role that motivation plays in academic engagement, with a significant number of students

expressing strong motivation toward their learning and academic success. Motivation is a key driver in fostering affective academic engagement. Motivated students are more likely to approach their academic tasks with enthusiasm and persistence, which ultimately contributes to better academic performance.

Moreover, motivation plays a central role in enhancing students' emotional connection to their learning, leading to deeper engagement and a more meaningful academic experience. This intrinsic motivation, when sustained, not only promotes perseverance in academic challenges but also helps students manage the stress and emotional challenges associated with academic life.

Amerstorfer and Freiin von Münster-Kistner (2021) supported these findings by emphasizing that high levels of motivation are closely linked to effective stress management, enhanced emotional engagement, and overall academic success. Their research highlights the essential relationship between motivation and emotional well-being in the academic context, underscoring the importance of fostering intrinsic motivation for a rewarding and successful educational experience.

The lowest Mean score was 3.14, with SD=0.71, indicator 5, *I always feel confident to overcome academic difficulties and setbacks,* described as Agree and interpreted as High. This suggests that emotional stress, particularly during academic challenges, can significantly impact students' confidence in their ability to overcome obstacles. High levels of emotional stress may diminish students' belief in their capacity to manage academic difficulties, especially when confronted with disappointing results or demanding tasks. Such difficulties can heighten feelings of frustration and self-doubt, which in turn may impede their academic engagement and performance.

It is important to recognize that students who lack effective coping strategies for managing emotional stress are more likely to experience reduced self-assurance and

diminished motivation when facing academic hurdles. Therefore, fostering emotional resilience and providing adequate support mechanisms are essential for enabling students to regain their confidence and successfully navigate academic difficulties. By promoting these skills, educational institutions can better equip students to handle challenges and improve their academic outcomes. As Bowden et al. (2021) pointed out, emotional stress and the inability to cope with difficulties are closely associated with lower confidence in addressing academic challenges. Their research highlights the importance of offering emotional support and cultivating resilience to help students overcome obstacles and achieve success in their academic pursuits.

Table 8

Behavioral Academic Engagement

	Indicators	Mean	SD	Description	Interpretation
1.	I always strive to be attentive and engaged during class discussions and lessons.	3.35	0.66	Strongly Agree	Very High
2.	I always make an effort to complete my assignments on time and to the best of my ability.	3.36	0.61	Strongly Agree	Very High
3.	I always seek out opportunities to expand my knowledge and skills in areas that interest me.	3.41	0.57	Strongly Agree	Very High
4.	I always approach challenges with a positive attitude and a willingness to learn and grow.	3.47	0.51	Strongly Agree	Very High
5.	I always aim to be respectful and supportive of my peers in academic settings.	3.53	0.54	Strongly Agree	Very High
6.	I always find it helpful to create a study schedule and stick to it.	3.36	0.62	Strongly Agree	Very High
7.	I always find it beneficial to seek out additional resources or study groups to enhance my understanding and engagement with the subject matter.	3.35	0.58	Strongly Agree	Very High
8.	I always believe that actively participating in class discussions and asking questions can enhance my academic performance.	3.43	0.56	Strongly Agree	Very High
	Overall	**3.41**	**0.58**	**Strongly Agree**	**Very High**

Note: 3.25-4.0 Very High; 2.50-3.24 High; 1.75-2.49 Low; 1.0-1.74 Very Low

Table 8 shows the results of behavioral academic engagement among the respondents, with an overall Mean of 3.41 and SD=0.58, categorized as Strongly Agree and interpreted as Very High. This indicates that the respondents exhibit a strong level of behavioral engagement, actively participating in learning activities and demonstrating

behaviors that reflect a commitment to academic success. Behavioral engagement, which includes consistent academic involvement and positive behaviors, plays a critical role in fostering academic achievement.

When students are engaged actively in their learning and demonstrate dedication to their academic goals, they are more likely to achieve success in their studies. This finding suggests that the respondents, through their active participation in classroom activities and strong behavioral involvement, are positioning themselves for both academic success and a rewarding educational experience. Fredericks (2017) supported this, emphasizing that behavioral engagement is closely linked to higher academic performance, reinforcing the importance of sustained involvement and commitment in educational settings.

