

Psychosocial Environmental Disruption Among Public Elementary Schools in Bangsamoro Autonomous Region in Muslim Mindanao, Philippines

Dr. Norhayda M. Mangigin^a, Dr. Joanie T. Haramain^{b*}

^aMatampay Elementary School North Balabagan District, Lanao del Sur II, Marawi City 9700, Philippines

^bGraduate School Faculty, Cotabato State University, Sinsuat Avenue, Cotabato City 9600, Philippines

^aEmail: mangiginnorhayda@gmail.com, ^bEmail: joanieharamain@gmail.com

Abstract

Education is life and the school puts life in it. However, the school environment all over the world has been confronted by tremendous factors such as pandemic, calamities, conflicts, stress, diversities and other challenges which need to be addressed by authorities concerned. Psychosocial environmental disruption in education is one of the vital issues that need to be taken into consideration since it may adversely affect the teaching and learning processes and the schools' human and material resources. This study investigated the psychosocial environmental disruption among selected public elementary schools in the Bangsamoro Autonomous Region in Muslim Mindanao in terms of interpersonal, economic, and psychological factors utilizing a descriptive quantitative research design to the 149 respondents comprising of 31 school heads and 118 public elementary school teachers using purposive sampling method. Data generated from the respondents were computed through SPSS 18.0 and mean values were analyzed and interpreted using descriptive analysis. Findings of the study revealed that the extent of psychosocial environmental disruptions of schools relative to interpersonal (3.36), economic (3.28), and psychological (3.09) is oftentimes manifested.

When interpersonal school disruptions exist, the economic and psychological disruptions among schools likewise occur. Strengthening collaboration between and among the schools' stakeholders are indispensable to make the school environment conducive for learning that would contribute to quality education.

Keywords: Economic; Interpersonal; Psychological; Psychosocial Disruption; School Environment.

* Corresponding author.

1. Introduction

Psycho-social environmental disruption is an important issue for all stakeholders in education. A school performance may suffer owing to high levels of psychosocial environmental disruption and this may create such impact on student learning [1]. There appears to be a high cost of psychosocial environmental disruption in consonance to human resources. Studies revealed that the rate of psychosocial environmental disruption-related long-term disability among Ontario teachers and administrators is a third higher than in other professions [2]. Psychosocial environmental disruption impacts absenteeism and work-related illnesses [3]. Also, it contributes to teacher and school head attrition [4]. Hence, the researchers believe that the urgent conduct of this study is essential to determine the extent of psychosocial environmental disruption among selected schools in the Bangsamoro Region and offer possible solutions to the identified causes.

1.1. Theoretical Framework

This study is anchored on Observational Learning Theory by Albert Bandura in 1977. Based on previous studies, learning is defined as a persisting change in human performance or performance potential as a result of the learner's interaction with the environment [5]. Learning is also elucidated as the relatively permanent change in a person's knowledge or behavior due to experience [6].

Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience [7]. Learning theories see the environment as the major force in development [8]. Scholars categorized learning theories as Behaviorism, Social Learning Theory (SLT) and Social Cognitive Learning Theory (SCLT). In the context of this study, Albert Bandura is arguably the most eminent living psychologist. His Social Cognitive theory has influenced many areas of inquiry - education, health sciences, social policy and psychotherapy among others.

Social learning theory is increasingly cited as an essential component of sustainable natural resource management and the promotion of desirable behavioral change [9]. This theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviors of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior. Imitation involves the actual reproduction of observed motor activities [10].

1.1.1 Psychosocial Environmental Disruption

Psychosocial environmental factor is one of the most important factors for an effective school [11] and a student's academic success [12]. This influences student success or failure. School climate can be a positive influence on the health of the learning environment or a significant barrier to learner [13]. The learning environment and student achievement are influenced by school climate [14]. Thus, identification of potential barriers to learning within a school's climate is important for the learning environment and student academic achievement.

The psychosocial environmental factor influences a student's sense of safety and well-being as well as student behavior. "A positive psychosocial school environment helps to create a conducive environment for effective teaching and learning. It relates to 'the dynamic relationship between psychological aspects of our experience'" [15]. Additionally, the Safe School Study [16] showed that a school's climate significantly influenced a student's behavior. For example, the study revealed that a safer school resulted when the principal was strong, committed, and available; students were proud to attend their school (bonded to their school); and community members supported the school. Furthermore, the school rules were clear, fair, and consistently enforced and students were held to high yet achievable academic expectations influenced student behavior and, thus, their achievement. Psychosocial environmental disruptions are measured in terms of interpersonal, economic, and psychological [17].

1.1.2 Interpersonal

Teaching work is a rewarding yet demanding career. With extended hours and a heavy workload, it is easy to fall prey to teacher burnout. Without proper assistance, teachers are in danger of being overworked and not taking care of their own mental and physical health needs. At least 61 percent of teachers indicated that their jobs were always or often stressful. Just as alarming, if not more so, 58 percent of respondents cited poor mental health as a result of that stress [18].

Factors that cause exhaustion may include more extended hours of teaching and the need for ideal conditions that the workplace could not provide [19]. There are times that the teaching work is negatively affected by burnout felt by the teachers. Teachers experience stress because of their workload, as they plan lessons, organize activities, develop curriculum, manage extra-curricular activities, supervise classes, provide information, maintain discipline, provide cover for teacher shortages and absences, maintain records, administer time tables, evaluate and assess students' performance, in addition to the motivation of students by words and actions [20].

Stress in the teaching profession is an international phenomenon that negatively affects both the teacher and the quality of education. Possible consequences of teacher stress are reduced teacher self-efficacy, lower job satisfaction, lower levels of commitment, and higher levels of burnout [21].

Sometimes the teachers' morale is negatively affected by their burnout. Unfortunately, the effects of burnout are not limited to the workplace and may manifest themselves in a person's personal life. More teachers leave their jobs due to working conditions than that of other reasons, such as salaries [22]. They transfer to a workplace they think would not give them much stress and tension.

Furthermore, a study found out that equally stressing was overloading specifically work overload. Teachers are burdened with excessive testing paper works, preparation of visual aids, lesson plans and expected to come up with meaningful research, extension services, counseling students, serving to committee and attending to curricular activities. They discovered that one common complaint made by teachers is the fact that they bring home their paper works that consequently deprived their time and attention. The perception of stress arising from competence occurs when a teacher cannot cope with the work standard due to lack of preparations,

experience and capacity. When teachers' workload is more than the maximum numbers of hours, they are deprived of their time to do important things related to teaching. However, overloading may also mean additional income on the part of the teachers, which is of course welcome [23].

Nevertheless, to play safe, it is recommended that, as much as possible, teaching load should be equally distributed among teachers. Although this may not be possible because the senior staff members usually conduct research or have administrative responsibilities and therefore cannot have as much assignments as those without research and administrative duties. The problem of workload greatly affected efficiency and effectiveness of teaching. As much as possible, teacher must be assigned to teach subject areas in line with their field of specialization and with minimum teaching load for them to have time to prepare for effective teaching [24].

In addition, it revealed that overload is a nightmare because as teacher is, so is the school, the teachers work, duties, and responsibility are insurmountable and beyond compare. It is a very sad fact that in spite of so many sacrifices that teachers do carry, they are still overburdened which may add another weight in their shoulders. For teachers to renew active interest in the exercise of their school's responsibilities, the school should offer less teaching load to teachers. This would provide more opportunities for teachers to assist students to develop course content, plan effective teaching methods and improve instructional techniques to interact with their colleagues and to emotionally and academically support one another [25].

