

Helping Young Learners Thrive: Understanding the link between Stress, Coping, and Academic Success

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Abstract - This study investigated the relationship between stress, coping mechanisms, and academic performance among elementary school children in selected elementary schools in costal districts of Odisha, India. Using a quantitative descriptive-correlational design, the researchers surveyed 130 randomly selected children from five public schools through a validated self-made questionnaire. The instrument assessed stress across time management, task-related, physical, emotional, and psychological aspects; coping mechanisms in the same domains; and students' academic performance based on first grading results. Findings revealed that children experienced moderate stress levels overall ($M = 2.61$), with the task-related aspect showing the highest stress and the psychological aspect the lowest. In terms of coping strategies, children demonstrated moderate to high coping mechanisms ($M = 3.34$), particularly in physical and emotional aspects, indicating their ability to manage stress effectively. Academic performance was generally at a proficient to approaching proficiency level. The results suggest that while children encounter moderate stress, they employ effective coping strategies that help maintain satisfactory academic outcomes. The study emphasizes the importance of strengthening support systems—through teachers, parents, and school programs—to nurture the young minds to manage stress and enhance academic performance.

Index Terms - Stress, Coping mechanisms, Academic performance, Elementary school children

I. INTRODUCTION:

Stress affects people of all ages, including students, and can impact their performance and well-being. Young learners today face academic, family, and social pressures that make them more vulnerable. In the India, support from parents and teachers helps students cope with these challenges. This study explores the relationship between stress, coping mechanisms, and academic performance among elementary school children. Guided by Goleman's Emotional Intelligence Theory and the Transactional Model of Stress and Coping, it emphasizes self-awareness and support systems. Under NEP-2020, mental health promotion is prioritized in schools. While short-term stress can boost focus, prolonged stress harms motivation and mental health. Effective coping strategies—like social support and time management—can reduce its negative impact. The study aims to provide insights to help educators, parents, and future researchers support student well-being and academic success.

Background of the study:

Across the globe, including India, students are experiencing increasing pressure to perform academically. This stress stems from a highly competitive educational environment, parental and societal expectations, and high-stakes examinations. The Indian school system has often been described as highly focused on rote memorization and exam-oriented, which can induce additional stress beyond typical academic pressures. Parental pressure for high achievement is a widely recognized stressor for Indian students, as demonstrated by other research studies. While the problem is national, local factors can influence the experience of stress and coping. The study's focus on the coastal districts of Odisha points to the potential for unique socio-economic or cultural factors in this region to influence the student experience. Much of the available research on academic stress in India focuses on high school or university students. There is a gap in the literature concerning the specific challenges faced by elementary school children in particular regions like coastal Odisha. This study aims to fill that gap by gathering localized data on a younger population.

Numerous studies highlight that unmanaged academic stress can lead to various negative outcomes for students, including mental health issues like anxiety and depression, physical health problems, decreased motivation, and poor academic achievement. In extreme cases, academic pressure has been linked to student suicides in India, underscoring the severity of the issue. The negative consequences of stress point to a critical need for children to develop effective coping strategies. Learning how to manage stress is not just important for mental well-being but is also crucial for maintaining and enhancing academic performance.

Rationale of the study:

Connection between stress and coping: Previous research has established a link between stress and academic outcomes, but less is known about how coping mechanisms mediate this relationship, especially in elementary school children.

Significance of support systems: Emerging evidence suggests that strengthening support systems—involving teachers, parents, and school initiatives—is vital for helping students manage stress. The study explores this idea in the context of Odisha.

Informing policy and practice: By identifying the specific stressors and effective coping strategies among elementary school students in coastal Odisha, this research provides valuable, evidence-based recommendations for educators, parents, and policymakers. The findings can be used to strengthen support programs and create a healthier learning environment, ultimately helping young students manage stress more effectively and achieve their full academic potential.

