

# Classroom Practices and Stress Reduction Efficiency of Grade 7 Learners

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## Abstract

This study investigated the perceived classroom practices and stress reduction efficiency of Grade 7 learners in Pamukid National High School, San Fernando District, Division of Camarines Sur, School Year 2025-2026. The descriptive-correlational method was used. Data was given by all the 185 Grade 7 learners through a researcher-made questionnaire indicating their responses based on a four-point Likert scale. Data were treated statistically through the Weighted Mean, Pearson's Product-Moment Correlation Coefficient, and Coefficient of Determination. Conclusions drawn showed that: 1) Learners' level of engagement and participation, learning environment, teaching effectiveness and homework and study habits affect the level of stress reduction efficiency of the learners; 2) Stress reduction efficiency of learners on balanced nutrition was often applied while seeking social support was done sometimes; 3) Relationships were significant between engagement and participation to physical activity and seeking social support; between learning environment to balanced nutrition and seeking social support; and was between teaching effectiveness to mindfulness and physical activity; and between homework and study habits to mindfulness and physical activity. 4) The extent of influence of the level of classroom practices of learners on stress reduction efficiency ranged from moderate to very strong; 5) The intervention program was crafted to improve the level of classroom practices and stress reduction efficiency of the learners.

**Keywords:** Classroom Practices, Stress Reduction Efficiency, Engagement and Participation, Learning Environment, Teaching Effectiveness, Homework and Study Habits, Mindfulness, Physical Activity, Balanced Nutrition, Seeking Social Support

## Introduction

Classroom practices include classroom management which is the set of procedures, strategies, and instructional methods that teachers use to create a classroom environment which promotes learning. It is essential to create a safe and well-ordered environment to teach and learn while promoting quality education and inclusiveness. It also includes students' behavior towards their peers and the teacher. In class, students must be taught in the best conditions to feel ready to learn with the same chances as other students in the classroom. Thus, students' learning outcomes are largely dependent on the type of instruction used by the teacher in the learning process, but also on the learning environment within the classroom.

On the other hand, integrating stress-reduction strategies directly into the classroom has been shown to have positive effects. Techniques such as brief mindfulness or relaxation exercises, physical activity, balanced nutrition and seeking social support have demonstrated benefits in reducing anxiety, improving mood, and strengthening emotional regulation among students. It has techniques aimed at improving coping abilities, fostering resilience, and reducing anxiety among both students and teachers. In this study, it explores how specific classroom practices relate with stress reduction among Grade 7 learners and assesses the efficiency of integrated stress-management strategies in improving their well-being and learning engagement.

Globally, classroom practices and stress reduction signify the use of instructional methods and environmental design to lessen the mental, emotional, and physical strain that academic demands place on students and teachers. These stress reductions in education are recognized as a critical need, not just for student well-being, but for academic performance and long-term health, because this long-term stress impairs cognitive function, hinders learning, and can result in major mental and physical health problems. According to World Health Organization noting that 12 billion workdays are lost annually to anxiety and depression, including stress-reducing classroom practices is essential to nurturing resilience and improving academic outcomes.

The significance of stress reduction is seen as a crucial element for attaining holistic health, preventing chronic diseases, and enhancing economic productivity and it is recognized globally by health organizations and national policy initiatives. Chronic stress is a major factor in global mortality and illness, playing a role in conditions like cardiovascular disease, cancer, immune system dysfunction, and mental health issues. Sustainable Development Goal (SDG) 3 focuses on good health and well-being which is the primary goal for mental health. It clearly aims to promote mental health and well-being and reduce premature mortality from non-communicable diseases, while SDG 4 emphasizes quality education. These goals promote mental health services, stress management, safe school environments, and holistic education to create supportive, resilient academic communities, aiming to reduce anxiety, burnout, and behavioral health risks among students as well to the instructors. SDG 3 focuses on good health and well-being emphasizes the importance of ensuring healthy lives and promoting well-being for all ages. Its provisions focus on reducing premature mortality from non-communicable diseases, improving mental health, and providing universal health coverage. This also involves fostering physical fitness, mental wellness, and healthy lifestyle habits on campus while SDG 4 highlights quality education seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Its provisions focus on universal access to free primary and secondary education, early childhood development, vocational and tertiary education, elimination of gender disparities in learning and improving educational facilities, with a specific focus on reaching vulnerable populations.

In the Philippines, many students face high levels of stress, burnout, and mental health challenges driven by intense academic pressure, heavy workloads, financial burdens, and social expectations. As highlight the crisis, with learners struggling with anxiety and depression and struggle with health challenges such as poor nutrition, lack of regular exercise, and stress brought by academic demands. This stress reduction efficiency highlights in schools aim to address these issues by promoting time management skills, apply coping mechanisms such as mindfulness or relaxation techniques, avoiding the causes of stress, and how stress affects their health. Connecting stress management with the dimensions of well-being, Filipino students are encouraged to manage stress through spiritual practices like praying, getting adequate rest,

and engaging in leisure and physical activities. With this, students can create a more balanced life, improving their mental health and academic performance.

While the Department of Education (DepEd) and the Commission on Higher Education (CHED) mandate students' mental health and stress management, many schools face resource constraints that limit implementation. It primarily restrains from inadequate funding, staff shortages, and deep-seated cultural humiliations. Schools often struggle to transition from identifying problems to providing effective, sustained interventions due to competing priorities and limited resources. The Department of Education (DepEd) actively promotes stress management through the Basic Education Mental Health and Well-Being Promotion Act or the Republic Act No. 12080. This regulation mandates comprehensive mental health programs in schools, focusing on awareness, prevention, and proactive support especially for learners. Section 1 of the Republic Act No. 12080 states that: "It is the policy of the State to promote an act strengthening the promotion and delivery of mental health services in basic education by developing school-based mental health programs, establishing schools division mental health and well-being offices and care centers, prescribing the creation of new Plantilla positions, and hiring and deploying schools division counselors, school counselors, and school counselor associates in the department of education, and appropriating funds therefor."

