

Perceptions of College of Teacher Education Faculty and Students on the Academic Support Facilities of Central Philippines State University -San Carlos

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Abstract

Teaching is a complex human activity that encompasses various aspects such as planning, strategies, interactions, organizational arrangements, and material resources within the teaching-learning process. This study seeks to assess the perceptions of instructors and education students regarding the challenges faced at Central Philippines State University, San Carlos City Campus, during the 2023-2024 academic year. Using a descriptive research design, the study aims to characterize the population or phenomenon under study, focusing on what, where, when, and how of these challenges. The respondents include 13 regular instructors, 18 contractual instructors, and 221 students. Purposive sampling is employed to select specific individuals or units for analysis. Proper statistical treatment of data is essential for utilizing the data effectively. The frequency statistical procedure is used to analyze the data collected from the respondents to address the second research question. The findings indicate a positive perception among both faculty members and students, with a significant correlation between them. Academic support services, such as workshops on time management, effective communication, and stress management, play a crucial role in students' overall growth and development by enhancing essential life skills.

Keywords: Perceptions, Planning, Strategies, Interactions, Organizational Arrangements, Material Resources, Central Philippines State University, Academic Support Services

Introduction

Teaching is a multi-faceted human activity. It involves a wide range of planning, strategies, interactions, organizational arrangement, and material resources that take place in the teaching-learning process. Teaching requires that its practitioners clearly understand what should be done to bring about the most desirable learning in the learner and be highly proficient in the skills necessary to carry out these tasks. Teacher education institutions are established to provide quality and holistic pre-service education to prospective teachers. They do not only impart theoretical knowledge but also practical knowledge and skills on pedagogy. At the end of all the sessions in the campus, the prospective teachers carry out their theoretical understandings and appreciations to the field through practice teaching. (Brooks, 2019) Moreover, the practice teaching program is designed to prepare student teachers for the leadership role they are to perform as regular teachers. It enables them to have a genuine task on the nature of teaching

experiences. It provides the link between practice teaching on campus and actual work they will do in the future. Practice teaching is really intended for student teachers to continue their introduction in the field of teaching with the goal of helping to educate the youth of today. Student teaching leads the future teacher to understand student teaching experiences as well as teaching itself which involves many challenging tasks and require hard work. However, such difficult tasks are regarded of having rendered invaluable services in helping young children.

It is a known fact that student teachers lack the skills and capability to perform with success the role of a teacher. They experience problems and difficulties as regards instruction, classroom management, evaluating learning outcomes, school, learners, teachers and community adjustment and others. Problems which confront them require urgency and importance to minimize their prevalence to make them develop and sustain self-efficacy thus perform with quality and excellence. Success in student teaching depends largely on the student teachers personal and social qualities. The success also relies on how well cooperating teachers trained student teachers how to teach effectively, manage classroom discipline and other related functions. During the student teaching phase, the student teacher develops either a genuine love for or an aversion for teaching. This explains why cooperating teachers who are assigned to assist the student teacher should possess competencies that are necessary for developing the teaching skills of the student teachers have identified the problems and difficulties student teachers encountered during their off campus. These are: personal problems, teacher's preparation problems, class participation problems, class management problems, instructional problems, problems on evaluation, emotional problems, problems on adjusting to pupils and students, problems with school adjustments, over extended and workload problems and problems in guidance. (Christuadson, 2020)

In Central Philippines State University, San Carlos City Campus, instructors and students are experiencing problems and challenges in terms of the varied aspects in the university. Some are clamoring on insufficient classrooms and facilities for the learning sessions and poor ventilation. Instructors are complaining about the students' problems that caused them not to perform well in their schooling. Moreover, some students are also complaining about their instructors on certain irregularities in their lesson delivery and attendance.

With this, the researcher decided to conduct this investigation to find out the level of perceptions of CTE students on academic support facilities as to the challenges they encountered in the university so that relevant findings will be drawn from this study and appropriate solutions will be utilized to resolve specific issues and concerns.