The highest Mean score of 3.53 with SD=0.54, described as Strongly Agree and interpreted as Very High. This score pertains to indicator 5, *I always aim to be respectful and supportive of my peers in academic settings.* The behavior of demonstrating respect and providing support in academic environments is integral to fostering a positive and collaborative atmosphere. When students engage in respectful interactions and offer mutual support, they contribute to creating a sense of community that enhances the learning environment. This dynamic encourages students to participate more actively in academic activities, as they feel encouraged by their peers.

Moreover, a supportive environment helps reduce academic stress and anxiety, as students are more confident and reassured when surrounded by positive peer relationships. Behaviors that promote respect and support are also linked to emotional resilience, enabling students to better manage academic pressures and setbacks. Students who experience a sense of belonging and positive peer interactions are more likely to remain engaged and motivated in their studies. Amerstorfer and Freiin von

Münster-Kistner (2021) supported this notion by emphasizing that effective stress management and positive peer interactions contribute to enhance academic performance, highlighting the importance of fostering such behaviors for academic success.

In addition, the indicator 7, *I always find it beneficial to seek out additional resources or study groups to enhance my understanding and engagement with the subject matter,* received a Mean score of 3.35 with SD=0.58, classified as Strongly Agree and interpreted as Very High. While this represents the lowest Mean score in behavioral engagement, it suggests that respondents recognize the importance of utilizing additional resources to support their academic progress. Students acknowledge the value of behaviors such as engaging in study groups and seeking academic resources, which are essential for deepening their understanding and retention of course material.

However, the lower score may reflect challenges in consistently accessing or utilizing these resources, perhaps due to factors like time constraints, lack of access to resources, or a lack of confidence in collaborative learning. Such obstacles can hinder students from fully engaging in these behaviors, even when they understand their importance.

As Ashkzari et al. (2018) asserted that students who engage in study groups and resource-seeking behaviors are better equipped to comprehend and retain course material, reinforcing the importance of these strategies in achieving academic success. This highlights the need for institutions to provide more accessible resources and support systems to encourage greater engagement.

Table 9

Overall Academic Engagement

Indicators	Mean	SD	Description	Interpretation
Cognitive	3.45	0.54	Strongly Agree	Very High
Affective	3.30	0.63	Strongly Agree	Very High
Behavioral	3.41	0.58	Strongly Agree	Very High
Overall	**3.38**	**0.58**	**Strongly Agree**	**Very High**

Note: 3.25-4.0 Very High; 2.50-3.24 High; 1.75-2.49 Low; 1.0-1.74 Very Low

Table 9 outlines the overall academic engagement results, with a Mean score of 3.38 and SD=0.58, categorized as Strongly Agree and interpreted as Very High. This score indicates that respondents exhibit a strong level of academic engagement, suggesting that students are actively involved in their studies and highly committed to their academic work.

The findings highlight that this high level of engagement is not only linked to better academic outcomes but also plays a vital role in stress management. Engaged students are more likely to approach their academic tasks with focus and persistence, which can reduce feelings of academic overwhelm and anxiety. The relationship between academic engagement and stress management is symbiotic: engaged students tend to have better coping mechanisms for academic stress, which further enhances their ability to remain engaged and motivated.

As Gigantesco et al. (2019) emphasized, effective stress management is crucial for supporting students' mental health, which directly contributes to improved academic performance. Furthermore, Lei et al. (2018) assert that academic engagement is essential in preventing student dropout and fostering high academic achievement, suggesting that students who remain actively engaged are less likely to disengage due to stress. This interdependent relationship creates a cycle where active academic engagement helps in managing stress, and conversely, managing stress effectively supports higher levels of academic engagement.

The highest Mean score observed was 3.45 for cognitive academic engagement, with SD=0.54, described as Strongly Agree and interpreted as Very High. This indicates that students are deeply involved in mental processes such as critical thinking, problem-solving, and self-regulated learning. Their high cognitive engagement suggests that they are actively striving to understand academic content on a deeper level, which not only enhances learning outcomes but also supports their ability to cope with academic stress. This is especially important in demanding academic settings, where mental focus and intellectual resilience are key to success.

As Koszalka and Lee (2016) explained that students who engage cognitively are more likely to develop effective stress management through deeper learning and internal regulation, ultimately equipping them with the tools to navigate academic pressure with greater confidence.

The behavioral academic engagement got the second-highest Mean score of 3.41 with SD=0.58, described as Strongly Agree and interpreted as Very High. This reflects a strong commitment to participating in academic tasks such as attending classes, completing assignments, and engaging with peers. These behaviors foster a structured academic routine and promote accountability, both of which are essential for sustained academic performance.