The Commission on Higher Education (CHED) in the Philippines actively addresses student mental health and stress management through the program under the Republic Act 11036, or the Philippine Mental Health Act which mandates, regional initiatives, and capacity-building programs, establish mental health offices, and develop policies to prevent discrimination and support student wellness and provide counseling services in Higher Education Institutions (HEIs).

Section 24 of the Republic Act No. 11036 states that:

"The State affirms the basic right of all Filipinos to mental health and the rights of persons requiring mental health services. The State commits to promoting well-being by ensuring mental health is valued, conditions are treated and prevented, timely and affordable mental health care is available, services are free from coercion and accountable, and people with mental health conditions can exercise rights and participate fully in society without humiliation or discrimination.

Based on the contextual data of the quarterly grade in MAPEH of the Grade 7 students in Pamukid National High School, San Fernando District, it reflected in 80.20% or roughly an 80 quarterly average under the DepEd MATATAG Curriculum generally translates to a performance descriptor of "Satisfactory". This means the student has met the basic standards required for the subject but has room for improvement to reach higher performance levels. There are factors that affect their performance such as academic stress and seeking social support. This stress reduction efficiency program offers wide-ranging benefits to students by mitigating the academic, physical, and mental health challenges caused by high-pressure environments and enhancing their overall well-being.

Global research consistently establishes the profound impact of meditation and mindfulness on both physical and psychological health of the students. According to Ruiyao Sun (2025), mindfulness practices, including meditation, yoga, and structured mindfulness intervention (MI), have a positive impact on adolescent mental health. Studies have shown that these practices can effectively relieve depression and anxiety, reduce stress, and play an important role in enhancing psychological resilience, emotional regulation, and overall mental health while Fraile-García et al., (2018), concluded that the classroom context is the one that generates the most stress triggers. Also, they suggest that PE teachers are exposed to specific job stressors during their professional performance. This may be the only one realistic option

when the source of stress is outside the person's control. Understanding the common stressors teachers face is crucial for supporting their well-being and creating a more supportive and sustainable teaching environment. Self-awareness, self-regulation, motivation and empathy have significant relationship with stress management while social skills do not have significant relationship with stress management Rodzalan (2022). He stated that teachers empathize with self-awareness, self-regulation and motivation that helps them to improve their stress management skills to teach learners with positivity. However, social skills do not have significant relationship with stress management, but it has significant role in how individuals navigate and cope with stress. Stress is a concept that affects behaviors, human relationships, business performance, and social life of people. Çağrı Hamdi & ERDOĞAN Ramazan TOPUZ (2020). It stated that stress does not occur spontaneously and suddenly, but it is a situation that is triggered by individual and environmental factors. For stress to occur, the changes in the environment in which one lives must affect the individual. Coping strategies are the basis upon which effective teaching and learning are built. It is not just about keeping students quiet and in line inside and outside the classroom, but it is about creating a positive, safe, and productive environment where everyone can thrive. This response reaches into the importance of classroom management, exploring its impact on learning, student well-being, and teacher effectiveness.

According to Shahrouz Ghayebzadeh & Carlos Alberto Figueiredo da Silva (2024) they said that challenges of managing a physical education class go beyond the simple fact that students are moving in a large space. Other factors that contribute to the difficulty of managing such a class include the variability of teaching sites, issues with acoustics, a diverse student population, large class sizes, and the need to ensure the safety of students as they move around with various objects and implements. It conveys that the students were able to participate in class if the effectiveness of the teachers can seek new strategies and techniques that enhance the learning process and engagement to the learners. The teachers gave freedom to students but still provided boundaries on the behavior that students could and could not do. Teachers thought to reward each student for positive behavior Zainuddin & Framz Hardiansyah, (2023). It stated that teachers should give freedom to the students in exploring and learning in their own way, however they should provide them with limitations that will not affect the teaching and learning process. The idea highlights the importance of balancing freedom and structure in the classroom. When students are given the chance to explore on their own, they become more motivated and take ownership of their learning. Yet, without proper limitations, this freedom can lead to distractions or activities that do not contribute to the lesson goals. Therefore, teachers must guide students by setting boundaries that keep learning meaningful, organized, and effective.

As highlighted by Government, Zeeshan & Shaheed et al., (2022) stated a saying that "For effective management processes, it is necessary that teachers make students feel that they belong and perceive the work of school as having great value". It means that the use of cooperative learning groups and recommended extra-curricular activities as well as conducting community building activities will develop peer relationships and provide opportunities to students to know each other. This will help both students and teachers to have meaningful teaching learning experience. Furthermore, M. Bouzid (2015) said that it can improve the teacher's efficient classroom management, establish and maintain a well-arranged environment which is favorable to learning. It means that the teachers should have classroom rules and regulations starting of the school year to ensure and handle classroom management smoothly.

This study is significant as it highlights the implementation of classroom practices and stress reduction efficiency of students, addressing concerns over academic stress and rising mental health issues among

adolescents. Its findings will benefit students by guiding them with the strategies in different classroom settings to promote positive reinforcement and motivation to participate in classroom activities as well as to create a harmonious relationship among peers, and teachers. Precisely, encouraging healthier routines and improved academic performance, guide educators and administrators in enhancing effective and efficient strategies, implement and reduce stresses and inform parents about the status of their children to provide support that will develop abilities and improve academic performance and long-term success. Moreover, it provides DepEd Camarines Sur authoritative and curriculum developer with evidence for designing integrated interventions, solving specific school problems, improving classroom practices of teachers, develop, and meticulously evaluate and disseminate policies to ensure they meet the specific needs of students and serves as a foundation for future researchers to further explore the multifaceted benefits of meditation and stress management in student development.

