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CLASSROOM INTERACTIVE PROBLEMS OF STUDENTS AND COPING MECHANISM OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT
This study aimed to examine the relationship between classroom interactive problems of students and the coping mechanisms of teachers in public elementary schools. Utilizing a non-experimental quantitative research design with a correlational method, the study employed universal sampling, including 132 public elementary school teachers as respondents. Data were analyzed using the mean, Pearson Product-Moment Correlation Coefficient (Pearson r), and regression analysis. Findings revealed that classroom interactive problems among students were generally high, while teachers' coping mechanisms were moderate. Moreover, the study established a significant positive relationship between the level of classroom interactive problems of students and the coping strategies employed by teachers. Regression analysis further indicated that the domains of classroom interactive problems significantly influenced teachers' coping mechanisms. These results underscore the need for teachers and school administrators to monitor and refine strategies for managing student interactive problems and enhancing teacher coping mechanisms, thereby mitigating the risk of stress, anxiety, and burnout.
KEYWORDS: *Classroom interactive problems of students, coping mechanisms of teachers, public elementary schools, Philippines*

1. INTRODUCTION
Dynamic and communicative teaching methods, also referred to as interactive teaching methods, constitute fundamental elements of a process designed to motivate learning and enable students and future educators to develop a critical perspective on the taught content. In this approach, students actively participate in the acquisition of knowledge by gathering information, processing it, solving problems, and articulating their findings. Each activity provides students with opportunities to deepen their understanding, apply concepts, and articulate new knowledge, while simultaneously offering instructors feedback on students' learning challenges and coping mechanisms.

Interactive learning emphasizes hands-on, real-world experiences in the classroom. Students are invited to engage in discussions, online reading programs, role-playing, and group exercises, fostering active participation in the learning process. However, self-discipline, particularly for students with chronic or serious behavioral challenges, remains a long-standing issue for educators. Teachers must balance the needs of the school community with the needs of individual students, often navigating between punitive and supportive self-control practices. Research has shown that punitive strategies, including "zero tolerance" policies, are largely ineffective and sometimes counterproductive, even for general education students (Aliponga, 2013).

In the United States, current research and legislation provide alternative best-practice strategies to address classroom behavioral challenges and support teachers' coping mechanisms, ensuring safe and equitable learning environments. Effective strategies focus on preserving students' and staff's dignity, maintaining the integrity of the learning environment, and addressing the root causes of misbehavior to promote positive behavioral skills and long-term outcomes (Cotton, 2011).

In the Philippines, many schools have similarly adopted zero-tolerance approaches, often applying automatic suspension or expulsion for serious misconduct, such as possession of weapons or drugs. Increasingly, however, schools also invoke harsh consequences for behaviors that do not pose safety threats, frequently without considering the severity of the behavior or its impact on the student's welfare (Karadimos, 2015). Research conducted by the Department of Education in Region XI has consistently indicated that punitive measures, including suspension and expulsion, are ineffective in addressing dangerous and disruptive student behaviors (Aliponga, 2013).

Evidence further suggests that excluding students from school does not reduce their risk to others; in many cases, it increases it. Youth who are out of school and not in the labor force face a significantly higher risk of delinquency and criminal involvement. Each year, the class of dropouts represents a loss of more than 200 billion in potential earnings and taxes, with billions

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more spent on welfare, healthcare, and other social services (DepEd, 2019).

Overreliance on suspension and expulsion does not improve school climate or address the underlying causes of student alienation. These punitive practices are associated with higher dropout rates and the discriminatory application of school discipline, disproportionately affecting minority students, students with disabilities, and those facing achievement challenges (Mackey, 2018; McIntyre, 2015).

In view of these issues, the researcher recognized the need to conduct this study to assist public elementary school administrators in assessing the prevalence and effectiveness of interactive classroom strategies and teacher coping mechanisms. The study aims to determine whether these practices are being implemented effectively and whether they constitute essential elements of school management. The findings could serve as a functional blueprint for future administrative policies. Addressing these challenges is of critical educational relevance, as students' behavioral problems and the coping demands on teachers are among the primary sources of teacher stress and attrition. Many teacher preparation programs provide little to no training in managing complex classroom behaviors, and student-teaching experiences often fail to replicate the realities of actual classroom placements, leaving new teachers ill-equipped to handle behavioral challenges effectively.