Teachers in the twenty-first century are increasingly exposed to emotionally provocative situations that threaten their performance, their physical and psychological well-being, and the teaching learning process in general. It is, furthermore, in secondary education where teachers say they experience more harassment, a lack of motivation, and the symptoms that make up burnout syndrome. The study found that the lack of reciprocity (between what one gives and receives) was positively related to the symptoms of burnout, especially emotional exhaustion and a lack of organizational commitment. In relationships between teachers and their superiors, it is worth mentioning some of the most relevant variables, such as: overwork, role conflict, and the lack of participation in decision making [26].

1.1.3 Economic

The term resources refer not only to teaching methods and materials but also the time available for instruction, the knowledge and skills of teachers acquired through training and experience [27]. Teaching pupils with special needs in the inclusive classroom deviates from the "regular" program. Pupils with special needs may require more instruction time, other learning methods and professional knowledge. This can be achieved by an increase in resources or by re-arranging available resources. Children with special needs are not required to meet the classroom standards rather the classroom meets the individual needs of all children [28]. School management and teachers should make efforts to identify and attend to learners with special learning needs for instance dietary needs especially pre-school [29]. Teaching and learning resources include peripatetic services, support staff (sign language interpreters and Braille transcribers), community involvement, regular and special teachers among others [30]. Inadequate trained special education teachers and professional's acts as an obstacle to implementation of inclusive education [31].

Teaching and Learning Resources (TLR) comprise basically three components - material resources, physical facilities and human resources [32]. Studies done in the past with regard to availability of TLR in education reveal that TLR are not always available in schools. This inadequacy of TLR has been of serious concern to educators. Learning is a complex activity that involves interplay of students' motivation, physical facilities, teaching resources, and skills of teaching and curriculum demands. Availability of TLR therefore can enhance the effectiveness of schools as they are the basic resources that bring about good academic performance in the students [33].

The necessary resources that should be available for teaching and learning include material resources, human resources such as teachers and support staff and, physical facilities such as laboratories, libraries and classrooms. TLR can help improve access and educational outcomes since students are less likely to be absent from schools that provide interesting, meaningful and relevant experiences to them. These resources should be provided in quality and quantity in schools for effective teaching-learning process. Several studies have been conducted on the impact of instructional materials on education. The achievements of students were related to the resources available for teaching. He concluded that material resources have a significant effect on student's achievement since they facilitate the learning of abstract concepts and ideas and discourage rote-learning. When TLR are inadequate, education is compromised and this inevitably is reflected in low academic achievement, high dropout rates, problem behaviors, poor teacher motivation and unmet educational goals [34].

Material resources include textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. Other category of material resources consists of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks and so on [35]. There is a very strong positive significant relationship between instructional resources and academic performance [36]. Private schools performed better than public schools because of the availability and adequacy of teaching and learning materials [37]. Also, students' performance is affected by the quality and quantity of teaching and learning materials. Institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones. Therefore, poor performance could be attributed to inadequate teaching and learning materials and equipment [38].

The lack of resources is not only evident in high poverty areas, but it is evident mostly in public classroom as well. It is hard for schools to be able to afford brand new laptops for each individual student, which then means that the teachers in the classrooms have to come up with a way to compensate for that.

The lack of resources in schools is extremely detrimental to the students learning and the teachers instructing a class. Students will be able to focus more if they have a screen right in front of them. If the teachers are using projectors and screens to show students the work, many students will be either unable to see the screen or unable to understand what is going on. Furthermore, teachers are not the ones responsible for the computers, but they are the ones that feel as though they are. They have to deal with the consequences of not having enough computers. Teachers do not get paid enough as it is, and they even spend their own money to supply books, pencils, paper, or any other supplies they can get their hands on for their students [39].

1.1.4 Psychological

Teachers and school heads' awareness of possible environmental conditions can be a very valuable coping resource. A person's ability to know the potential surrounding environment can be used as a resource. Their knack to change these settings, in order to achieve personal goals is referred to as environmental competence. The most common environmental resources that are easily available to teachers include time, money, social ties, organizational resources, and physical environmental resources such as locations that teacher's access and use for their spatial and sensory properties [40].

Some people employ negative coping strategies to deal with stress. Negative coping strategies are common responses to stress and feelings of being overwhelmed. Although these strategies can provide temporary stress relief, they can cause more stress in the long run [41]. Negative coping strategies can include unhealthy behaviors, distractions, violence, and withdrawal. Unhealthy behaviors such as smoking, drinking alcohol, excessively over or under eating, and drug abuse are sometimes used to relieve stress. Distractions such as television, computer, and filling up schedules to avoid facing problems are common ways to avoid stress. Violence such as angry outbursts, lashing out, and physical violence often come about if a situation becomes too stressful. Showing signs of withdrawal such as sleeping, procrastinating, withdrawing from family, friends, and activities, and disengagement are ways in which people try to remove stress [42].

Disengagement refers to teachers giving up on the goals in which the stressor is interfering with. Teachers who are disengaged resort to negative coping skills such as not trying, engaging in other activities, day dreaming, sleeping, watching television, and reducing their efforts in the classroom. Disengagement can be applied immediately and without the help of others, but is only a short-term solution. In the long run, disengagement can lead to teachers having cumulating workloads, disruptive classes, and feelings of lowered self-esteem and helplessness [43]. Suppression of competing behaviors refers to teachers putting aside all activities in their lives so that they can concentrate solely on work. Teachers have a tendency to prevent distraction, focus more on work tasks, prevent outside interferences, and concentrate more on their thoughts on work in order to suppress competing activities. Lessening the demand of other aspects of life and only focusing on work leads to teachers having an increased perception of stress levels, which prevents them from taking time to relax.

On average, only 33 percent of $n=310$ teachers felt well prepared for remote teaching, with teachers serving in the highest track of secondary school feeling more prepared than those teaching in lower tracks of secondary school or in primary school. The authors explain the difference between the school tracks as a result of differences in supply with hardware and knowledge in software between students of different tracks, with primary-school students being the least skilled and worst equipped groups of students [44]. Furthermore, 34 percent of the teachers experienced the new situation as a burden, whereas 36 percent of them indicated that they benefitted from remote teaching. Currently, they still do not know much about the psychological factors that account for the differences in teachers' experiences of remote teaching and their actual teaching behavior. For example, it is unclear why and how some teachers maintained daily contact to and relationships with students and parents during the lockdown, whereas others made contact to their students and parents only once a week [45], or why some teachers mastered digital technologies, whereas others experienced discomfort. Major

barriers limiting teachers' ability to use and integrate technology into classrooms are lack of resources, time, and support [46]. Ample studies have shown that teachers are prone to experience stress when they feel lack of support and time when teaching students [47]. Teachers are also likely to experience stress if they have to use technology for which they do not feel competent enough [48]. During the lockdown, both conditions certainly applied. Stressors outside of work can also play a key role, such as socio-demographic factors or coping strategies.