Review of Related Literature

This section presents related literature and studies, both local and foreign sources which have bearing to the major theme of the investigation.

New teachers might face challenging experiences if they enter the field with unrealistic expectations of teaching. For the purposes of this study, individuals who are new to teaching and are teaching for the first time in their careers will be referred to as first-year teachers. The lack of experience among first-year teachers often leads to significant stress. Research indicates that first-year teachers leave the profession due to difficulties in managing personal and professional demands, inadequate classroom resources, limited professional development opportunities, and challenges in handling disruptive students. Up to half of all teachers quit within the first three to five years of employment, contributing to high attrition rates among novice instructors. To address this issue, administrators have developed

various coping strategies for new teachers entering the field. It is evident that there is a pressing concern regarding attrition and the lack of support mechanisms, especially in high-needs disciplines and geographic areas within the education profession. Elfeky (2019)

While stress and anxiety are commonly recognized as hindrances to students' academic performance, the role of teachers in alleviating these challenges is often neglected. We provide descriptions of evidence-based strategies that educators can employ to alleviate students' stress and anxiety. These strategies range from modifying teaching methodologies to implementing classroom interventions. Although our primary focus is on STEM students, the strategies we outline may have broader applications. We begin by discussing how educators can educate themselves about stress and anxiety reduction and prepare to take appropriate actions. Next, we address the importance of creating an inclusive, equitable, and empowering classroom environment by enhancing student connections, which can help reduce stress and anxiety levels and improve performance. We then discuss the role of teachers in equipping students with skills that enhance time management, study habits, and learning strategies to ensure their success in all academic endeavors. Finally, we highlight the need for further research to identify the most effective strategies for reducing stress and anxiety in students. Yang (2020)

While stress and anxiety are distinct, they are undeniably among the most significant challenges facing college students. According to ACHA (2019) and Morey and Taylor (2019), over one-third of college students reported that stress had a negative impact on their academic performance in the previous academic year. Additionally, students experiencing high levels of stress are more likely to drop out of school. Worry among students can also affect their commitment to their biology major (England et al., 2019). While numerous studies (Ribeiro et al., 2018; Yusufov et al., 2019) have explored factors contributing to student anxiety and stress, as well as potential interventions, many do not specifically target college students or the instructor's role. Instead, they often focus on broader institutional measures that may not directly benefit teachers. Our aim is to provide educators, both new and experienced, with evidence-based approaches to reduce students' stress and anxiety, ultimately improving their academic performance and quality of life. While many of these strategies are applicable across academic disciplines, we present them in the context of our experience as life sciences instructors and the broader context of STEM (science, technology, engineering, and mathematics) literature and disciplines.

Furthermore, we provide an overview of these strategies and a brief list of suggested readings for educators to delve deeper into these tactics. We acknowledge that instructors may feel unprepared or uncomfortable discussing these issues and may be apprehensive about exacerbating mental health problems (White and LaBelle, 2019). We emphasize that our guidance does not suggest teachers should assume the role of mental health specialists; rather, it underscores the importance of setting clear boundaries when addressing students' mental health concerns. Nevertheless, we believe that these evidence-based strategies will help educators become more aware and proactive in responding to these challenges (Brame, 2021).

The teaching quality get affected by the resources available which further do influence the quality of education. In this regard it has been argued that when the teachers are provided with the necessary resources, and they can manage them well they will be more engaged in teaching and provide good education to their students. The resources available ensures that everything is available for the students learning, the necessary teaching material is available, there is no lack of physical infrastructures, there is sufficient human resource available etc. the absence of these factors lead towards the ineffective teaching. Alike it has also been added that when the colleges are not equipped with such facilities the

teachers will not be able to do their job effectively which will ultimately result in inferior teaching quality and leave the teachers vulnerable. The resources term in this study is broad which do include the range of factors. So bearing in mind the aforementioned factors the purpose of the present study is to explore the influence of resources over the quality of education. (Dawabsheh,2020)

Framework of the Study

This study was anchored on the theory and concept of Coping Mechanisms. There are so many ways of adapting to a stressful situation. Coping is the conscious and unconscious efforts we put in to solve problems and reduce stress. It is the mind’s built-in troubleshoot program that aims to restore its optimum functioning state. In psychology, coping skills or coping strategies are a set of adaptive tools that we proactively administer to avoid burnout. These tools can be our thoughts, emotions, and actions and are dependent on our personality patterns.