II. LITERATURE SURVEY

Design: The goal of the present research was to determine the stress, coping mechanisms, and academic performance of elementary school children in selected elementary schools in coastal districts of Odisha, India. The study will use a quantitative method, and the researchers utilized the descriptive-correlational research design. The researchers used a questionnaire as the instrument in gathering data needed for the study.

Sample: The study was conducted in five purposively selected public elementary schools in the coastal districts of Odisha, India: Bhadrak, Balasore, Jajpur, Jagatsingpur, and Kendrapada. These schools offer basic education from kindergarten to grade 6. The participants were children of elementary schools, totaling 194 students. The researchers randomly sampled 130 children to answer the questionnaires, aiming to assess their stress experiences, coping mechanisms, and the impact on their academic performance.

Instruments: Data were collected using a self-made questionnaire with three parts: (1) stress levels in five areas—time management, task-related, physical, emotional, and psychological; (2) coping mechanisms in the same areas; and (3) academic performance. The instrument was reviewed and a pilot test was conducted in two schools of Balasore, Bhadrak districts, and was validated accordingly. Respondents rated their stress and coping levels on a 5-point Likert scale (5 = Always to 1 = Never).

Academic performance for the first grading was obtained as per validation and classified as: 90–100 (Advanced), 85–89 (Proficient), 80–84 (Approaching Proficiency), 75–79 (Developing), and below 75 (Beginning).

Data Collection: After getting the approval from the District Education Officers, School Inspectors, and Head Masters/ Principals of the selected Elementary Schools for a preliminary survey and on the basis of validation, the final survey was carried out as per the design. The researchers personally administer the questionnaires to Grade 6 elementary school children, guide respondents, and tabulate, analyze, and interpret the results.

III. RESULTS AND DISCUSSIONS:

Table 1: Stress Level of Grade – VI Elementary School Children (n=130)

INDICATORS	WM	DESCRIPTION
TIME MANAGEMENT ASPECT	2.65	Moderate
TASK-RELATED ASPECT	2.72	Moderate
PHYSICAL-RELATED ASPECT	2.51	Low
EMOTION-RELATED ASPECT	2.70	Moderate
PSYCHOLOGICAL-RELATED ASPECT	2.47	Low
Average Weighted Mean	2.61	Moderate

Table-1 shows that the psychological aspect had the lowest weighted mean, indicating low stress among children in this area. They feel a sense of control over their environment, supported by personal resilience, positive mindset, coping strategies, and social support, which helps reduce stress (Reid, 2023). Meanwhile, the task-related aspect had the highest mean score of 2.72, interpreted as moderate stress, reflecting the pressure from schoolwork and personal responsibilities. Overall, the composite mean of 2.61 indicates that children experience moderate stress, though not consistently.

Table 1.1 Time Management Aspect as Stress Level of Grade VI Elementary School Children (n=130)

INDICATORS	WM	DESCRIPTION
I have a hard time balancing my school work with my personal life.	2.52	Low
I have little time to relax.	2.37	Low
I don't have enough time to finish my school works.	2.56	Low
I feel stressed of coming to school late	2.69	Moderate
I feel stressed of coming home late because of much activities to accomplish in school.	2.69	Moderate
I feel stress when I wake up late because of school work to be done.	2.94	Moderate
I feel stress when I have a lot of things to do at home and I no longer have time to do my school works.	3.05	Moderate

Table-1.1 presents the stress levels of Grade VI children in terms of time management. The lowest mean score of 2.35 was recorded for “Spending a lot of time commuting,” interpreted as low stress. This suggests children can manage commuting time, though long commutes can still affect health and satisfaction (J Environ Res, 2022). The highest mean score of 2.95 was for “I feel stress when I wake up late because of schoolwork,” indicating moderate stress. Waking up late limits time for assignments, creating pressure and affecting sleep. Many children also spend time on gadgets or play, leading to poor time management. Overall, the composite mean of 2.65 reflects a moderate stress level in time management, showing that while children face time-related challenges, they can still manage them to some extent.