Work related stress in the study is defined as the negative feeling that affects the well-being and coping of the participants. Work-related stress is one of the most reported factors experienced by teachers that significantly affect the ability to perform their job [49]. It is a holistic part of the teachers' well-being, which is linked with teachers' physical health, stability of school, teachers' effectiveness, and students' achievement. The importance of teachers' well-being is aligned with the operation and effective function of an educational system. Thus, addressing work-related stress should be concurrent with the promotion of mental health in order to improve the overall effectiveness of school. In 2017, various incidents on work-related stress were reported to have been affecting Filipino Workers.

It was reported that 23 percent of the Filipinos were experiencing work-related stress such as management, deadlines, workload, and sometimes co-worker [50]. In a survey [51], it was revealed that the top 5 causes of stress of employees revolves on low pay, inadequate staffing, company culture, lack of work/life balance, and lack of supervisor support. Dealing with these types of stress can contribute to low quality output and a risk for Filipino workers to be prone to hypertension and heart disease [52]. Chronic stress or work-related stress can affect the effectiveness of the teachers, and it is reported to be connected to a high turnover rate, absenteeism, disengagement to work, and demotivation. Stress can be caused by different factors involving an individual such as work load, students, paper work, and sudden changes in the system, co-workers, and personal problems. Stress can create a detrimental effect and a burden to everyone, but stress is inevitable and cannot be ignored. With this, [53] noted that stress is vital to individual's life and individuals just need to find the right balance in order to develop stress as a positive stress that develops and promotes performance. Moreover, teachers are reported to be one of the groups who experience a high dose of daily stress [54]. Work related stress has been studied as such literatures and articles [55, 56]. Where [57] reported that teachers were experiencing a moderate to very high work-related stress level and was different from India where its teacher only experienced a low to moderate stress level. In addition, control, change, and support as one of the highest rated contributors to stress of teachers while demand, role and co-worker relationship as the lowest contributor to stress. Moreover, [58] wrote an article that states that over 3,750 teachers in England were on a long-term sick leave due to stress and pressure from work that causes anxiety and psychological disorders. Although schools are not yet ready to implement distance learning [59] the delivery of learning must go on. They attend training and workshop and undergo technical assistance from mentors and experts to be well-equipped for school-related activities, become prepared in teaching, and evolve into holistic developers of the learners. This professional and personal context of teachers makes up their innate qualities in 21st-century teaching. Putting them on the frontlines of the education system, the state must consider their physical, mental, social, and psychological well-being, and education officials must ensure that they have the necessary knowledge, cognitive perspective, skills enhancement, and technical competence to serve learners with different needs. Their mental understanding

should be sound, and their level of stress must be tolerable [60]. If these undesirable factors would be minimized or even eliminated, chances are, the country's manpower would become globally competitive and quality education would be sustained leading to progress and productivity [61]. By utilizing effective administrative strategies, the teachers' competence would be enhanced which can result to excellence, efficiency and productivity [62].

2. Methods

The researchers utilized the descriptive quantitative research method and design to determine the extent of psychosocial environmental disruption among the identified schools in the Bangsamoro Autonomous Region in Muslim Mindanao in terms of interpersonal, economic, and psychological factors. The respondents of the study were selected using the purposive sampling method specifically the total enumeration sampling technique to the 31 school heads and 118 public elementary school teachers or a total of 149 respondents. Researcher-made survey instrument which was subjected into validity and reliability tests was used to gather data. Mean was used in determining the extent of psychosocial environmental disruption in view of the given variables of the study.

3. Results and Discussion

Table 1 presents the summary descriptive statistics on the extent of psychosocial environmental disruption among public elementary schools in the Bangsamoro Region in terms of interpersonal factors. It revealed the overall mean score of 3.36 and identified (n=149) number of observations was shown on the data and interpreted as "Oftentimes Manifested."

Table 1: Mean Values on the Extent of Psychosocial Environmental Disruption in terms of Interpersonal
n=149.

Statements		Mean	Descriptive Interpretation
1.	Openly criticizes the teacher's works.	3.77	Highly Manifested
2.	Feels frustrated on the actions shown by the teachers.	2.36	Moderately Manifested
3.	Feels uncomfortable with work overload.	2.08	Moderately Manifested
4.	Burdened with excessive paper works and other work-related obligations.	3.14	Oftentimes Manifested
5.	Negatively affected by the stress in the teaching profession.	2.74	Oftentimes Manifested
6.	Overburdened on the exercises of his or her responsibilities.	3.01	Oftentimes Manifested
7.	Interacts with teachers emotionally.	2.97	Oftentimes Manifested
8.	Manifests symptoms of exhaustion and shows lack of commitment.	2.43	Moderately Manifested
9.	Affected by burnout felt by teachers.	2.87	Oftentimes Manifested
10.	Feels upset on the teachers' work habits.	2.38	Moderately Manifested
Overall Mean		3.36	Oftentimes Manifested
Legend			
3.50-4.00	Highly Manifested	1.50-2.49	Moderately Manifested
2.50-3.49	Oftentimes Manifested	1.00-1.49	Rarely Manifested

The extent of psychosocial environmental disruptions in terms of interpersonal factors revealed the school heads

openly criticize the teacher's works with a mean of 3.77 described as highly manifested which implies that problems exist on the ethical practices of school heads particularly on how they provide feedback to the teachers which could naturally affect the interpersonal relations between superiors and subordinates.

Likewise, when teachers have been negatively treated and assessed by their superiors, it can affect their self-esteem and dispositions eventually influence how they teach their students. If this would continuously happen in the school, it may negatively affect the performance of not only the teachers and the students but also the reputation and the general performance of the school. Thus, it is suggested that the school heads attend trainings and seminars related to personality development or continue enrolling in post graduate studies to enhance their interpersonal skills and renew their commitments in the field of education as agent of positive change.

Psychosocial environmental disruption is an environmental difficulty or deficiency, a familial or other interpersonal stress, and inadequacy of social support or personal resources, or other problem relating to the context in which an individual's difficulties have developed [63]. Psychosocial environmental factor is one of the most important factors for an effective school [64] and a student's academic success [65]. This influences student success or failure [66]. The learning environment and student achievement are influenced by school climate [67]. Thus, identification of potential barriers to learning within a school's climate is important for the learning environment and student academic achievement. The psycho-social environmental factor influences a student's sense of safety and well-being as well as student behavior [68] a school's climate significantly influenced a student's behavior [69].

Moreover, the table revealed the school heads oftentimes manifested to be burdened with excessive paper works and other work-related obligations, overburdened on the exercises of his or her responsibilities, interact with teachers emotionally, affected by burnout felt by teachers, and negatively affected by the stress in the teaching profession with means of 3.14, 3.01, 2.97, 2.87, and 2.74 respectively.

This indicates that problems related to stress due to multifarious tasks and obligations have affected the interpersonal relations between the school heads and teachers. If this continues to exist, it may lead to ineffectiveness and unproductively that can contribute to inefficiency and poor performance. Another implication of such scenario is that the school leaders and the teachers' credibility to function efficiently and effectively may be affected which can affect the schools' productivity. Hence, it is necessary that time management and appropriate tasks delegation be improved to decrease the challenges caused by stress related factors. Since education is a continuous process of learning, teachers should be encouraged to attend trainings that could boost their confidence, work efficiency and productivity. Moreover, empowered teachers can contribute to the promotion of healthy and harmonious school climate that would contribute to the attainment of quality education. Teaching work is a rewarding yet demanding career. With extended hours and a heavy workload, it is easy to fall prey to teacher burnout. Without proper assistance, teachers are in danger of being overworked and not taking care of their own mental and physical health needs. It revealed that 61 percent of teachers indicated that their jobs were always or often stressful. Just as alarming, if not more so, 58 percent of respondents cited poor mental health as a result of that stress [70].