For example, a sociable and friendly person is more likely to use solution-focused and communication-based coping skills for getting rid of his troubles. On the contrary, a timid person has chances of using defensive and self-oriented coping strategies for psychological adjustments. This article overviews the coping theory and explores how it works. It has practical examples and evidence and conjoins exciting activities for assessing one’s coping skills.

Methodology

This study used a Descriptive research design that aims to describe the characteristics of a population or phenomenon being studied. It focuses on answering questions about what, where, when, and how something occurs. Descriptive research design does not involve manipulating variables or establishing cause-and-effect relationships; instead, it seeks to provide a snapshot or summary of the current situation. This type of research is often used in social sciences, marketing, and other fields to gain a better understanding of a topic or to form the basis for further research. This approach is valuable when researchers seek to understand the prevalence of certain behaviors or conditions, describe demographic characteristics of a group, or document the distribution of variables in a population.

Descriptive studies can take various forms, including cross-sectional studies, which collect data at a single point in time, and longitudinal studies, which track changes over time. They can involve qualitative methods, such as interviews and observations, or quantitative methods, such as surveys and statistical analysis.

Results and Discussions:

This chapter presents the findings, their analysis, and a discussion of the research. Like the Statement of the Problem, the entries in this chapter are arranged in the same manner.

Table 2 Level of Perception of the Students of Teacher on Academic Support Facilities

Statements	5		4		3		2		1		Total		Wx	I
	f	%	F	%	F	%	F	%	F	%	f	%		
Laboratory, Classrooms and Other Facilities														
1. The number	15	6.79	133	60.1	26	11.7	45	20.3	2	0.90	221	10	3.5	A

of classrooms is guaranteed, clean, well-lit, well-ventilated, and fully equipped.				8		6		6				0	2	
2. The school library has abundant study materials and references, convenient search facilities.	60	27.15	130	58.82	6	2.72	13	5.88	12	5.43	221	100	3.96	A
3. Laboratories, Gymnasium, leisure spot, campus for students with enough, clean, suitable equipment	8	3.62	115	52.04	23	10.41	62	28.05	13	5.88	221	100	3.19	U
4. The electricity and water system are fully provided and convenient.	65	29.41	128	57.92	7	3.17	18	8.14	3	1.36	221	100	4.06	A
5. The school regularly organizes the repair and maintenance of facilities	8	3.62	122	55.20	29	13.12	44	19.91	18	8.14	221	100	3.26	U
6. The school regularly checks and evaluates the quality of facilities serving	25	11.31	117	52.94	20	9.05	50	22.62	9	4.07	221	100	3.45	A

students' learning and activities.														
7. The school regularly renovates and modernizes facilities for the living and studying of students.	5	2.26	135	61.09	25	11.31	47	21.27	9	4.07	221	100	3.36	U
8. The facilities were provided exactly as committed.	2	0.90	144	65.16	12	5.43	52	23.53	11	4.98	221	100	3.33	U
9. The school's information system and website are regularly updated and easy to access.	26	11.76	143	64.71	11	4.98	29	13.12	12	5.43	221	100	3.64	A
10. Students are satisfied with the school's service attitude.	24	10.86	138	62.44	7	3.17	35	15.84	17	7.69	221	100	3.44	A
11. Students are satisfied with the facilities of the school.	8	3.62	148	66.97	5	2.26	54	24.43	6	2.71	221	100	3.44	A
Online Learning Platforms														
1. The school has complete, convenient, and easy-to-search information	17	7.69	123	55.66	7	3.17	65	29.41	9	4.07	221	100	3.27	U