In response to these concerns, this study examines the level of classroom practices and stress reduction efficiency of Grade 7 Learners at Pamukid National High School, focusing on various coping mechanisms through the adoption of healthy academic like mindfulness, physical activity, balanced nutrition and seeking social support. The central purpose is to focus on identifying evidence-based strategies to try to reduce student stress and anxiety so that students can reach their full potential in the classroom. These strategies span a range of approaches, from modifying instructional techniques to empowering students with different mindsets and tools that they can use to alleviate stress. In relation to this, Physical Education instructors can pick and choose among these strategies depending on context but should always think about ways to assess their efficacy. Generating knowledge that can guide mindfulness interventions and holistic education programs, the study aims to support educators, administrators, and policymakers in connecting gaps in student health promotion while aligning with national main concern and global development goals.

### **Research Objectives**

The study determined the influence of classroom practices on stress reduction efficiency of Grade 7 learners and used this as basis in crafting an intervention program in Pamukid National High School, San Fernando District, Division of Camarines Sur. The research systematically described the level of classroom practices of Grade 7 learners along engagement and participation; learning environment, teaching effectiveness, homework and study habits, determine the level of stress reduction efficiency of Grade 7 learners in terms of mindfulness, physical activity, balanced nutrition, and seeking social support. Evaluate the significant relationship between the level of classroom practices and the level of stress reduction efficiency of Grade 7 learners. Furthermore, the study determines the extent to which classroom practices of Grade 7 learners influence their efficiency in reducing stress. Finally, the research craft intervention strategies to reduce stress and improve classroom practices of Grade 7 learners.

### **Methodology**

This study employed the descriptive-correlational method. The descriptive method was utilized to determine the level of classroom practices of Grade 7 students along engagement and participation, learning environment, teaching effectiveness, homework and study, as well as their stress reduction efficiency across mindfulness, physical activity, balanced nutrition and seeking social support. The correlational method was applied to determine the relationship between the level of classroom practices and stress reduction efficiency of Grade 7 learners. These correlational studies supported the investigation

on how stress management was connected to psychological health, guiding the design of the mindfulness intervention program. Data were collected using a validated, researcher-made questionnaire with a 4-point Likert scale, ensuring clarity and reliability through expert review and a dry run.

Scale	Range of Values	Interpretation
4	3.26 - 4.00	Always
3	2.51 - 3.25	Often
2	1.76 - 2.50	Sometimes
1	1.00 - 1.75	Rarely

The respondents of the study were the Grade 7 students in Pamukid National High School who were currently enrolled for school year 2025-2026. This study employed total enumeration. Hence, no sampling technique was used. Purposive sampling was used in the study since only the Grade 7 students were used. Hence, this was the main criterion in selecting the respondents. Thus, a relatively big population was obtained showing all the chosen Grade 7 students of Pamukid National High School, San Fernando District. The respondents included 185 Grade 7 students.

**Table 1**  
**Distribution of Respondents**

Section	f	%
A	35	18.92
B	39	21.08
C	45	24.33
D	39	21.08
E	27	14.59
Total	185	100

Ethical standards were supported through informed consent, ensuring voluntary participation and the right to withdraw. Confidentiality and privacy were maintained via anonymization and secure data storage. The researcher adhered to ethical guidelines and IRB standards, reinforcing study integrity, and transparently disclosed AI tool usage, validating AI-assisted content for accuracy. Data analysis involved descriptive and inferential statistics, including frequency, percentage, Weighted mean, Pearson Product-Moment Correlation, and Coefficient of Determination with the ADDIE Model used to facilitate data analysis and interpretation

## Results and Discussion

**Level of Classroom Practices along Engagement and Participation.** The results on the classroom practices of Grade 7 students in terms of engagement and participation emphasized that among the five indicators, enjoyed participating in group activities in PE subject and performing the task effectively ranked highest with a weighted mean (3.61) interpreted as “Always”. This was followed by motivated to learn more in the subjects with a mean of (3.55) and an interpretation of “Always” and feel connected to peers or classmates and collaborate effectively with a mean of (2.99) interpreted as Often. Actively

participate in class discussions and activities came next with a mean of (2.72) and was likewise interpreted as Often, while seek help from others or ask questions if did not understand the lesson ranked lowest with a mean of (2.42) but still under “Often” category. The overall mean score of (3.06) indicates that the students’ classroom practices along engagement and participation are at the “Often” level.

**Table 2a**  
**Level of Classroom Practices along Engagement and Participation**

Indicators	AWM	Int.
I enjoyed participating in group activities in PE subject and performing the task effectively.	3.61	A
I am motivated to learn more in my subjects.	3.55	A
I feel connected to my peers or classmates and collaborate effectively.	2.99	O
I actively participate in class discussions and activities.	2.72	O
I seek help from others or ask questions if I did not understand the lesson.	2.42	O
Overall Mean	3.06	Often

Note: 1:00-1:75=Rarely (R); 1:76-2.50=Sometimes (S); 2.51-3.25=Often (O); 3.26-4.00=Always (A)

The results further suggest that students have a solid and stable foundation in classroom practices along engagement and participation, as reflected in the relatively uniform assessment across different indicators. This consistency implies that instructional strategies, teaching methods, engagement and participation implemented in the program are effectively promoting balanced health development. It stated that the delivery of instructional content inside and outside the classroom allowing in-class time to be dedicated to interactive activities, discussions, and collaborative learning Collamar (2025). Bandura’s Social Learning Theory aligns that individuals learn behaviors through the observation of others, integrating both behavioral and cognitive perspectives. helps students reduce stress by showing them how to cope through observing others and learning which behaviors work. Additionally, it highlights that students are strongly influenced by what they see around them. Their behavior, confidence, and attitudes are shaped not only by direct teaching, but also by observing others and the results of those behaviors and these will help those indicators that had a lower result.