Nevertheless, it was found out that the school heads moderately manifested symptoms of exhaustion and show lack of commitment, feel upset on the teachers' work habits, feel frustrated on the actions shown by the teachers, and feel uncomfortable with work overload with means of 2.43, 2.38, 2.36, and 2.08 respectively.

Findings imply that despite some stressful situations and overburdened with school work including some burn out, the school heads were able to cope with their frustrations by trying to compose themselves and maintain their commitments and dedication to their work because they are aware of their responsibilities and accountabilities and guided with professionalism. Teachers in the twenty-first century are increasingly exposed to emotionally provocative situations that threaten their performance, their physical and psychological well-being, and the teaching learning process in general [71]. It is, furthermore, in secondary education where teachers say they experience more harassment, a lack of motivation, and the symptoms that make up burnout syndrome. The study found that the lack of reciprocity was positively related to the symptoms of burnout, especially emotional exhaustion and a lack of organizational commitment. In relationships between teachers and their superiors, it is worth mentioning some of the most relevant variables, such as: overwork, role conflict, and the lack of participation in decision making.

An overall mean revealed that the psychosocial environmental disruptions of schools in terms of interpersonal is oftentimes manifested as proven from its mean value of 3.36 which means the school heads are struggling to avoid the occurrence of psychosocial environmental disruptions within their school jurisdictions though it is but natural that such problem happens due to different factors. However, the said problem may be lessened if not eradicated through constant consultation or communication, observance of ethical standards and collaborative efforts between and among the schools' stakeholders under the competent and innovative direction of school leaders in coordination with their teachers who possess the willingness to support the administration. Participative management is vital for the successful planning and implementation of school activities since everyone is considered an asset for the attainment of the school vision, mission, goals and objectives as well as core values.

In view of the aforementioned findings, it was found that several factors that may cause exhaustion include more extended hours of teaching and the need for ideal conditions that the workplace could not provide [72]. There are times that the teaching work is negatively affected by burnout felt by the teachers [73]. Also, it was found out that equally stressing was overloading specifically work overload [74]. It is recommended that, as much as possible, teaching load should be equally distributed among teachers [75]. Thus, thus this applies the so-called principle of 'equal pay for equal work' to avoid the existence of dissatisfaction among the schools' human resources.

Moreover, Table 2 shows the summary descriptive statistics on the extent of psychosocial environmental disruption among public schools in the Bangsamoro Region in terms of economic factors. It revealed the overall mean score of 3.28 and identified (n=149) number of observations was shown on the data and interpreted as "Oftentimes Manifested."

Table 2: Mean Values on the Extent of Psychosocial Environmental Disruption in terms of Economic
n=149.

Statements		Mean	Descriptive Interpretation
1.	Lacks appropriate materials in textbook and other resources.	3.93	Highly Manifested
2.	Lacks skill and strategies in managing and teaching.	1.44	Rarely Manifested
3.	Inadequate classroom standards to meet the special needs of all children.	3.58	Highly Manifested
4.	Faces time constraints.	3.58	Highly Manifested
5.	Lacks support from the authority.	3.14	Oftentimes Manifested
6.	Encounters problem of obtaining and/or creating language teaching materials.	3.23	Oftentimes Manifested
7.	Lacks learning materials and of poor quality.	3.09	Oftentimes Manifested
8.	Utilizes inappropriate assessment of student learning.	1.17	Rarely Manifested
9.	Lacks financial resources.	3.13	Oftentimes Manifested
10.	Lacks provision of reading materials.	2.94	Oftentimes Manifested
Overall Mean		3.28	Oftentimes Manifested

Legend

3.50-4.00	Highly Manifested	1.50-2.49	Moderately Manifested
2.50-3.49	Oftentimes Manifested	1.00-1.49	Rarely Manifested

As reflected in Table 2, the mean value on the extent of psychosocial environmental disruption in terms of economic revealed that school heads lack appropriate materials in textbook and other resources, inadequate classroom standards to meet the special needs of all children, and face time constraints with means of 3.93, and 3.58 correspondingly or highly manifested.

This implies that problems on instructional materials, physical facilities, equipment and other vital resources in the implementation of educational activities are some of the challenges faced by the public elementary schools which can affect the schools' effectiveness, efficiency and productivity. The term resources refer not only to teaching methods and materials but also the time available for instruction, the knowledge and skills of teachers acquired through training and experience [76].

Teaching and learning resources include; peripatetic services, support staff (sign language interpreters and Braille transcribers), community involvement, regular and special teachers among others as well as inadequate trained special education teachers and professional's acts as an obstacle to implementation of inclusive education [77]. Furthermore, the table revealed the schools oftentimes manifested to encounter problems of obtaining and/or creating language teaching materials, lack support from the authority, lack of financial resources, lack learning materials and of poor quality, and lack provision of reading materials with means of 3.23, 3.14, 3.13, and 2.94 respectively. Meaning, there are challenges on the preparation and development of learning materials including financial problems that can cause adverse effects in the delivery of instruction. Such inadequacy of financial and material resources may affect the teaching and learning processes and could hinder the attainment of teaching effectiveness and performance of the students and even can affect the attainment of quality education.

Teaching and learning resources comprise basically three components: material resources, physical facilities and human resources [78]. Studies done in the past with regard to availability of these resources in education reveal that teaching and learning resources are not always available in schools. This inadequacy has been of serious concern to educators. Learning is a complex activity that involves interplay of students' motivation, physical facilities, teaching resources, and skills of teaching and curriculum demands. Availability of resources therefore enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students. These resources should be provided in quality and quantity in schools for effective teaching-learning process [79]. When teaching and learning resources are inadequate education is compromised and this inevitably is reflected in low academic achievement, high dropout rates, problem behaviors, poor teacher motivation and unmet educational goals [80].

On the other hand, it was found out that the school heads rarely manifested to have lack of skills and strategies in managing and teaching, and utilize inappropriate assessment of student learning with means of 1.44 and 1.17 which indicates that the school heads possess expertise in the management of instruction however due to several factors such as lack of instructional materials, funds and facilities, there are times that their competence on curriculum managerial strategies are affected. Material resources include textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. Other category of material resources consists of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks and so on [81].

There is a very strong positive significant relationship between instructional resources and academic performance. Schools endowed with more materials performed better than schools that are less endowed [82]. This corroborated the study [83] that private schools performed better than public schools because of the availability and adequacy of teaching and learning materials. Another study [84] also supports that student's performance is affected by the quality and quantity of teaching and learning materials.

An overall mean revealed that the psychosocial environmental disruption of schools in terms of economic are oftentimes manifested as evidenced by its weighted mean of 3.28. This implies that the public elementary schools have experienced financial constraints and inadequacy of resources that can affect the credibility of the schools to cater the needs of the students and demands of the industry.

The lack of resources is not only evident in high poverty areas, but it is evident mostly in public classroom as well. It is hard for schools to be able to afford brand new laptops for each individual student, which then means that the teachers in the classrooms have to come up with a way to compensate for that. Sometimes, teachers spend their own money to supply books, pencils, paper, or any other supplies they can get their hands on for their students [85].