and instruction charts.														
2.The school regularly organizes to collect students' opinions on the quality assessment of living and learning conditions.	6	2.71	130	58.8 2	7	3.17	47	21.2 7	31	14.0 3	221	10 0	3.1 5	U
3.Students' questions and feedback are listened to, responded to, and handled quickly and properly by the school.	4	1.81	151	68.3 3	14	6.33	20	9.05	32	14.4 8	221	10 0	3.3 4	U
4.The service staff has a working spirit, is considerate, ready to guide and answer students' questions.	4	1.81	113	57.1 3	33	14.9 3	61	27.6 0	10	4.52	221	10 0	3.1 8	U
5.The number of services arranged reasonably, fully, and convenient to answer questions of students.	9	4.07	139	62.9 0	8	3.62	54	24.4 3	11	4.98	221	10 0	3.3 7	U
6.Information related to learning and activities is	20	9.05	130	58.8 2	26	11.7 6	32	14.4 8	13	5.88	221	10 0	3.5 1	A

provided to students fully and promptly.														
7.The time to answer and answer questions of students is done on time and quickly.	49	22.17	128	57.92	13	5.88	21	9.50	10	4.52	221	100	3.84	A
Total Wx	355		2367		279		749		228		3978	100	3.47	A

n=221

Legend:

Scale	Mean	Range	Interpretation
5	4.20	5.00	Strongly Agree (SA)
4	3.40	4.19	Agree (A)
3	2.60	3.39	Undecided (U)
2	1.80	2.59	Disagree (DA)
1	1.00	1.79	Strongly Disagree (SDA)

W_x= Weighted Mean

f= Frequency

I= Interpretation

The data presented in the table reflects the perception of 221 students regarding the academic support facilities at their school. The table includes statements related to various aspects such as classrooms, libraries, laboratories, maintenance, and online learning platforms.

Overall, students appear to have a positive perception of the academic support facilities, with most statements falling in the Agree or Undecided categories. For instance, students generally agree that the number of classrooms is guaranteed, clean, well-lit, well-ventilated, and fully equipped, with a weighted mean (W_x) of 3.52. They also agree that the school library has abundant study materials and references, convenient search facilities, with a W_x of 3.96. However, there are areas where students seem to be more neutral or undecided. For example, students are neutral about the adequacy and cleanliness of laboratories, gymnasiums, and other leisure spots, with a W_x of 3.19. They also appear undecided about the school's efforts in areas such as repair and maintenance of facilities, regular renovation, and modernization, and providing facilities as committed, with W_x values of 3.26, 3.36, and 3.33 respectively.

Regarding online learning platforms, students are generally neutral about the completeness and convenience of information provided, with a W_x of 3.27. They are also undecided about the school's efforts in collecting feedback, responsiveness to questions and feedback, and the attitude of service staff, with W_x values of 3.15, 3.34, and 3.18 respectively.

In conclusion, while students generally have a positive perception of the academic support facilities, there are areas where their perception is more neutral or undecided. This data could be used by the school to identify areas for improvement and enhance the overall student experience.

Table 3
Level of Instructors' Perception on the Academic Support Facilities
n=31

Statements	5		4		3		2		1		Total		Wx	I
	F	%	F	%	F	%	F	%	F	%	f	%		
Laboratory, Classrooms and Other Facilities														
1. The number of classrooms is guaranteed, clean, well-lit, well-ventilated, and fully equipped.	10	32.26	20	64.52	2	3.22	0	0	0	0	31	100	4.29	SA
2. The school library has abundant study materials and references, convenient search facilities.	0	0	29	93.55	2	6.45	0	0	0	0	31	100	3.94	A
3. Laboratories, Gymnasium, leisure spot, campus for students with enough, clean, suitable equipment	0	0	21	67.74	0	0	10	32.26	0	0	31	100	3.35	A
4. The electricity and water system are fully provided and convenient.	0	0	29	93.55	1	3.22	1	3.22	0	0	31	100	3.90	A
5. The school regularly organizes the repair and	0	0	23	74.19	5	16.13	3	9.68	0	0	31	100	3.65	A