Table 1.2 Task- Related Aspect as Stress Level of Grade VI Elementary School Children (n=130)

INDICATORS	WM	DESCRIPTION
Trying to maintain a good education in an atmosphere of poor financial support is stressed.	2.43	Moderate
Trying to maintain a good education in an atmosphere of poor financial support is stressed.	2.13	Low
Having to participate in school activities with much paper works to be done is stressful.	2.62	Moderate
Trying to be attentive to the problems and needs of fellow students is very stressful.	2.29	Low
Dealing many activities on the same time is very stressful.	2.86	Moderate
I feel stress when I've got lot of assignment to complete.	2.99	Moderate
Assignment that are difficult to understand can make me stress.	3.34	Moderate
It's hard for me to study for exam, particularly if there's multiple exam close together.	3.09	Moderate
Average Weighted Mean	2.72	Moderate

Table-1.2 presents the stress levels of children in the task-related aspect. The lowest mean score of 2.13 was for “Trying to maintain a good education in an atmosphere of poor financial support,” interpreted as low stress. This suggests that financial concerns have a lesser impact on children’s stress, possibly due to limited awareness of their family’s economic situation. The highest mean score of 3.14 was for “Assignments that are difficult to understand,” indicating moderate stress caused by academic pressure and fear of not meeting expectations. While stress can motivate learning, excessive stress can lead to health issues such as anxiety and depression (Clark, 2013). Overall, the composite mean of 2.72 reflects a moderate level of task-related stress, showing that children face increasing academic and personal responsibilities but can still manage them to some extent.

Table 1.3 Physical- Related Aspects Stress Level of Grade VI Elementary School Children (n=130)

INDICATORS	WM	DESCRIPTION
I worry a great deal about school work.	2.40	Low
I feel vulnerable, unable to cope, anxious, or depressed.	2.54	Low
I am feeling tired and unrested.	2.73	Moderate
I feel easily get angry and irritable.	2.87	Moderate
I feel worthless.	2.31	Low
When my classmate criticizes me, I feel offended.	3.04	Moderate
I feel tense and nervous.	3.06	Moderate
I feel like really can trust anyone.	2.65	Moderate
Average Weighted Mean	2.70	Moderate

Table-1.3 shows the physical aspect of stress among Grade VI children. The lowest mean score of 2.14 was for “I feel backache when in school,” indicating low physical discomfort and effective stress management. Discomfort may be physical or psychological, often triggering a natural response to reduce its source (Shelly & Ganz, 2019). Meanwhile, “I have stomach ache and feel discomfort” and “No matter how much sleep I get, I awake feeling tired” both scored 2.78, interpreted as moderate stress. These symptoms reflect how stress can manifest physically through stomach pain and fatigue. Overall, the composite mean of 2.51 indicates a low level of physical stress, showing that most children feel physically comfortable and have good energy levels.

Table 1.4 Emotional- Related Aspect as Stress Level of Grade VI Elementary School Children (n=130)

INDICATORS	WM	DESCRIPTION
I have trouble getting to sleep or staying asleep.	2.64	Moderate
I feel headache when in school.	2.21	Low
I feel dizzy and blurred vision.	2.45	Low
I feel physically exhausted much of the time.	2.60	Low
I experienced coldness and sharky.	2.45	Low
I have stomach ache and feel discomfort.	2.78	Moderate
I feel back ache when in school.	2.14	Low
No matter how much sleep I get, I awake feeling tired.	2.78	Moderate
Average Weighted Mean	2.51	Low

Table-1.4: Presents the emotional stress of Grade VI children. The statement “I feel worthless” had the lowest weighted mean of 2.31, indicating a low level of emotional stress and showing that children value themselves. Meanwhile, “I feel tense and nervous” had the highest mean of 3.06, interpreted as moderate stress. According to Pew Research Center (2019), 70% of young people see anxiety and depression as major issues, often caused by academic pressure (61%), appearance concerns (29%), and other factors (4%). Overall, the composite mean of 2.70 suggests a moderate stress level, showing that children can manage their emotions and maintain self-worth despite challenges.