Table 3 shows the summary descriptive statistics on the extent of psychosocial environmental disruption among public schools in the Bangsamoro Region in terms of psychological factors. It revealed the overall mean score of 3.09 and identified (n=149) number of observations was shown on the data and interpreted as "Oftentimes Manifested."

Table 3: Mean Values on the Extent of Psycho-Social Environmental Disruptions in terms of Psychological
n=149.

Statements	Mean	Descriptive Interpretation
1. Shows poor relationship with workmates/teachers.	2.03	Moderately Manifested
2. Displays poor attitudes and behavior towards the principal.	1.00	Rarely Manifested
3. Willingly shares information with other teachers and colleagues.	3.78	Highly Manifested
4. Employs varied skills and abilities.	3.53	Highly Manifested
5. Shows confidence and trust to teachers.	3.91	Highly Manifested
6. Has poor relationships with school staff.	1.11	Rarely Manifested
7. Shows poor relationships with other stakeholders.	1.07	Rarely Manifested
8. Lacks participation in decision making.	1.22	Rarely Manifested
9. Lacks communication with administration.	1.44	Rarely Manifested
10. Insufficient support from teachers and other stakeholders.	1.47	Rarely Manifested
Overall Mean	3.09	Oftentimes Manifested

Legend

3.50-4.00	Highly Manifested	1.50-2.49	Moderately Manifested
2.50-3.49	Oftentimes Manifested	1.00-1.49	Rarely Manifested

Further, Table 3 specifically presents the mean value on the extent of psychosocial environmental disruption in terms of psychological which revealed the school heads show confidence and trust to teachers, willingly share information with other teachers and colleagues, and employ varied skills and abilities with means of 3.91, 3.78, and 3.53 respectively. This implies that the school heads have successfully promoted wholesome working environment through their capacity of being flexible and open-minded to their subordinates and peers.

Psychosocial as looking at individuals in the context of the combined influence that psychological factors and the surrounding social environment have on their physical and mental wellness and their ability to function. In this context, it refers to the interrelation of social factors and individual thought and behavior of leaders [86].

Teachers and school heads' awareness of possible environmental conditions can be a very valuable coping resource. A person's ability to know the potential surrounding environment can be used as a resource. Their knack to change these settings, in order to achieve personal goals is referred to as environmental competence. The most common environmental resources that are easily available to teachers include time, money, social ties, organizational resources, and physical environmental resources such as locations that teacher's access and use for their spatial and sensory properties [87].

Furthermore, the table revealed the school heads moderately manifested poor relationship with workmates or teachers with a mean of 2.03 which implies that there are times the school heads behave indifferently due to negative coping mechanisms to stress and other problems that can affect their relationships with others. Negative coping strategies can include unhealthy behaviors, distractions, violence, and withdrawal. Unhealthy behaviors such as smoking, drinking alcohol, excessively over/under eating, and drug abuse are sometimes used to relieve stress. Distractions such as television, computer, and filling up schedules to avoid facing problems are common ways to avoid stress. Violence such as angry outbursts, lashing out, and physical violence often come

about if a situation becomes too stressful. Showing signs of withdrawal such as sleeping, procrastinating, withdrawing from family, friends, and activities, and disengagement are ways in which people try to remove stress from their lives [88].

Furthermore, it was found out that the school heads rarely manifested to have experienced insufficient support from teachers and other stakeholders, lack communication with administration; lack participation in decision making; have poor relationships with school staff; show poor relationships with other stakeholders; and display poor attitudes and behavior towards the principal with means of 1.47, 1.44, 1.22, 1.11, 1.07, and 1.00 correspondingly. Meaning, not all the times the school heads are in good relationships with peers and subordinates. Seldom do they experience some psychosocial related behavioral problems with peers and teachers as well as with other stakeholders. This may be due to various reasons such as work-related, personal and behavioral problems, coping with stressful situations especially during pandemic among others which are indeed unpredictable and unpreventable.

Ample studies have shown that teachers are prone to experience stress when they feel lack of support and time when teaching students [89]. In addition, teachers are also likely to experience stress if they have to use technology for which they do not feel competent enough [90]. During the lockdown, both conditions certainly applied. Stressors outside of work can also play a key role, such as socio-demographic factors or coping strategies. There are different styles of coping with stress, which could be either active or functional on the one hand or could impede activity and hence be dysfunctional on the other hand [91]. An overall mean revealed that the psychosocial environmental disruption of school heads in terms of psychosocial is oftentimes manifested as shown from its weighted mean of 3.09. This implies that there exist some situations when psychosocial disruptions in the school environment have been experienced by both the school heads and teachers due to the fact that the environment could affect one's own behavior in such a way that the emotional stability and relationships could be affected due to varied causes which involve stress and other personal and work-related variables.

This result coincides with several studies conducted. For instance, at least 23 percent of the Filipinos were experiencing work-related stress such as management, deadlines, workload, and sometimes co-worker whereas [92]. It revealed that the top 5 causes of stress of employees revolves on low pay, inadequate staffing, company culture, lack of work/life balance, and lack of supervisor support [93]. Dealing with these types of stress as cited in Philippine Inquirer article entitled —Work-related stress affects one's life, dealing with it essential can contribute to low quality output and a risk for Filipino workers to be prone to hypertension and heart disease [94]. In a similar study, it is noted that stress is vital to individual's life and just need to find the right balance to develop stress as a positive that develops and promotes performance [95]. Teachers have been reported to be one of the groups who experience a high dose of daily stress [96]. It is reported that teachers were experiencing a moderate to very high work-related stress level and was different from India where its teacher only experienced a low to moderate stress level. In addition, control, change, and support as one of the highest rated contributors to stress of teachers while demand, role and co-worker relationship as the lowest contributor to stress [97] and [98] state that over 3,750 teachers in England were on a long-term sick leave due to stress and pressure from work that causes anxiety and psychological disorders.

Thus, the implications of the aforesaid findings involve the need to ensure that the school environment is free from any form of disturbances or disruptions that may affect the credibility of the school heads, the competence of the teachers and the performance of the students. Any occurrence of disruption be it in the form of psychological, economic, interpersonal and other similar factors must be addressed accordingly.

4. Conclusion

The study unveiled that the psychosocial environmental disruptions relative to interpersonal, economic and psychological factors among public elementary schools are oftentimes manifested and these are very alarming since the quality of education delivered to the learners as well as the quality of outcomes articulated by the schools' educational resources are affected. Teaching and learning processes are influenced greatly by the school environment which is one of the most important elements in the educational process.

Learning theories such as the social learning theory, social cognitive learning theory as well as the theory of behaviorism consider the environment as the vital force in the learning development. Hence, the results of this study confirm Bandura's theory that learning is affected by the environment. Conducive learning environment has a positive effect to the learning development of the child who is influenced by both heredity and environment. Thus, the researchers argue that the school learning environment must be free from any form of disruptions to sustain holistic learning development, effectiveness, efficiency and productivity by both the teachers and the learners as well as to improve school performance leading to quality education.

The learners as the center of education and teachers as the frontliners are expected to share their responsibilities for the betterment of society and make the world a better place to live in. The full support of the school heads armed with effective leadership and interpersonal skills including the active participation of the community can contribute to the establishment of a school climate that is conducive for instructional activities. A strong collaboration between and among various sectors of the society is very much needed in order to avoid the occurrence of any form of disruption particularly in education.