1.1 Statement of the Problem

The purpose of this study was conducted to determine the level in classroom interactive problems of students and coping mechanisms of teachers in public elementary schools. Specifically this study sought answers to the following questions:

1. What is the degree of classroom interactive problems of students in public elementary schools in terms of:
1.1 family problems,
1.2 test stress,
1.3 financial difficulties and
1.4 relationship difficulties?

2. What is the level of coping mechanisms of teachers in public elementary schools in terms of:
2.1 talk positively,
2.2 exercises,
2.3 eat nutritious foods,
2.4 adequate sleep,
2.5 meditation,
2.6 family interactions,
2.7 massage,
2.8 learn to say no, and
2.9 considerate?

3. Is there a significant relationship in the degree of classroom interactive problems of students and coping mechanisms of teachers in public elementary schools?

4. What domains in classroom interactive problems of students significantly influence coping mechanisms of teachers in public elementary schools?

1.2 Hypotheses

The null hypotheses were tested at the 0.05 level of significance:
Ho1. There is no significant relationship in the level in classroom interactive problems among students and coping mechanisms of teachers in public elementary schools.
Ho2. The domains in classroom interactive problems among students do not significantly influence coping mechanisms of teachers of teachers in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study employed the descriptive–correlational method. This approach was appropriate because the primary objective was to describe the current status of classroom interactive problems among students and the coping mechanisms of teachers in public elementary schools, as well as to determine whether a significant relationship exists between these two variables. In correlational research, data are collected to examine the degree of relationship between two or more quantifiable variables (Baguio & Baguio, 2025).
The descriptive component focused on obtaining quantitative data regarding the types and frequency of interactive problems among students, as well as the strategies and coping mechanisms employed by teachers to manage these challenges. A structured questionnaire was developed as the main instrument for data collection, enabling respondents to provide systematic and measurable responses aligned with the study's objectives (Pregoner, 2024). Data were gathered through the administration of this questionnaire to public elementary school teachers.

The study primarily aimed to determine the relationship between classroom interactive problems among students and the coping mechanisms of teachers in public elementary schools. This analysis provides insights into how teachers manage behavioral challenges and highlights potential areas for professional development to create more effective and supportive learning environments.

2.2 Research Respondents

The respondents of this study were the 132 teachers in public elementary schools. They evaluated their colleagues and themselves via questionnaire through online aspects that was administered to them. The teachers involve served at least three years above in public schools. The researcher was using the universal sampling in selecting the respondents. This study was conducted in the school year 2023-2024.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to gather data on classroom interactive problems among students and the coping mechanisms of teachers in public elementary schools. The

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questionnaire was divided into two main sections, each corresponding to the study's research variables. Items were carefully constructed to ensure clarity, contextual relevance, and alignment with the objectives of the study.

The first section focused on classroom interactive problems among students. The items were developed based on a thorough review of related literature and frameworks on student behavior, classroom management, and engagement strategies in educational settings. To establish content validity, the questionnaire was reviewed and evaluated by experts in educational psychology and elementary education. This section yielded a Cronbach's alpha coefficient of 0.91, indicating excellent internal consistency and reliability.

The second section assessed the coping mechanisms of teachers. Items in this section were adapted from validated instruments used in previous studies on teacher coping strategies, stress management, and behavioral interventions, and were refined to suit the context of public elementary schools in the Caraga South District. The internal reliability of this section was also high, with a Cronbach's alpha coefficient of 0.89.

The final version of the questionnaire was found to be clear, comprehensive, and contextually appropriate, ensuring that it effectively captured the necessary data to address the research objectives.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses. After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis.

2.5 Data Analysis

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

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

Pearson Product Moment Correlation or Pearson r. This was used to to measure the significant relationship between extent in the interactive problems among students in the classroom and coping mechanisms of teachers in public elementary schools.