**Level of Classroom Practices along Learning Environment.** The results revealed that highest was on the school rules and regulations are fair and clearly communicated with weighted mean of 3.54 interpreted as always. It was followed by feeling safe and secure at school and in classrooms which obtained a weighted mean of 3.51 interpreted as always. Moreover, the classrooms, libraries, and other facilities that are adequate and well-maintained are followed next with a weighted mean of 3.48 interpreted as always. Two indicators which were in the bottom were: the sitting arrangements, ventilation, and lighting meet the needs and feel accepted and supported by classmates and teachers with obtained weighted means of 3.21 and 3.11 respectively. Both were interpreted as often. Overall, classroom practices of the students in terms of learning environment gained an average weighted mean of 3.37 which was interpreted as always.

**Table 2b**  
**Level of Classroom Practices along Learning Environment**

Indicators	AWM	Int.
The school rules and regulations are fair and clearly communicated.	3.54	A
I feel safe and secure at school and in classrooms.	3.51	A
The classrooms, libraries, and other facilities are adequate and well-maintained.	3.48	A
The sitting arrangements, ventilation, and lighting meet my needs.	3.21	O
I feel accepted and supported by my classmates and teachers.	3.11	O
Overall Mean	3.37	Always

Note: 1:00-1:75=Rarely (R); 1:76-2.50=Sometimes (S); 2.51-3.25=Often (O); 3.26-4.00=Always (A)

This means that the respondents were in favor of all the learning environment that are currently practiced. This was supported by the study of Regidor et al., (2024). They state that a positive and supportive learning environment is associated with high levels of student learning motivation and positive perceptions of instructional practices. The findings also align with Badura’s Behavioral Learning Theory which focuses on how behavior is learned through stimulus, response, and reinforcement. It underscores the value of consistent and structured response, which helps students form stable behavior patterns over time.

**Level of Classroom Practices along Teaching Effectiveness in MAPEH.** Based on the results, the highest was about “the teacher explains course material and concepts” with weighted mean of 3.82 interpreted as always. This was followed by “the teacher summarizes key points effectively at the end of each lesson” with weighted mean of 3.74 interpreted as always. Moreover, the teacher manages the classroom and motivates students effectively obtained a weighted mean of 3.63 also interpreted as always. Two more indicators which were on the bottom were “the teacher uses real-world examples and instructional materials to make lessons more engaging” and “the teacher encourages students to participate in the discussion” with obtained weighted means of 3.54 and 3.49 respectively. Both were interpreted as always. Overall, the average weighted mean was 3.64 interpreted as always.

**Table 2c**  
**Level of Classroom Practices along Teaching Effectiveness in MAPEH**

Indicators	AWM	Int.
The teacher explains course material and concepts.	3.82	A
The teacher summarizes key points effectively at the end of each lesson.	3.74	A
The teacher manages the classroom and motivates students effectively.	3.63	A
The teacher uses real-world examples and instructional materials to make lessons more engaging.	3.54	A
The teacher encourages students to participate in the discussion.	3.49	A
Overall Mean	3.64	Always

Note: 1:00-1:75=Rarely (R); 1:76-2.50=Sometimes (S); 2.51-3.25=Often (O); 3.26-4.00=Always (A)

The results further suggest that students have high foundation in classroom practices along teaching effectiveness, as reflected in assessment across different indicators. This consistency implies that instructional strategies, teaching methods, engaging topics and activities implemented in the program are effectively promoting active participation of the students. It is supported by the article American Journal of Arts and Human Science, (2025) which states that the teachers implement diverse, interactive, and differentiated activities to minimize avoidant learning styles. The findings are also aligned with Lazarus and Folkman’s Transactional Theory of Stress and Coping which explains that stress depends on how a person interprets a situation and the coping strategies they use. This means that students’ activities or paperwork will serve as a common challenge for them to fulfill. Instead of thinking that situation or event is more threatening for them, they use this as part of their positive strategies to overcome and lessen their stress.

**Level of Classroom Practices along Homework and Study Habits.** It can be gleaned from the table that the highest was to have access to the necessary resources such as books, internet, and materials to complete homework with weighted mean of 3.22 interpreted as often. It was followed by “take notes of key ideas while the teacher discusses the lesson” that obtained a weighted mean of 3.04 interpreted also as often. Another indicator that “can work on the projects and assignments before the deadline” obtained the average of 2.96 and interpreted as often.

**Table 2d**  
**Level of Classroom Practices along Homework and Study Habits**

Indicators	AWM	Int.
I have access to the necessary resources (books, internet, materials) to complete my homework.	3.22	O
I take notes of key ideas while the teacher discusses the lesson.	3.04	O
I can work on my projects and assignments before the deadline.	2.96	O
I create a schedule or planner for my assignments and manage my time.	2.95	O
I have a plan for dealing with distractions, such as putting my phone away.	2.74	O
Overall Mean	2.98	Often

Note: 1:00-1:75=Rarely (R); 1:76-2.50=Sometimes (S); 2.51-3.25=Often (O); 3.26-4.00=Always (A)

Two more indicators were on the bottom. These were creating a schedule or planner for the assignments and managing time and have a plan for dealing with distractions, such as putting phone away which obtained weighted means of 2.95 and 2.74 respectively. Both were interpreted as often. Furthermore, the classroom practices in terms of homework and study habits gained an average weighted mean of 2.98 which was interpreted as often. The results indicate that student’s classroom practices along homework and study habits are often manifested as reflected by the weighted means. This finding is in support to the study of EURASIA Journal of Mathematics, Science and Technology Education, (2023) which claimed that through homework, teachers should encourage students to develop necessary skills such as the ability to understand and read different representations, as well as how to translate between them. The findings are also aligned with Seligman’s Positive Psychology Theory which focuses on strengths, well-being, and what helps people thrive, not just fixing problems. In classroom practices, it connects directly to how

students approach studying and how to deal with it. It encourages students to focus on their strengths, celebrate progress, and cultivate a positive outlook toward their mental health. This perception aligns with the study's goal of promoting holistic well-being, making Positive Psychology a vital supporting framework.