However, among the drawbacks of this study include it focused mainly on determining the environmental disruptions among the public secondary schools in the region, it is suggested that a study focuses on the effects of these variables to school management as well as a qualitative study on the challenges encountered by the school managers in overcoming the identified school environmental disruptions including their intervention measures should be taken into consideration.

Hence, the tears and joys of the school leaders shall be exposed in order for their voices to be heard by the stakeholders concerned.

References

- [1] T. Mohamed. "Sources of Occupational Stress among Teachers: A Field of Study for Teachers Working in Libyan Schools in Turkey." *International Journal of Academic Research in Economics and Management Sciences*, vol. 7(1), pp. 1–15, 2018.

- [2] P. Smith, J. Oudyk, L. Cedillo, K. Inouye, G. Potter, and C. Mustard. *The Psychosocial Work Environment among Educators during the COVID-19 Pandemic*. Published online 2022 Jun 3. DOI: 10.1093/occmed/kqac050.
- [3] [3] P. Naghieh, S. Montgomery, P. Bonell, M. Thompson, & L. Aber. *Organizational Interventions for Improving Wellbeing and Reducing Work-related Stress in Teachers*. 2013 Jan 31 DOI:10.1002/14651858.CD010306
- [4] B. Kutsyruba, M. Al Makhamreh, & R. Stroud. *Attrition, Retention, and Development of Early Career Teachers: Pan-Canadian Narratives*. 2018 Jan 24. Available at <http://www.ineducation.ca/>
- [5] MP. Driscoll. *Psychology of Learning for Instruction*. (1994). Needham Heights, MA: Allyn and Bacon, A Division of Paramount Publishing Inc.
- [6] C. Weinstein, & R. Mayer. (1986). *The Teaching of Learning Strategies*. In: Wittrock, M., Ed., *Handbook of Research on Teaching*, Macmillan, New York, 315-327.
- [7] T. J. Shuell. *Cognitive Conceptions of Learning*. *Review of Educational Research*, 56, 411-436. 1986. Available at <http://dx.doi.org/10.3102/00346543056004411>.
- [8] L.W. Hoffman (1993). *Hoffman Developmental Psychology Today*: McGraw-Hill Companies, The.
- [9] M. Muro & P. Jeffrey. "A Critical Review of the Theory and Application of Social Learning in Participatory Natural Resource Management Processes." *Journal of Environmental Planning and Development*, vol. 51 (3). Available at <https://doi.org/10.1080/09640560801977190>. May 8, 2008.
- [10] A. Bandura, A. *Self-efficacy: Toward a Unifying Theory of Behavioral Change*. *Psychological review*, vol. 84 (2), 1977, p. 191.
- [11] K. Andersen. "Socio-Economic Impacts: The Poor Relations in British Environmental Impact Statements." *Journal of Environmental Planning and Management*, vol. 36 (3): pp 335–343, 2018.
- [12] E. Brookover. *Stigma: Notes on the Management of a Spoiled Identity*. Upper Saddle River, New Jersey: Prentice Hall, 2018
- [13] H.J. Freibery. "Measuring School Climate: Let Me Count the Ways." *Education Leadership*, vol. 56(1); pp. 22-26. 1998.
- [14] B. Hoy & P. Mickel. "Knowledge management enablers, processes, and organizational performance: An integrative view and empirical examination." *Journal of Management Information Systems*, vol. 20(1), 2018: pp. 179-228. Available at <https://doi.org/10.1080/07421222.2003.11045756>.
- [15] UNESCO IIEP Learning portal. *The psychosocial school environment*. 22 Sep 2021. [Online]

<https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/the-psychosocial-school-environment>

- [16] C. Pink. "Community Perspectives of Wind Energy in Australia: The Application of a Justice and Community Fairness Framework to Increase Social Acceptance". *Energy Policy*, vo. 35 (5): 2017, pp. 2727–2736.
- [17] E. Pierce. "A Possible self's intervention to enhance school involvement." *Journal of Adolescence*, vol. 25, 2008, pp. 313-326. Available at <http://www.edwardpierce.net/>
- [18] "American Federation of Teachers' Educator Quality of Work Life Survey." *Gender differences in risk assessment: Why do women take fewer risks than men? Judgment and decision making*, vol.1 (1): pp. 48–63, 2017.
- [19] E. Demirel, P. Cephe (2015). "Looking into burnout levels among English language instructors." *Journal of Language and Linguistic Studies*, vol. 11 (1): pp.1-14.
- [20] D. Desouky & H. Allam (2017, Sep)). "Occupational stress, anxiety and depression among Egyptian teachers." *J Epidemiol Glob Health*, vol. 7(3): pp. 191-198. doi: 10.1016/j.jegh.2017.06.002.
- [21] E. Skaalvik & S. Skaalvik (2016, Aug). "Teacher stress and teacher self-efficacy as predictors of engagement, emotional exhaustion, and motivation to leave the teaching profession." *Creative Education*, vol. 7, pp. 1785-1799. doi: 10.4236/ce.2016.713182.
- [22] S. Tehseen & NU. Hadi (2015). "Factors influencing teachers' performance and retention." *Mediterranean Journal of Social Sciences*, vol. 6(1), pp. 233.
- [23] N. Tancinco (2016, Jun). "Status of teachers' workload and performance in state universities of eastern Visayas: implications to educational management." *IOSR Journal of Business and Management (IOSR-JBM)* e-ISSN: 2278-487X, p-ISSN: 2319-7668. Volume 18, Issue 6 .Ver. IV, PP 46-57 www.iosrjournals.org
- [24] A. Bernardo & K. Fernando (2018). Financial Stress and Well-being of Filipino Students: The Moderating Role of External Locus-of-hope." *Philippine Journal of Psychology*, vol. 51(1), pp. 33-61.
- [25] T. Supermatman. Chapter 1 Basic Research. Jan 10, 2020. [online] Available at <https://www.scribd.com/document/442343047/CHAPTER-1-BASIC-RESEARCH-4-docx>
- [26] E. Pierce. "A Possible self's intervention to enhance school involvement." *Journal of Adolescence*, vol. 25, 2008, pp. 313-326. Available at <http://www.edwardpierce.net/>
- [27] J. Owoko (2018), "Energy Boomtowns and Natural Gas: Implications for Marcellus Shale Local Governments and Rural Communities." *Northeast Regional Center for Rural Development, Working*

Paper, 43. State College, PA: North East Regional Center for Rural Development.