Table 1.5 Psychological- Related Aspect as Stress Level of Grade VI Elementary School Children (n=130)

INDICATORS	WM	DESCRIPTION
I become less communicative and silent.	2.41	Low
I lost interest in my physical appearance.	2.33	Low
I cannot meet my expectation.	2.41	Low
I feel frustrated.	2.49	Low
I find myself eating less.	2.66	Moderate
I worry a lot.	2.63	Moderate
I find it hard to express my feelings.	2.54	Low
I find it difficult to pay attention in class.	2.27	Low
Average Weighted Mean	2.47	Low

Table-1.5: Presents the psychological stress of children. The statement “I find it difficult to pay attention in class” had the lowest weighted mean of 2.27, indicating low stress and showing that children can focus and maintain good classroom relationships. In contrast, “I find myself eating less” had the highest mean of 2.66, interpreted as moderate stress, meaning stress can reduce appetite for some students. Studies show that attention supports key cognitive functions (Braver & Barch, 2002), and stress can suppress hunger cues (Goldman, 2022). The overall composite mean of 2.47 indicates low psychological stress, suggesting children can meet expectations and manage attention, though appetite issues may arise. Psychological stress can still affect the immune system and mental health (Salim, 2016).

Table 2 Shows the Coping Mechanisms of Grade VI Elementary School Children in different aspects (n=130)

INDICATORS	WM	DESCRIPTION
TIME MANAGEMENT ASPECT	2.95	Moderate
TASK-RELATED ASPECT	3.18	Moderate
PHYSICAL-RELATED ASPECT	3.60	High
EMOTION-RELATED ASPECT	3.57	High
PSYCHOLOGICAL-RELATED ASPECT	3.41	High
Average Weighted Mean	3.34	Moderate

Table 2 Shows the coping mechanisms of children. Time management had the lowest weighted mean of 2.95, indicating moderate use as children sometimes struggle to manage their time effectively. In contrast, the physical aspect had the highest mean of 3.60, interpreted as high, showing that children often rely on physical activities to cope with stress.

Table 2.1 Time Management Aspect as Coping Mechanism of Grade VI Elementary School Children (n=130)

INDICATORS	WM	DESCRIPTION
I create what to do list to manage my time.	2.56	Moderate
I make time for myself to relax.	2.74	Moderate
I seek for a time extension if time pressures and deadlines.	2.58	Moderate
I wake up early and go to school early.	3.34	Moderate
I just let go that are out my control.	2.46	Low
I'm going to sleep early and do my school works in my vacant time.	3.48	High
I make time for my school works so that I can't have a conflict time in my chores in the house.	3.11	Moderate
I review my class notes while I'm going to school.	3.29	Moderate
Average Weighted Mean	2.95	Moderate

Table-2.1 Presents the coping mechanisms of Grade VI children in managing stress through time management. Among eight strategies, “I just let go of things that are out of my control” had the lowest weighted mean of 2.46 (low), indicating it was rarely used. In contrast, “I’m going to sleep early and do my schoolwork’s in my vacant time” had the highest mean of 3.48 (high), showing that good rest and using free time productively help them manage stress. According to Zhang et al. (2018), quality sleep improves stress coping. Overall, the composite mean of 2.95 indicates a moderate use of time management strategies in dealing with stress.