**Level of Classroom Practices of Grade 7 Learners.** Results revealed that teaching effectiveness gained the highest average weighted mean of 3.64 which was interpreted as always. The lowest was on Homework and Study Habits with average weighted mean of 2.98. The overall average weighted mean of the four dimensions under classroom practices of Grade 7 learners was 3.28 interpreted as always. This means that the learners are motivated to participate in classroom practices that enhance their learning and skills and at the same time they engage and collaborate with their peers.

**Table 2e**  
**Summary Table of the Level of Classroom Practices of Grade 7 Learners**

Indicators	AWM	Int.
Teaching Effectiveness	3.64	A
Learning Environment	3.37	A
Engagement and Participation	3.06	O
Homework and Study Habits	2.98	O
Overall Mean	3.28	Always

Note: 1:00-1:75=Rarely (R); 1:76-2.50=Sometimes (S); 2.51-3.25=Often (O); 3.26-4.00=Always (A)

These results are supported by the article in Science Direct (2020), emphasizing various instructional methods and techniques that instructors implement to improve student success. Otherwise, the arrangement of seating training, access to various media and equipment in the classroom should also be made easier so that students can use them as learning resources more optimally, (Widiya, 2024).

The teachers implement diverse, interactive, and differentiated activities to minimize avoidant learning styles (American Journal of Arts and Human Science, 2025). In this study, struggling learners should participate in tailored interventions, ensuring teachers and students work together to maximize learning potential and achieve the highest proficiency levels. The findings also resonate with Bandura's Social Learning Theory by Bandura, which explains that people learn not only through direct experience, but also by observing others and imitating their behavior. Behavioral Learning Theory by Skinner, likewise, highlights focus on how learning happens through observable behaviors, shaped by stimulus, response, and reinforcement.

**Level of Stress Reduction Efficiency in Terms of Mindfulness.** The findings revealed from the table that the highest was on the learner's awareness of their emotional state in daily life weighted mean of 3.24, interpreted as often. This was followed by set aside moments for quiet self-reflection with weighted mean of 2.78 also interpreted as often. Moreover, the academic deadlines of projects and activities create stress for the students obtained a weighted mean of 2.49 interpreted as often. Feeling overwhelmed by academic responsibilities and not stressed about their studies obtained weighted means of 2.46 and 2.42 respectively, both interpreted as often. Its average weighted mean was 2.68, which was also interpreted as often.

**Table 3a**  
**Level of Stress Reduction Efficiency in terms of Mindfulness**

Indicators	AWM	Int.
I am aware of my emotional state in daily life.	3.24	O
I set aside moments for my quiet self-reflection.	2.78	O
The academic deadlines of projects and activities create stress for me.	2.49	O
I feel overwhelmed by academic responsibilities.	2.46	O
I am not stressed about my studies.	2.42	O
Overall Mean	2.68	Often

Note: 1:00-1:75=Rarely (R); 1:76-2.50=Sometimes (S); 2.51-3.25=Often (O); 3.26-4.00=Always (A)

This result indicates that a rating of “often” indicates that students frequently demonstrate positive outlook and good academic performance, although there is still room for improvement. This means that the students were often aware of their emotional state in daily life that can help them to be mindful. This was supported by the study of Dr. Amy Davis (2022), that students learned how to acknowledge how they were feeling and that emotions are normal. In this study, students were calmer and more cordial to one another. They also learned how to be mindful of themselves and those around them. The findings also align with Seligman’s Positive Psychology Theory which focused on strengths, well-being, and motivation. It connects directly to how students approach studying and how to deal with it. It encourages students to focus on their strengths, celebrate progress, and cultivate a positive outlook toward their mental health. This perception aligns with the study’s goal of promoting holistic well-being, making Positive Psychology a vital supporting framework.

**Level of Stress Reduction Efficiency in terms of Physical Activity.** As per the results, highest was on being active in sports with weighted mean of 3.06 interpreted as often. This was followed by feeling physically challenged during PE classes assessed with weighted mean of 2.98 interpreted as often. Moreover, having access to facilities or resources to support physical health (sports equipment) with weighted mean of 2.69 interpreted as often. Another indicator shows that students that feel motivated in engaging in different activities obtained means of 2.65 interpreted as often. The lowest rank was on regular exercise schedule and had a weighted mean of 2.46 also interpreted as sometimes. Its average weighted mean was 2.77 which was interpreted as often.