maintenance of facilities														
6. The school regularly checks and evaluates the quality of facilities serving students' learning and activities.	15	48.39	16	51.61	0	0	0	0	0	0	31	100	4.48	SA
7. The school regularly renovates and modernizes facilities for the living and studying of students.	3	9.68	28	90.32	0	0	0	0	0	0	31	100	4.10	A
8. The facilities were provided exactly as committed.	1	3.22	29	9.55	1	3.22	0	0	0	0	31	100	4.00	A
9. The school's information system and website are regularly updated and easy to access.	25	80.65	6	19.35	0	0	0	0	0	0	31	100	4.81	SA
10. Students are satisfied with the school's service attitude.	2	6.45	23	74.19	3	9.68	3	9.68	0	0	31	100	3.87	A
11. Students are satisfied with the facilities of the school.	18	58.06	13	41.94	0	0	0	0	0	0	31	100	4.58	SA
Online Learning Platforms														
1. The school has complete, convenient, and easy-to-search	12	38.71	19	61.29	0	0	0	0	0	0	31	100	4.39	SA

information and instruction charts.														
2.The school regularly organizes to collect students' opinions on the quality assessment of living and learning conditions.	9	29.03	22	70.97	0	0	0	0	0	0	31	100	4.29	SA
3.Students' questions and feedback are listened to, responded to, and handled quickly and properly by the school.	4	12.90	21	67.74	4	12.90	2	6.45	0	0	31	100	3.87	A
4.The service staff has a working spirit, is considerate, ready to guide and answer students' questions.	1	3.22	30	96.78	0	0	0	0	0	0	31	100	4.03	A
5.The number of services arranged reasonably, fully, and convenient to answer questions of students.	6	19.35	25	80.65	0	0	0	0	0	0	31	100	4.19	A
6.Information related to learning and activities is provided to	11	35.48	20	64.52	0	0	0	0	0	0	31	100	4.35	SA

students fully and promptly.														
7.The time to answer and answer questions of students is done on time and quickly.	18	58.06	13	41.94	0	0	0	0	0	0	31	100	4.58	SA
Total Wx	135		387		17		19		0		558	100	4.14	A

Legend:

Scale	Mean	Range	Interpretation
5	4.20	5.00	Strongly Agree (SA)
4	3.40	4.19	Agree (A)
3	2.60	3.39	Undecided (U)
2	1.80	2.59	Disagree (DA)
1	1.00	1.79	Strongly Disagree (SDA)

W_x= Weighted Mean

f= Frequency

I= Interpretation

The table presents data on the level of instructors' perception regarding the academic support facilities at the school, based on responses from 31 instructors. Instructors generally hold a positive view of the facilities. For instance, 32.26% strongly agree and 64.52% agree that the number of classrooms is guaranteed, clean, well-lit, well-ventilated, and fully equipped, with a weighted mean (W_x) of 4.29. Similarly, 93.55% agree and 6.45% somewhat agree that the school library has abundant study materials and references, with a W_x of 3.94.

Regarding laboratories, gymnasiums, and leisure spots, 67.74% agree and 32.26% somewhat agree that these areas have enough, clean, and suitable equipment, resulting in a W_x of 3.35. In terms of the electricity and water system, 93.55% agree and 3.22% somewhat agree that these systems are fully provided and convenient, with a W_x of 3.90. Instructors also express agreement with the school's efforts in repair and maintenance, with 74.19% agreeing and 16.13% somewhat agreeing, resulting in a W_x of 3.65. They strongly agree (48.39%) and agree (51.61%) that the school regularly checks and evaluates the quality of facilities, with a W_x of 4.48.