- [28] S. Bergsma (2000). "The Regular Classroom as Battle for Inclusive Special Needs Education. An assessment of options of special needs education in the commonwealth Caribbean." *Education for All in the Caribbean*: UNESCO.
- [29] M. Puri & G. Abraham (2004). "Inclusive Education. Overcoming Exclusion through Inclusive Approaches in Education. Sage Publication Ltd Mohan Co-operative Industrial Area. A Challenge a Vision Conceptual paper, Spain Paris: UNESCO.
- [30] N. L. Oyugi & M.M Nyaga (2010). "Introduction to Contemporary Issues Affecting Education." Kenya Institute of Special Needs.
- [31] E. J. Kochung (2011). "Role of Higher Education in Promoting Inclusive Education: Kenyan Perspective." *Journal of Emerging Trends in Educational Research and Policy Studies*, vol. 2(3): pp. 144-149.
- [32] DFID (2017). "A comparative analysis of predictors of sense of place dimensions: Attachment to, dependence on, and identification with lakeshore properties." *Journal of Environmental Management* vol. 79 (3): pp. 316–327.
- [33] O. Lyons (2017). "Community attachment in mass society." *American Sociological Review*, vol. 39 (3): pp. 328–339.
- [34] R. B. Okongo, G. Ngao, N. K. Rop, & W. J. Nyongesa (2015). "Effect of Availability of Teaching and Learning Resources on the Implementation of Inclusive Education in Pre-School Centers in Nyamira North Sub-County, Nyamira County, Kenya." *Journal of Education and Practice*, vol. 6 (35) [online] Available at www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X.
- [35] R. B. Okongo, G. Ngao, N. K. Rop, & W. J. Nyongesa (2015). "Effect of Availability of Teaching and Learning Resources on the Implementation of Inclusive Education in Pre-School Centers in Nyamira North Sub-County, Nyamira County, Kenya." *Journal of Education and Practice*, vol. 6 (35) [online] Available at www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X.
- [36] O. Adeogun (2019). *Environmental Hazards: Communicating Risks as a Social Process*. Boston, MA: Auburn House.
- [37] A. Babayomi (1999). "Comparative study of the Teaching and Learning Resources in Private and Public Secondary Schools in Lagos State." Master's Thesis, Department of Educational Administration, University of Lagos, Nigeria.
- [38] K. Mwiria (1995). "Issues in Educational Research in Africa." Nairobi: East African Educational

Publishing Limited.

- [39] E. Pierce (2008). "A Possible self's intervention to enhance school involvement." *Journal of Adolescence*, vol. 25, pp. 313-326. Available at <http://www.edwardpierce.net/>
- [40] J. Sprenger (2011). "Stress and Coping Behaviors Among Primary School Teachers." Available at https://thescholarship.ecu.edu/bitstream/handle/10342/3548/Sprenger_ecu_0600M_10405.pdf?seq
- [41] "Crisis Intervention & Suicide Prevention Centre of British Columbia. Beyond Self-interest: A Model of Public Attitudes Towards Facility Siting." *Journal of Environmental Planning and Management*, vol. 36 (3): 2018, pp. 345–363.
- [42] Helpguide (2022). "Vaping: The Health Risks and How to Quit." [online] Available at <https://www.helpguide.org/articles/addictions/vaping.htm>
- [43] M. Popescu, A. Cîrjă, A. Duminică (2019). "Stress and Coping Strategies among Teachers in Gymnasium Schools" *Journal of Experiential Psychotherapy*, vol. 22, no 2 (86) June 2019
- [44] F. Klapproth, L. Federkeil, F. Heinschke, & T. Jungmann (2020). Teachers' experiences of stress and their coping strategies during COVID-19 induced distance teaching. *Journal of Pedagogical Research*, 4(4), 444 – 452.
- [45]] F. Klapproth, L. Federkeil, F. Heinschke, & T. Jungmann. (2020). "Teachers' experiences of stress and their coping strategies during COVID-19 induced distance teaching." *Journal of Pedagogical Research*, vol. 4(4). DOI:10.33902/JPR.2020062805
- [46] F. Klapproth, L. Federkeil, F. Heinschke, & T. Jungmann. (2020). "Teachers' experiences of stress and their coping strategies during COVID-19 induced distance teaching." *Journal of Pedagogical Research*, vol. 4(4). DOI:10.33902/JPR.2020062805
- [47] C. Kyriacou (2001). "Teacher stress: Directions for future research." *Educational Review*, vol. 53(1): pp. 27–35. <https://doi.org/10.1080/00131910120033628>
- [48] M. Al-Fudail & H. Mellar (2008). "Investigating teacher stress when using technology." *Computers & Education*, vol. 51: pp.1103-1110. doi: <https://doi.org/10.1016/j.compedu.2007.11.004>.
- [49] A. Cox, B. Solomon, & D. Parris (2018). Teacher well-being is a critical and often overlooked part of school health. Child Trends Organization. <https://www.childtrends.org/teacher-well-being-is-a-critical-and-often-overlooked-p art-of-school-health>.
- [50] J. C. Ansis (2017). Filipinos cite job, studies as top cause of stress — CNN PH poll. CNN Philippines. <http://cnnphilippines.com/lifestyle/2015/09/23/Filipinos-top-causes-of-stress-jobtraffic-money.html>

- [51] A. Sarabia, & L. Collantes (2020). "Work-Related Stress and Teaching Performance of Teachers in Selected School in the Philippines." *Indonesian Research Journal in Education [IRJE]*, vol. (1)10.22437/irje.v4i1.8084.
- [52] E. Ermitanio. *Living in a Contaminated World: Community Structures, Environmental Risks and Decision Frameworks*. Burlington, VT: Ashgate, 2018.
- [53] A. Sarabia, & L. Collantes (2020). "Work-Related Stress and Teaching Performance of Teachers in Selected School in the Philippines." *Indonesian Research Journal in Education [IRJE]*, vol. (1)10.22437/irje.v4i1.8084
- [54] Ansley, B. M., Meyers, J., McPee, K., & Vajras, K. (2018). The hidden threat of teacher stress. https://www.salon.com/2018/03/11/the-hidden-threat-of-teacher-stress_partner/
- [55] T. Bislimovska & O. Mijakoski. "Social Structure and Personality." New York: Free Press. 2017.
- [56] A. Asthana, & M. B. Owen. (2018). "Epidemic of Stress' blamed for 3,750 teachers on long-term sick leave." Available at <https://www.theguardian.com/>
- [57] T. Agai–Demjaha, J. Bislimovska, & D. Mijakoski. (2015, July). "Level of work-related stress among teachers in elementary schools." *Open Access Macedonian Journal of Medical Sciences*, vol. 3(3): pp. 484 DOI:10.3889/oamjms.2015.076
- [58] A. Asthana, & M. B. Owen. (2018). "Epidemic of stress' blamed for 3,750 teachers on long-term sick leave." Available at <https://www.theguardian.com/>
- [59] R. Asio & P. Bayucca. "Resisting and reconciling big wind: Middle landscape politics in the New American West." *Antipode* vol. 43 (3): 2021, pp. 754–776.
- [60] E. Pierce. (2008). "A Possible self's intervention to enhance school involvement." *Journal of Adolescence*, vol. 25, pp. 313-326. Available at <http://www.edwardpierce.net/>
- [61] J. Haramain. "Undesirable factors affecting the performance level of public secondary school teachers in Northern Luzon, Philippines." *International Journal of Research and Review*, vol. 6 (2), pp. 219-230, Feb. 2019.
- [62] J. Haramain. "Effectiveness of strategies used by school administrators in improving the instructional competence of public secondary school teachers in Cordillera Administrative Region." *CCSPC R & D Journal*, vol. 6, pp. 74-79, June 2019.
- [63] Y.D. Usman, & G. C. Madudili (2019). "Evaluation of the Effect of Learning Environment on Student's Academic Performance in Nigeria." [online] Available at <https://files.eric.ed.gov/fulltext/ED602386.pdf>