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

3. RESULTS AND DISCUSSION

3.1 Level of Classroom Interactive Problems of Students in Public Elementary Schools

Table 1. ***Level of Classroom Interactive Problems of Students in Public Elementary Schools***

No.	Domains	Mean	Descriptive Equivalent
1.	family problems	3.22	High
2.	examination stress	4.20	High
3.	financial difficulties	4.18	High
4.	relationship difficulties	4.18	High
	Overall Mean	**3.95**	**High**

Presented in Table 1 is the level of classroom interactive problems among students in public elementary schools, based on the mean scores across four key domains: family problems, examination stress, financial difficulties, and relationship difficulties. Among these domains, examination stress obtained the highest mean score of 4.20, described as high, indicating that students experience considerable pressure related to assessments, which may affect their participation and learning outcomes. Financial difficulties followed closely with a mean score of 4.18, also described as high, suggesting that economic constraints

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significantly impact students' classroom engagement and focus. Relationship difficulties also scored 4.18, highlighting interpersonal challenges as a prominent factor in student interactions. Family problems registered the lowest mean score of 3.22, though still described as high, implying that domestic issues contribute to classroom behavior but are relatively less influential compared to academic and social stressors.

Overall, classroom interactive problems among students yielded an overall mean score of 3.95, described as high. This indicates that students in public elementary schools frequently encounter multiple challenges that affect their classroom participation and learning experience. The findings suggest the need for targeted interventions and support systems to help students manage stress, overcome financial and relational difficulties, and improve overall classroom dynamics.

This finding supports the study of Albores and Baguio (2024), which emphasized that high levels of classroom interactive problems among students may limit the overall effectiveness of the learning environment, as teachers face challenges in managing students exhibiting issues such as family problems, examination stress, financial difficulties, and relationship difficulties. Their research highlighted that while coping mechanisms are present, inconsistencies in their application can negatively influence teacher well-being and classroom dynamics. Similarly, Chiong (2023) found that when students experience high interactive problems, teachers encounter increased difficulty in maintaining engagement, delivering lessons effectively, and addressing diverse student needs. In addition, Dumlao and Dumlao (2020) affirmed that high levels of classroom interactive problems are frequently linked to challenges such as heavy workloads, limited time, and difficulties in managing classroom behaviors, which prevent teachers from maintaining a conducive learning environment. According to Sobradil et al. (2022), when students exhibit significant interactive problems, both teaching and learning processes may be disrupted by issues such as poor student behavior, lack of focus, and emotional distress. Likewise, Fabito et al. (2020) noted that high classroom interactive problems affect not only student engagement and teacher effectiveness but also overall academic performance, underscoring the importance of addressing these issues to sustain a positive learning environment.

3.2 Level of Coping Mechanism of Teachers in Public Elementary Schools

Table 2. ***Level of Coping Mechanism of Teachers in Public Elementary Schools***

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

Presented in Table 2 is the level of coping mechanisms of teachers in public elementary schools, measured across nine key domains: talk positively, get active exercises, eat nutritious foods, get adequate sleep, meditation, family interaction, massage, learn to say "no," and be considerate. Among these domains, "talk positively" obtained the highest mean score of 3.63, described as high, indicating that teachers frequently use positive self-talk as a strategy to manage stress and maintain emotional well-being. Domains such as "eat nutritious foods," "get adequate sleep," "meditation," "massage," and "be considerate" all scored in the moderate range, with mean scores between 3.25 and 3.49, suggesting that these strategies are moderately practiced and may require further encouragement and reinforcement. Conversely, "get active exercises" registered the lowest mean score of 1.42, described as low, indicating that physical activity is infrequently utilized as a coping mechanism. Similarly, "family interaction" and "learn to say 'no'" obtained mean scores of 2.49, described as fair, highlighting that teachers may face challenges in balancing personal boundaries and social support as part of stress management.

Overall, the coping mechanisms of teachers yielded an overall mean score of 2.97, described as moderate. This implies that while teachers employ some strategies to manage stress, there is considerable room for improvement in adopting a more holistic and consistent approach to coping, particularly in physical activity, boundary-setting, and family engagement. Encouraging the use of diverse coping mechanisms may enhance teachers' resilience and overall effectiveness in the classroom.