Moreover, such participation helps students feel more connected to their school community, reducing feelings of stress and isolation. This aligns with Fredericks' (2017) assertion that behavioral engagement—particularly through collaboration and involvement in academic activities—plays a critical role in reducing academic stress while enhancing students' overall well-being.

The lowest Mean score among the three dimensions of academic engagement was found in affective engagement, with a Mean of 3.30 with an SD=0.63. Although this

score still falls within the Very High category, its relative position as the lowest suggests that students may face some difficulty in forming a strong emotional connection with their academic experience.

Affective engagement, which involves students' emotional responses to learning such as interest, enthusiasm, a sense of belonging, and emotional attachment to academic tasks, is central to students' motivation, well-being, and long-term academic persistence. When affective engagement is lower, it may indicate that students are going through the motions academically without feeling emotionally invested. This can be attributed to factors such as a lack of personal relevance in coursework, insufficient emotional support in the classroom, or limited opportunities for self-expression. Even high-achieving students may feel disconnected or isolated in environments lacking emotional support, which can undermine overall engagement.

Amerstorfer and Freiin von Münster-Kistner (2021) emphasized that affective engagement is not a supplementary aspect of learning but a core component essential for managing stress and maintaining psychological well-being. They argue that emotional connection flourishes in environments where students feel safe, respected, and encouraged to express themselves. Therefore, this finding highlights the need to create emotionally inclusive and supportive academic spaces that foster not only intellectual and behavioral involvement but also genuine emotional investment.

Problem 3. Is there a significant relationship between the level of stress management and academic engagement?

Table 10

Test of Correlation Analysis between Stress Management and Academic Engagement

Independent	r-value	p-value	Decision on Ho	Interpretation
Acceptance	0.720**	0.000	Reject	Significant
Religion	0.658**	0.000	Reject	Significant

Venting	0.268**	0.001	Reject	Significant
Emotional Support	0.399**	0.000	Reject	Significant

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

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

This correlation analysis aimed to understand and determine whether there is a significant relationship between the independent variables: acceptance, religion, venting, and emotional support as strategies to manage stress and develop academic engagement among students. Based on the result of the gathered data, the highest indicator is acceptance with an R-value of 0.720 and a p-value of 0.000. This means that most respondents agree that accepting situations and circumstances is a highly effective way to manage stress and become academically engaged. This result indicates a strong positive relationship, suggesting that most respondents recognize that accepting situations and circumstances is an effective strategy for managing academic stress and staying engaged in their studies. Acceptance allows students to calmly face academic pressures, adjust to challenges, and continue participating actively in learning tasks without being overwhelmed by negative emotions. This finding is consistent with the view of Quach et al. (2016), who emphasized that acceptance is an essential part of both stress management and academic engagement. They explained that by practicing acceptance, individuals can cultivate a resilient mindset and develop flexible coping mechanisms to deal with the demands of academic life. It helps students maintain emotional balance and academic focus even in stressful situations.

The alignment between the study's findings and existing literature further supports the significance of promoting acceptance as a coping strategy among students to enhance both their well-being and academic performance. The results further reveal a strong positive correlation between the variables being analyzed, thus, the decision in Ho is rejected, and the interpretation is significant. This was followed by religion with the

second highest r-value of 0.658 and a p-value of 0.000. Based on the findings, religion emerged as one of the significant indicators of stress management among students, showing a positive correlation with academic engagement. This result suggests that many students turn to their religious beliefs and practices as an effective way to manage stress and academic pressure. Through faith, prayers, and rituals, students find comfort, strength, and hope, believing in the presence of a higher being who listens to their concerns and provides guidance in difficult times.

This insight is strongly supported by Saud et al. (2021), who emphasized that a high level of religious belief helps individuals effectively cope with stress. They noted that religious involvement fosters inner peace, resilience, and optimism, which are crucial in facing life's challenges, including academic demands. The alignment between this study's findings and existing literature highlights the essential role of religious faith as a coping mechanism that not only eases emotional burdens but also strengthens students' psychological well-being and academic focus.

The third indicator that showed a significant result is emotional support, with an R-value of 0.399 and a p-value of 0.000. This outcome suggests that emotional support plays an important role in helping students manage stress and maintain academic engagement. When students receive encouragement, understanding, and reassurance from family, friends, peers, or mentors, they are better equipped to handle academic pressures and remain motivated in their studies.