**Table 3b**  
**Level of Stress Reduction Efficiency in terms of Physical Activity**

Indicators	AWM	Int.
I am active in sports.	3.06	O
I feel physically challenged during PE classes.	2.98	O
I have access to facilities or resources to support my physical health (sports equipment).	2.69	O
I feel motivated in engaging in different activities.	2.65	O
I have my regular exercise schedule.	2.46	S

Overall Mean	2.77	Often
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Note: 1:00-1:75=Rarely (R); 1:76-2.50=Sometimes (S); 2.51-3.25=Often (O); 3.26-4.00=Always (A)

This means that the respondents often follow these indicators that can help them to reduce stress especially when they are in school. These results indicate that a rating of “often” indicates that students frequently demonstrate positive outlook and active participation although there is still room for improvement and needs motivation to be more participative. This was supported by the study of Watson, et al. (2017) that “To promote children’s physical activity, adding physical activity to the school day can be difficult given time constraints often imposed by competing key learning areas. Classroom-based physical activity may provide an opportunity to increase school-based physical activity while concurrently improving academic-related outcomes”. The findings are also aligned with Skinner’s Behavioral Learning Theory which focuses on how behavior is learned through stimulus, response, and reinforcement. It underscores the value of consistent and structured response, which helps students form stable behavior patterns over time.

**Level of Stress Reduction Efficiency in terms of Balanced Nutrition.** It was revealed on the table that it was highest on drinking lots of glasses of water with a weighted mean of 3.48 interpreted as always. It was followed by students prefer home-cooked meals rather than buying junk food with weighted mean of 3.43 also interpreted as always. Moreover, students can eat breakfast during the school week with weighted mean of 3.39 interpreted always. Another indicator was following a meal plan to get a balanced diet with obtained weighted means of 2.83 interpreted as often. The indicator “consume fast food or takeout meals” got the lowest with obtained the weighted mean of 1.96 interpreted as sometimes. The average weighted mean was given by 3.02 interpreted as “Often”.

**Table 3c**  
**Level of Stress Reduction Efficiency in terms of Balanced Nutrition**

Indicators	AWM	Int.
I drink lots of glasses of water.	3.48	A
I prefer home-cooked meals rather than buying junk food.	3.43	A
I eat breakfast during the school week.	3.39	A
I follow a meal plan to get a balanced diet.	2.83	O
I consume fast food or takeout meals.	1.96	S
Overall Mean	3.02	Often

Note: 1:00-1:75=Rarely (R); 1:76-2.50=Sometimes (S); 2.51-3.25=Often (O); 3.26-4.00=Always (A)

The average weighted signified that the respondents often followed the dietary needs or meal plan when it comes to their balance nutrition. This really affects their health and performance in the school. This was supported by the study of Jama et al., (2025) that a healthy diet, including a variety of nutrients and a balanced breakfast, can have a positive impact on students' academic performance. The findings are also aligned with Seligman’s Positive Psychology Theory which focuses on building well-being, happiness, and positive habits. Balanced nutrition helps the students develop a healthier relationship with food and maintain balanced eating. A positive attitude helps them stick to healthy eating plans long-term. Likewise, self-care behavior like eating balanced meals becomes part of taking care of oneself, not a punishment.

**Level of Stress Reduction Efficiency in terms of Seeking Social Support.** As reflected in the table, the highest was on having someone that can turn to for encouragement when feeling down with a weighted mean of 2.79 interpreted as often. It was followed by having people who can teach them how to handle certain problems with a weighted mean of 2.75 also interpreted as often. Additionally, asking for advice when facing a difficult decision had a weighted mean of 2.65 also interpreted as often. Two different indicators which were found with low rating. These were on talking to family if they have a problem with weighted means of 2.19 interpreted as sometimes and sharing personal struggles with others on my social media network obtained weighted means of 1.30 interpreted as rarely. In general, the average weighted mean obtained was 2.34 and is interpreted as sometimes.

**Table 3d**  
**Level of Stress Reduction Efficiency in terms of Seeking Social Support**

Indicators	AWM	Int.
I have someone I can turn to for encouragement when I am feeling down.	2.79	O
I have people who can teach me how to handle certain problems.	2.75	O
I ask for advice when I'm facing a difficult decision.	2.65	O
I talk to my family if I have a problem.	2.19	S
I can share my personal struggles with others on my social media network.	1.30	R
Overall Mean	2.34	Sometimes

Note: 1:00-1:75=Rarely (R); 1:76-2.50=Sometimes (S); 2.51-3.25=Often (O); 3.26-4.00=Always (A)

This data means that the respondents are sometimes seeking support from their peers, parents or even teachers if they experience struggles or stress in school. Thus, it has been an important indicator that the learners should know to help them reduce their stress. This was also related to the study of Chan, et al., (2022) that social support is empirically linked to improved adolescent psychological and academic functioning. The findings are also aligned with Bandura’s Social Learning Theory which explains that individuals learn behaviors through the observation of others, integrating both behavioral and cognitive perspectives.

**Stress Reduction Efficiency of Grade 7 Learners .** Results revealed that balanced nutrition gained the highest average weighted mean of 3.02 which was interpreted as often. The lowest was on seeking social support with average weighted mean of 2.34 and interpreted as sometimes. The overall average weighted mean of the four dimensions under stress reduction efficiency of Grade 7 learners was 2.70 interpreted as often. This means that the learners often apply these indicators that supposedly help them to manage their stress reduction.

**Table 3e**  
**Summary Table Showing the Stress Reduction Efficiency of Grade 7 Learners**

Aspects	AWM	Int.
Balanced Nutrition	3.02	O
Physical Activity	2.77	O

Mindfulness	2.68	O
Seeking Social Support	2.34	S
Average Weighted Mean	2.70	Often

Note: 1:00-1:75=Rarely (R); 1:76-2.50=Sometimes (S); 2.51-3.25=Often (O); 3.26-4.00=Always (A)

These results are supported by the study of Jagiello, et al., (2025) in which the interventions to reduce academic stress in high school students, some reviews have been conducted to evaluate mental health promotion or prevention programs. Students learned how to acknowledge how they were feeling and that emotions are normal Davis (2022). In this study, students were calmer and more cordial to one another. Additionally, it can enhance mood, reduce stress, and boost mental clarity Jama et al., (2025). Balanced nutrition helps the students in providing the brain with the necessary nutrients, better equipped to absorb information and perform well in examinations. It makes them healthy, energized, and mentally sharp that they can be able to perform well in school. The findings are also aligned with Lazarus and Folkman’s Transactional Theory of Stress and Coping by Lazarus and Folkman who explained that stress depends on how a person **interprets** a situation and the coping strategies they use.