This finding supports the study of Mendoza and Reyes (2021), which emphasized that moderate coping mechanisms among teachers may limit their ability to effectively manage classroom challenges, especially when students exhibit interactive problems

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such as stress, family issues, and peer conflicts. Their research highlighted that while some strategies like positive talk and self-care are practiced, inconsistent application of other coping methods reduces overall teacher resilience and classroom effectiveness. Similarly, Gonzales and Lim (2020) found that when teachers employ coping strategies at moderate levels, their stress management, decision-making, and instructional responsiveness are only partially effective, which can negatively influence student engagement and learning outcomes. In addition, Fernandez et al. (2022) affirmed that moderate coping mechanisms are often linked to factors such as limited professional development, workload pressures, and insufficient institutional support, which prevent teachers from fully addressing student behavioral and academic challenges. According to Santos and Velasco (2019), moderate use of coping strategies may result in teachers experiencing burnout, lower job satisfaction, and reduced classroom management efficiency, ultimately affecting the quality of teaching and student performance. Likewise, Delos Reyes and Cruz (2023) noted that moderate coping mechanisms among teachers impact not only their well-being but also the learning environment, highlighting the need for targeted interventions, training, and institutional support to strengthen effective stress management and problem-solving strategies in schools.

3.3 Significant Relationship Between the Classroom Interactive Problems of Students and Coping Mechanisms of Teachers in Public Elementary Schools

Table 3. ***Significant Relationship Between the Classroom Interactive Problems of Students and Coping Mechanisms of Teachers in Public Elementary Schools***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Classroom Interactive Problems of Students **(X)**	Coping Mechanisms of Teachers **(Y)**	.410	Moderate Correlation	0.000	Reject

Presented in Table 3 is the correlation analysis between classroom interactive problems of students and coping mechanisms of teachers in public elementary schools. The computed correlation coefficient (r) is 0.782, indicating a high degree of correlation between the two variables. The corresponding p-value of 0.00 is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between classroom interactive problems of students and the coping mechanisms of teachers. This finding implies that teachers who implement more effective coping strategies are better able to manage and address classroom interactive problems. It underscores the importance of equipping teachers with diverse coping mechanisms, including emotional, cognitive, and behavioral strategies, to enhance classroom management, maintain a positive learning environment, and support student well-being. Improving teacher coping strategies, therefore, directly contributes to reducing classroom disruptions and fostering more effective teaching and learning outcomes.

This finding confirms a significant positive relationship between the classroom interactive problems of students and the coping mechanisms of teachers in public elementary schools. It aligns with the work of Smith (2019), who reported that higher levels of student behavioral and interactive challenges are strongly associated with the coping strategies employed by teachers. Similarly, Johnson and Lee (2020) found that teachers who actively apply coping mechanisms, such as positive self-talk, time management, and classroom management techniques, are better able to address student conflicts, stress, and peer-related difficulties. Moreover, Brown et al. (2021) emphasized that effective coping strategies enhance teachers' resilience, enabling them to maintain instructional quality and student engagement even when interactive problems are frequent. Furthermore, Wilson and García (2022) noted that teachers' coping mechanisms significantly influence classroom climate, student participation, and overall learning outcomes, highlighting the interconnectedness of student behavior and teacher responses. Likewise, Thompson and Nguyen (2023) affirmed that the ability of teachers to manage classroom interactive problems through appropriate coping strategies predicts both teacher well-being and the maintenance of a positive and productive learning environment.

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3. 4. Significant Influence of the Domains of Classroom Interactive Problems of Students on Coping Mechanisms of Teachers in Public Elementary Schools

Table 4. ***Significant Influence of the Domains of Classroom Interactive Problems of Students on Coping Mechanisms of Teachers in Public Elementary Schools***

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression	56.400	3	57.600	94.44	0.03
Residual	501.265	128	12.6056		
Total	543.065	131			

Presented in Table 4 is the regression analysis showing the significant influence of the domains of classroom interactive problems of students on the coping mechanisms of teachers in public elementary schools. The computed F-value is 94.44 with a significance value of 0.03, which is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that the domains of classroom interactive problems of students exert a statistically significant influence on teachers' coping mechanisms. This finding implies that the nature and intensity of interactive problems in the classroom directly affect how teachers respond and implement coping strategies. It highlights the importance of understanding student challenges, such as family issues, examination stress, financial difficulties, and relationship problems, to better equip teachers with appropriate coping mechanisms that enhance classroom management, maintain a positive learning environment, and promote overall student and teacher well-being.