This finding is aligned with the study of Bruffaerts et al. (2018), who emphasized that seeking expert advice and social support contributes positively to stress management and academic engagement. Their research found that students who actively seek emotional or professional support are more capable of coping with challenges, which in turn sustains their academic performance and mental well-being

Among the variables examined, venting recorded the lowest correlation value, with an R-value of 0.268 and a p-value of 0.001. Despite having the lowest score among the indicators, the correlation remains statistically significant. This means there is a meaningful relationship between venting and academic engagement in the context of stress management. Statistically, the p-value indicates that the probability of obtaining such a correlation by chance is very low, providing strong evidence against the null hypothesis and confirming the significance of the relationship.

This result is consistent with the findings of Behfar et al. (2020), who explained that venting is a common coping mechanism for individuals dealing with stress or frustration. According to their study, venting involves expressing and discussing negative emotions with others, often as a way to release emotional tension. However, they also emphasized that for venting to be effective, it requires supportive and empathetic listeners who can provide understanding rather than judgment. The alignment between this study's findings and existing literature reinforces the value of allowing students a safe space to express their emotions, which can help reduce stress and indirectly support their academic engagement.

The results reveal that the most effective way to manage stress and develop academic engagement among students is by acceptance, which allows positive and negative to flow in the same manner without any objection. This was followed by religion, which is most common in all races and ethnicities. A belief in the supernatural being would help manage stress and develop a more meaningful existence that is far beyond what a person can ever imagine. The third most effective way is through emotional support, or simply by having a few people with whom you can share your feelings.

Moreover, the study emphasized that students who effectively manage their stress are more likely to exhibit higher academic engagement. This aligns with Lazarus and Folkman's Transactional Model of Stress and Coping, which suggests that how individuals perceive and respond to stressors directly impacts their emotional well-being and academic involvement (Lazarus & Folkman, 1984). By applying this theory, educators and support systems can assist students in recognizing their stress triggers and developing coping strategies that foster both stress management and academic engagement. This framework allows for a more holistic approach, where students are empowered to navigate academic challenges with greater resilience and engagement.

Chapter 5

Summary, Findings, Conclusions, and Recommendations

This chapter summarizes this study. The research summary, findings discussion, and interpretations are provided. The conclusions and recommendations stem from the study's purpose, research problem, and the results of data analysis.

Summary

This research was focused on the relationship between stress management strategies and academic engagement among students. The aim was to explore how various stress management strategies, including acceptance, religion, venting, and emotional support during the Academic Year 2023-2024. It also covers cognitive, affective, and behavioral aspects of academic engagement. A descriptive correlational design was used in this study, where the respondents are the College of Education students of Southern de Oro Philippines College who are enrolled in the same school year. The researchers used an adapted questionnaire to ensure the validity and precision of the data. To interpret and analyze the data, Mean and Standard Deviation

were used in problems 1 and 2, while Pearson's Product-Moment Correlation Coefficient was used in problem 3.

Findings

Drawing from the collected data and subsequent analyses, the study reveals the following findings:

1. The students strongly agree that they have a very high stress management especially on religion and acceptance.

2. Students strongly agree that they have a very high academic engagement.

3. There is a significant positive correlation between stress management strategies and academic engagement among students.

Conclusion

Based on the findings of the study, the following conclusions are drawn:

1. Managing stress among students can be meaningful through acceptance and/or religion, as the two show that students have greater ways of managing their emotions and stressful situations by learning to embrace circumstances positively or pray.

2. Students have strong commitment to their studies, showing that they are actively involved, emotionally connected, and behaviorally present in their academic responsibilities.

3. Students who effectively manage stress tend to stay more academically engaged. This highlights the importance of promoting healthy coping mechanisms to support both students' well-being and academic success.

Recommendations

Based on the findings and conclusions presented, the following recommendations are suggested:

1. Consistent students' activities like mindfulness and reflection after discussions, will help students remain strong as they face and accept challenges and manage stress. By doing so, students can sustain a positive mindset and remain engaged in their studies.

2. Continue fostering an environment that enhances academic engagement. Sustaining students' efforts in creating an academic atmosphere that promotes active participation and emotional investment. By nurturing students' commitment to their studies, institutions can help them remain connected and motivated in their learning journey.

3. Sustain the integration of healthy coping mechanisms into academic support programs. By maintaining focus on practices like emotional support, students can better manage their stress, which in turn supports their academic success and overall well-being.

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