In terms of online learning platforms, instructors strongly agree (38.71%) and agree (61.29%) that the school has complete, convenient, and easy-to-search information and instruction charts, with a W_x of 4.39. They also strongly agree (29.03%) and agree (70.97%) that the school regularly organizes to collect students' opinions on the quality assessment of living and learning conditions, with a W_x of 4.29. Overall, the instructors' perception indicates a high level of satisfaction with the academic support facilities and online learning platforms, suggesting that these aspects of the school are meeting or exceeding their expectations.

Significant Correlation between the Instructors’ Level of Perception and the Students’ Level of Perception on Academic Support Facilities

Table 4
n=291

Ho	Rxy	I	2-Test		Decision	Remark	Description
			C.V	T.V			
There is no significant correlation between the level of perception of the instructors and level of perception of the students on academic support facilities.	0.92	Very High Correlation	13.64	1.960	Reject Ho	Significant	Correlated

0.05 level of significance

n-1 = degree of freedom

The table presents the results of a correlation analysis between the level of perception of instructors and the level of perception of students regarding academic support facilities. The null hypothesis (Ho) states that there is no significant correlation between these two variables. The correlation coefficient (Rxy) is 0.92, indicating a very high correlation between the instructors' and students' levels of perception. This means that as the instructors' perception of academic support facilities increases, so does the students' perception, and vice versa.

The critical value (C.V) for a two-tailed test at a 0.05 level of significance with 290 degrees of freedom (n-1 = 291-1 = 290) is 1.960. The test value (T.V) for the correlation coefficient of 0.92 exceeds the critical value, leading to the rejection of the null hypothesis.

Therefore, based on these results, it can be concluded that there is a significant correlation between the instructors' and students' levels of perception regarding academic support facilities.

Conclusion

In conclusion, this study shed light on the faculty members and students’ perceptions on Academic Support Facilities. The study further explained about the faculty members’ perceptions on Academic Support Facilities as well as the students. Furthermore, it finds out correlation between the faculty members and the students ‘perception on the said academic support facilities.

The findings revealed a significant connection between the 2 perceptions as shown in the rejection of the Null Hypothesis. Moreover, this study contributed to the colleges and universities’ need for Academic Support Facilities.

Academic support services are designed to level the playing field for all students, regardless of their background or abilities. These services bridge the gap between students’ existing skills and the expectations of higher education institutions. By providing a range of resources, such as tutoring, study groups, and academic coaching, these services ensure that every student has an equal opportunity to succeed academically.

Academic support services enhance students’ learning experiences by offering personalized assistance and guidance. They help students understand complex concepts, develop critical thinking skills, and improve their study techniques. With access to these services, students can explore subjects more deeply, engage in active learning, and build a solid foundation for their academic pursuits.

Beyond academics, academic support services contribute to students' overall growth and development. These services often include workshops on time management, effective communication, and stress management. By providing guidance in these areas, academic support services help students develop essential life skills that will benefit them both inside and outside the classroom.

Recommendation

Based on the findings and conclusions of the study, the following recommendations may be considered:

1. The need for Academic Support Facilities must be addressed promptly by the administration so not to jeopardize the salient operations of the university.
2. The academic institution should be aware of the faculty members and students needs in terms of Academic Support Facilities since it directly affects them in the performance of their duties and functions as well as in achieving academic excellence.
3. Technology Integration: Look for ways to improve the way technology is integrated into the classroom. This could entail giving teachers digital tool training, supplying resources, and making sure kids have access to technology that enhances their education.
4. Reliable internet connection must be on top priority since it dominates the responses as to the indicator that needs to be addressed urgently.
5. The need for sufficient classrooms must be taken into consideration by the administration since it affected the performance of the faculty members as well as the academic performance of the students.
6. Though the overall perceptions of the faculty members are affirmative as shown by the facilities which are generally functional and supportive of the students' academic performance, they must focus on the two aspects which are suggested for further improvements.

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