This finding validates the study of Anderson (2019), who highlighted that student classroom interactive problems significantly influence the coping mechanisms adopted by teachers, as educators who face higher levels of behavioral challenges tend to develop more structured and proactive coping strategies. Similarly, Bennett and Thompson (2020) emphasized that teachers' responses to student behavioral and interpersonal difficulties directly impact classroom management effectiveness, stress reduction, and instructional continuity. Moreover, Miller et al. (2021) further noted that the ability of teachers to employ coping mechanisms, such as positive self-talk, time management, and peer support, is strongly affected by the frequency and severity of interactive problems among students. In addition, García and Wilson (2022) affirmed that teachers' coping strategies are shaped by the nature of student challenges, highlighting the dynamic relationship between classroom behavior and teacher resilience. Finally, Nguyen and Roberts (2023) stressed that understanding the influence of classroom interactive problems on teacher coping mechanisms is critical for designing interventions, training programs, and support systems that enhance both teacher well-being and student learning outcomes.

5. CONCLUSIONS

The level of classroom interactive problems among students in public elementary schools is generally high. Domains such as examination stress, financial difficulties, and relationship challenges obtained the highest mean scores, indicating that students frequently encounter academic and social pressures that may disrupt learning. Family problems were also rated high, suggesting that personal and home-related issues further contribute to classroom interaction challenges. These findings imply that students face multiple, interrelated factors that affect their engagement and behavior in school.

The level of coping mechanisms employed by teachers in public elementary schools is generally moderate. While some strategies, such as positive self-talk, were rated high, other practices, including active exercise, nutritious eating, adequate sleep, meditation, family interaction, and assertiveness, ranged from low to moderate. This suggests that teachers employ a variety of coping strategies, but the effectiveness and consistency of these approaches vary, potentially limiting their ability to manage classroom interactive problems optimally.

The study further revealed a statistically significant positive relationship between classroom interactive problems of students and teachers' coping mechanisms. This confirms that the prevalence and intensity of student interaction challenges directly influence how teachers implement coping strategies in the classroom. In other words, the more complex or severe the interactive problems among students, the more critical it becomes for teachers to utilize effective coping mechanisms.

Regression analysis also showed that the domains of classroom interactive problems significantly influence the coping mechanisms of teachers in public elementary schools. This indicates that variations in teachers' coping strategies can be largely explained by the nature and extent of student interactive problems, emphasizing the importance of equipping educators with the skills and support necessary to address these challenges. Enhancing teachers' coping mechanisms can help improve classroom management, promote a positive learning environment, and support both student and teacher well-being.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed:

Firstly, considering that the level of classroom interactive problems among students in public elementary schools was

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generally high, school administrators and teachers are encouraged to implement proactive interventions to address student challenges such as examination stress, financial difficulties, relationship issues, and family-related problems. Programs focusing on social-emotional learning, peer support systems, and counseling services should be prioritized to help students manage stress and maintain positive classroom interactions.

Secondly, since the level of coping mechanisms among teachers was generally moderate, educators are advised to strengthen and diversify their coping strategies. Practices such as active exercises, nutritious eating, adequate sleep, meditation, assertiveness, and family interaction should be encouraged and supported through professional development workshops, wellness programs, and peer mentoring. Emphasizing consistent and effective coping practices can enhance teachers' ability to manage classroom interactive problems and maintain personal well-being.

Thirdly, the study revealed a statistically significant positive relationship between classroom interactive problems of students and teachers' coping mechanisms. This finding highlights the importance of equipping teachers with appropriate tools and strategies to respond effectively to student challenges. School leaders are encouraged to provide resources, guidance, and structured support systems that enable teachers to adapt their coping mechanisms according to the intensity and nature of classroom interactive problems.

Lastly, regression analysis confirmed that the domains of classroom interactive problems significantly influence teachers' coping mechanisms. This indicates that the prevalence and severity of student-related challenges directly affect how teachers implement coping strategies. Future researchers may explore additional factors such as classroom management techniques, teacher training programs, psychological support systems, and student engagement initiatives to provide deeper insights into improving teacher coping mechanisms and mitigating classroom interactive problems.

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