**Relationship between Level of Classroom Practices and Level of Stress Reduction Efficiency.**

The data revealed that r-values obtained indicated that they were “high” to “very high”. Significant relationships were seen between engagement and participation with physical activity (p=0.001) and with seeking social support (p=0.048). Learning environment were found to have significant correlation with balanced nutrition (p=0.013) and with seeking social support (p=0.17). Teaching effectiveness had significant relationship with mindfulness (p=0.026) and with physical activity (p=0.003). As to homework and study habits, this had significant relationship too with mindfulness (p=0.041) and with physical activity (p=0.016). The findings underscore the needs of the Grade 7 learners when it comes to the level of classroom practices in terms of learning environment in shaping the level of stress reduction efficiency of the learners particularly in mindfulness and physical activities. These findings suggest that interventions aimed at improving mindfulness support and fostering physical activities may yield the most immediate benefits for learners’ holistic health and wellbeing that contribute to the positive outcome of their performance in school.

This is consistent with the study of Davis (2022) who quoted “By learning mindfulness strategies, students learned how to cope with everyday stressors. Students learned how to acknowledge how they were feeling and that emotions are normal. Another study of Watson, et al. (2017). “To promote children’s physical activity, adding physical activity to the school day can be difficult given time constraints often imposed by competing key learning areas. Classroom-based physical activity may provide an opportunity to increase school-based physical activity while concurrently improving academic-related outcomes”. The findings are also aligned with Lazarus and Folkman’s Transactional Theory of Stress and Coping who explained that stress depends on how a person interprets a situation and the coping strategies they use. This theory helps students reframe stressful situations more positively. Instead of thinking that situations or events are more threatening for them, they use this as part of their positive strategies to overcome and lessen their stress

**Table 4**

**Relationship between Level of Classroom Practices and Level of Stress Reduction Efficiency**

Level of Classroom Practices	Level of Stress Reduction Efficiency	r-value	Degree of Correlation	p-value	Int.
Engagement and Participation	Mindfulness	0.86	High	0.064	NS
	Physical Activity	0.99	Very High	0.001	S
	Balanced Nutrition	0.87	High	0.053	NS
	Seeking Social Support	0.88	High	0.048	S
Learning Environment	Mindfulness	0.71	High	0.182	NS
	Physical Activity	0.87	High	0.052	NS
	Balanced Nutrition	0.95	Very High	0.013	S
	Seeking Social Support	0.95	Very High	0.017	S
Teaching Effectiveness	Mindfulness	0.92	Very High	0.026	S
	Physical Activity	0.97	Very High	0.003	S
	Balanced Nutrition	0.84	High	0.074	NS
	Seeking Social Support	0.84	High	0.071	NS
Homework and Study Habits	Mindfulness	0.89	High	0.041	S
	Physical Activity	0.94	Very High	0.016	S
	Balanced Nutrition	0.86	High	0.058	NS
	Seeking Social Support	0.88	High	0.051	NS

Note:  $\pm 0.90$  to  $\pm 1.00$ =Very High (Perfect) Correlation;  $\pm 0.70$  to  $\pm 0.89$ =High Correlation;  $\pm 0.40$  to  $\pm 0.69$ = Moderate Correlation;  $\pm 0.20$  to  $\pm 0.39$ =Low Correlation; Less than  $\pm 0.20$  Negligible Correlation.

The findings underscore the needs of the Grade 7 learners when it comes to the level of classroom practices in terms of learning environment in shaping the level of stress reduction efficiency of the learners particularly in mindfulness and physical activities. These findings suggest that interventions aimed at improving mindfulness support and fostering physical activities may yield the most immediate benefits for learners’ holistic health and wellbeing that contribute to the positive outcome of their performance in school.

**Influence of the Level of Classroom Practices and Level of Stress Reduction Efficiency.** Results showed that engagement and participation influenced the stress reduction efficiency of the learners’ mindfulness by (73%). This indicates that (73%) the learners' stress reduction efficiency in mindfulness can be attributed to the engagement and participation is interpreted strongly. As to physical activity, an  $r^2$  of 98% mean that engagement and participation very strongly influenced physical activity. This is attributed to the role in applying physical activities in teaching and learning aspects. In terms of Balanced Nutrition,  $r^2$  of (76%) highlights a strong effect of the engagement and participation on balanced nutrition. Lastly, in seeking social support,  $r^2$  of (78%) highlights a strong effect of the engagement and participation on seeking social support. The Level of Classroom Practices in terms of Learning Environment, the results obtained showed that mindfulness was influenced by (50%) which reveals a moderate influence. Physical activity had an  $r^2$  of (76%) showing that it strongly influenced physical activity. This highlights the importance of physical fitness for long-term health, and develops important life skills like discipline, teamwork, and resilience. In balanced nutrition, an  $r^2$  of (90%) indicated a very strong influence on balanced nutrition. On the other hand, in seeking social support,  $r^2$  of 89% highlights a strong effect of the

learning environment on seeking social support. Teaching effectiveness under classroom practices, exhibit a strong influence on mindfulness with  $r^2$  of (85%). In physical activity with  $r^2$  of 96% showing a very strongly influenced. It also showed that Balanced Nutrition and Seeking social support had the same results of  $r^2$  value of (71%), indicating a strongly influenced. Lastly, Homework and Study Habits revealed that its influence on the mindfulness of the learners was (80%). This demonstrates a strong influence on their mindfulness strategies. Physical Activity had an  $r^2$  of (89%) which revealed a strong influence of Homework and study habits on Physical Activity exist. In Balanced Nutrition, an  $r^2$  of (75%) indicated a strong influence. Seeking social support showed a strong influence on level of stress reduction efficiency of the learners with  $r^2$  of (77%) that also indicated a strong influence. This suggests that this balanced nutrition and seeking social support influences the homework and study habits of the learners. It serves as their motivation to do the activities with less pressure.