- [64] K. Andersen. (2018). "Socio-Economic Impacts: The Poor Relations in British Environmental Impact Statements." *Journal of Environmental Planning and Management*, vol. 36 (3): pp 335–343.
- [65] E. Brookover. *Stigma: Notes on the Management of a Spoiled Identity*. Upper Saddle River, New Jersey: Prentice Hall, 2018.
- [66] B. Kutsyuruba, D. Klinger, A. Hussain. (2015, Jun)." Relationships among school climate, school safety, and student achievement and well-being: a review of the literature." *Review of Education*, vol. 3(1): 103-135.DOI:10.1002/rev3.3043
- [67] B. Hoy & P. Mickel. "Knowledge management enablers, processes, and organizational performance: An integrative view and empirical examination." *Journal of Management Information Systems*, vol. 20(1), 2018, pp. 179-228. Available at <https://doi.org/10.1080/07421222.2003.11045756>.
- [68] K. Mahnken. (2017). "61% of Teachers Stressed Out, 58% Say Mental Health Is Not Good in New National Survey." *American Education News Source*. [Online] Available at <https://www.the74million.org/61-of-teachers-stressed-out-58-say-mental-health-is-not-good-in-new-national-survey/>
- [69] C. Pink. "Community Perspectives of Wind Energy in Australia: The Application of a Justice and Community Fairness Framework to Increase Social Acceptance". *Energy Policy*, vol. 35 (5): 2017, pp. 2727–2736.
- [70] "American Federation of Teachers' Educator Quality of Work Life Survey." (2017). "Gender Differences in Risk Assessment: Why do Women Take Fewer Risks than Men?" *Judgment and Decision Making*, vol. 1 (1): pp. 48–63.
- [71]. E. Pierce. "A Possible self's intervention to enhance school involvement." *Journal of Adolescence*, vol. 25, 2008, pp. 313-326. Available at <http://www.edwardpierce.net/>
- [72] E. Demirel, P. Cephe (2015). "Looking into burnout levels among English language instructors." *Journal of Language and Linguistic Studies*, vol. 11 (1): pp. 1-14.
- [73] D. Desouky, & H. Allam (2017). "Occupational stress, anxiety and depression among Egyptian teachers." *Journal of epidemiology and global health*, vol. 7(3): pp.191-198.
- [74] N.P. Tancinco (2016, Jun). "Status of Teachers' Workload and Performance in State Universities of Eastern Visayas: Implications to Educational Management." *IOSR Journal of Business and Management (IOSR-JBM)* e-ISSN: 2278-487X, p-ISSN: 2319-7668, vol. 18, (6). Ver. IV, pp. 46-57 www.iosrjournals.org
- [75] B. I. Bernardo (2018). "Financial Stress and Well-being of Filipino Students: The Moderating Role of

External Locus-of-hope.” *Philippine Journal of Psychology*, 2018, vol. 51(1), pp. 33-61.

- [76] J. Owoko. “Energy Boomtowns and Natural Gas: Implications for Marcellus Shale Local Governments and Rural Communities.” *Northeast Regional Center for Rural Development, Working Paper*, 43. State College, PA: North East Regional Center for Rural Development, (2018).
- [77] E. J. Kochung (2011). “Role of Higher Education in Promoting Inclusive Education: Kenyan Perspective.” *Journal of Emerging Trends in Educational Research and Policy Studies*, vol. 2(3): pp.144-149; 2011.
- [78] DFID. “A Comparative Analysis of Predictors of Sense of Place Dimensions: Attachment to, Dependence on, and Identification with Lakeshore Properties.” *Journal of Environmental Management*, vol. 79 (3): 2017, pp. 316–327.
- [79] O. Lyons (2017). “Community attachment in mass society.” *American Sociological Review* 39 (3): 328–339.
- [80] J. L. Tety (2016). “Role of instructional materials in academic performance in community secondary schools in Rombo District.” [Online] Available at <https://core.ac.uk/83632862.pdf>
- [81] Atkinson, R. K. (2000). *Learning from Examples: Instructional principles from the worked Examples Research*. Mississippi: Mississippi State University.
- [82] O. Adeogun. *Environmental Hazards: Communicating Risks as a Social Process*. Boston, MA: Auburn House, 2019.
- [83] J. Maffea (2020). “Lack of Resources in Classrooms.” *English Department: Research for Change - Wicked Problems in Our World*. 38. Available at <https://research.library.kutztown.edu/>
- [84] K. Mwiria. (1995). *Issues in Educational Research in Africa*. Nairobi: East African Educational Publishing Limited.
- [85] E. Pierce. “A Possible self’s intervention to enhance school involvement.” *Journal of Adolescence*, vol. 25, 2008, pp. 313-326. Available at <http://www.edwardpierce.net/>
- [86] V.G. Tayaban (2022, Mar). “Action-Research-Per-page – Edited.” [Online]. Available at <https://www.scribd.com/document/564130251/Action-Research-Per-page-Edited>
- [87] J. Sprenger (2011). “Stress and Coping Behaviors Among Primary School Teachers.” Available at https://thescholarship.ecu.edu/bitstream/handle/10342/3548/Sprenger_ecu_0600M_10405.pdf?seq
- [88] Helpguide (2022). “Vaping: The Health Risks and How to Quit.” [online] Available at <https://www.helpguide.org/articles/addictions/vaping.htm>

- [89] Kyriacou, C. (2001). "Teacher stress: Directions for future research." *Educational Review*, 53(1), 27–35. <https://doi.org/10.1080/00131910120033628>.
- [90] M. Al-Fudail, & H. Mellar. (2008). "Investigating teacher stress when using technology. *Computers & Education*," vol. 51, pp. 1103-1110. doi: <https://doi.org/10.1016/j.compedu.2007.11.004>
- [91] F. Klapproth, L. Federkeil, F. Heinschke, & T. Jungmann. Teachers' experiences of stress and their coping strategies during COVID-19 induced distance teaching. *Journal of Pedagogical Research*, vol. 4(4), pp. 444 – 452, 2020.
- [92] P. Susanto, M. E. Hoque, T. Jannat, B. Emely, M. Asri Zona, & M. Asad Islam (2022, Jun). "Work-Life Balance, Job Satisfaction, and Job Performance of SMEs Employees: The Moderating Role of Family-Supportive Supervisor B Front. Psychol.," *Sec. Organizational Psychology*, vol. 13. Available at <https://doi.org/10.3389/fpsyg.2022.906876>
- [93] J. Watson. *Energy Development in the Western United States*. New York: Praeger, 2017.
- [94] E. Ermitanio. *Living in a Contaminated World: Community Structures, Environmental Risks and Decision Frameworks*. Burlington, VT: Ashgate, 2018.
- [95] A. Sarabia, & L. Collantes (2020). "Work-Related Stress and Teaching Performance of Teachers in Selected School in the Philippines." *Indonesian Research Journal in Education [IRJE]*, vol. (1)10.22437/irje. v4i1.8084.
- [96] B. M. Ansley, J. Meyers, K. McPee, & K. Varjas (2018). The hidden threat of teacher stress. Available at <https://www.salon.com/>
- [97] T. Bislimovska & O. Mijakoski. *Social Structure and Personality*. New York: Free Press. 2017.
- [98] A. Asthana, & M. B. Owen (2018). Epidemic of Stress' blamed for 3,750 teachers on long-term sick leave. Available at <https://www.theguardian.com/>