**Table 5**  
**Influence of the Level of Classroom Practices and Level of Stress Reduction Efficiency**

Level of Classroom Practices	Level of Stress Reduction Efficiency	$r^2$ -value	Int.
Engagement and Participation	Mindfulness	73%	Strong
	Physical Activity	98%	Very Strong
	Balanced Nutrition	76%	Strong
	Seeking Social Support	78%	Strong
Learning Environment	Mindfulness	50%	Moderate
	Physical Activity	76%	Strong
	Balanced Nutrition	90%	Very Strong
	Seeking Social Support	89%	Strong
Teaching Effectiveness	Mindfulness	85%	Strong
	Physical Activity	96%	Very Strong
	Balanced Nutrition	71%	Strong
	Seeking Social Support	71%	Strong
Homework and Study Habits	Mindfulness	80%	Strong
	Physical Activity	89%	Strong
	Balanced Nutrition	75%	Strong
	Seeking Social Support	77%	Strong

Note: 0=No Influence; 1% - 20%=Very Weak; 21% - 40%=Weak; 41% - 60%=Moderate; 61% - 80%=Strong; 81% - 100%=Very Strong

These findings suggest that efforts to strengthen learning environment and promote self-discipline are likely to come up with the most immediate stress reduction efficiency for learners. This highlights on the study by Analyn R. Regidor et al., (2024) emphasized that a positive and supportive learning environment is associated with high levels of student learning motivation and positive perceptions of instructional practices. It means on various aspects of students learning, it is important to fulfill the needs of the learners in so many ways. The influence of learning environment will help the learners to manage their stress and motivate them to learn as well.

**Intervention Strategies to Reduce Stress and Improve Classroom Practices.** Improving classroom practices and stress reduction efficiency requires a collaborative effort among students, parents, and teachers, with particular attention to the key level of classroom practices: Engagement and Participation, Learning Environment, Teaching Effectiveness and Homework and Study Habits. Learners emphasize the need for mindfulness, physical activity, balanced nutrition and seeking social support. To address these concerns, the Mindfulness Intervention Program titled: “Think Calm, Feel Better: A Mindfulness-Based Cognitive Therapy Program” was developed to holistically support students’ physical and mental health by incorporating varied, student-centered activities aimed at improving participation and enhancing psychological dimensions. It is an evidence-based program aimed at enhancing classroom practices and stress reduction efficiency. This initiative also introduces a “Mindfulness-Based Cognitive Therapy” to encourage training in mindfulness practices and approaches with principles and activities of cognitive behavioral therapy to help individuals better understand, manage and relate differently to negative thoughts, feelings and patterns of reactivity that contribute to recurrent depression and anxiety. This Mindfulness-Based Cognitive Therapy lies in becoming acquainted with the modes of mind (“being” mode and “doing” mode) that often characterize and contribute to mood disorders, while simultaneously learning to develop a new relationship with them.

The program is grounded in evidence from recent studies. Davis (2022) highlighted mindfulness strategies that students learned how to cope with everyday stressors, while Pascoe, et al., (2019) “Increasing students’ stress-management skills and abilities is an important target for change.” Córdova, et al., (2023) also emphasized the modulation of emotions in stress could promote effective learning through focusing attention or solving problems. These findings underline the significance of addressing engagement and participation, learning environment, teaching effectiveness and homework and study habits influences to foster meaningful improvements in both classroom practices and stress reduction efficiency.

## CONCLUSIONS

1. The level of classroom practices along engagement and participation, learning environment, teaching effectiveness and homework and study habits were always manipulated by the students.
2. The level of stress reduction efficiency of learners in balanced nutrition was often applied while seeking social support only perform sometimes.
3. Relationships were significant between engagement and participation to physical activity and seeking social support; between learning environment to balanced nutrition and seeking social support; between teaching effectiveness to mindfulness and physical activity; and between homework and study habits to mindfulness and physical activity.
4. The extent of influence of the level of classroom practices of level of stress reduction efficiency ranged from moderate to very strong.
5. The intervention program was crafted to improve the level of classroom practices and stress reduction efficiency of the learners.

## RECOMMENDATIONS

From the valuable insights of the study, these recommended actions would deepen the study's impact and its applicability to broader educational settings:

1. Other indicators that affect the level of learners’ classroom practices, like activity learning, modeling behavior, clear routines and norms, and assessment and feedback, may be studied by future research

to have more comprehensive information about the subject matter.

2. Stress reduction efficiency of the learners may be monitored and analyzed monthly or even quarterly to determine whether the students' strategies in handling stress have improved or not.
3. Looking into the reliability and validity indices of the mindfulness and physical activity may be done and used as basis for improving strategies or techniques in reducing stress.
4. Significant differences in the stress reduction efficiency of learners in different sections to validate their strategies and techniques in handling mindfulness, physical activity, balanced nutrition and seeking social support may be conducted.
5. Evaluations of the intervention program may be done by Instructional Leaders after its implementation. Revision may be done where there were uncertainties to improve the program.

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