Table 2.2 Task- Related Aspect as Coping Mechanism of Grade VI Elementary School Children (n=130)

INDICATORS	WM	DESCRIPTION
I will be thrifty and economical	2.95	Moderate
I devote more time to particular tasks.	3.11	Moderate
I seek social support when I feel particularly stressed with school issues.	2.94	Moderate
I will encourage peer guidance and counseling.	3.02	Moderate
I take a day to rest when the stress really gets me.	3.37	Moderate
I ask for help with my parents.	3.55	High
I ask from my classmate who can help me to cope my difficulties in making my assignments.	3.03	Moderate
I prioritize to study exam that is hard for me than studying exams that is easier for me.	3.47	High
Average Weighted Mean	3.18	Moderate

Table 2.2 presents the coping mechanisms of Grade VI children in dealing with stress related to tasks. Among eight strategies, “I seek social support when I feel particularly stressed with school issues” had the lowest weighted mean of 2.94 (moderate), showing that children only sometimes seek help from others. While social support can help reduce stress (Howard et al., 2008; Sheykjan, 2015), children often prefer handling stress on their own. The highest-rated strategy was “I ask for help from my parents” with a weighted mean of 3.55 (high), indicating that parental support is their most preferred coping method (Jane & Terry, 2020; Susman, 2020). Overall, the composite mean of 3.18 suggests a moderate use of task-related coping strategies.

Table 2.3 Physical- Related Aspect as Coping Mechanism of Grade VI Elementary School Children (n=130)

INDICATORS	WM	DESCRIPTION
I create comfortable sleep environment.	3.22	Moderate
I drink more water every day.	3.89	High
I ate fruits and vegetables.	3.94	High
I make time more to relax.	3.31	Moderate
I always maintain a healthy body.	3.64	High
I will maintain a healthy eating habit.	3.98	High
I do not physically overwork myself.	3.21	Moderate
I tell my parents about my health conditions; I consult to the doctor if necessary.	3.59	High
Average Weighted Mean	3.60	High

Table-2.3 Presents the physical-related coping mechanisms of Grade VI children. Among the eight coping strategies, “I do not physically overwork myself” had the lowest weighted mean of 3.21, interpreted as moderate. This suggests children use it only sometimes to manage stress. According to Kelley K. Prather (2013), maintaining balance and enjoying hobbies help reduce stress, while Mayo Clinic (2012) notes that stress can affect both mental and physical health. Meanwhile, “I maintain a healthy eating habit” had the highest mean of 3.98 (high), showing children often rely on this strategy. Ayşe Akdeniz et al. (2016) found that healthy eating supports academic and physical performance. Overall, the average mean of 3.60 indicates children often use physical coping strategies to manage stress.

Table 2.4 Emotional- Related Aspect as Coping Mechanism of Grade VI Elementary School Children (n=130)

INDICATORS	WM	DESCRIPTION
I always put in my mind to keep going.	3.93	High
I do physical exercise like biking and basketball.	3.45	High
I just go to bed and sleep.	3.70	High
I enjoy myself in my own.	3.57	High
I keep my weakness be my strength.	3.49	High
I find someone who can trusted.	3.48	High
I will do my best to stay calm at all times.	3.71	High
I never mind what my classmate about me.	3.19	Moderate
Average Weighted Mean	3.57	High

Table 2.4 shows the emotional coping mechanisms of Grade VI children. “I never mind what my classmate says about me” had the lowest weighted mean of 3.19 (moderate), indicating children tend to ignore negative comments and focus on self-worth. In contrast, “I always put in my mind to keep going” had the highest mean of 3.93 (high), showing children motivate themselves with positive thoughts to overcome challenges and pursue their dreams. The overall mean of 3.57 suggests they effectively manage emotional stress through these coping strategies.

Table 2.5 Psychological- Related Aspect as Coping Mechanism of Grade VI Elementary School Children (n=130)

INDICATORS	WM	DESCRIPTION
Seek for advice with my parents.	3.76	High
I just make myself confident in everything.	3.21	Moderate
I just stay quiet and relax.	3.27	Moderate
I just go to sleep.	3.14	Moderate
I cook my favorite foods.	3.40	Moderate
I will develop positive thinking.	3.20	Moderate
I will develop myself to be open-minded.	3.54	High
I try to control myself to pay attention in the class.	3.76	High
Average Weighted Mean	3.41	High

Table-2.5 Presents the psychological coping mechanisms of Grade VI children. “I just go to sleep” had the lowest weighted mean of 3.14 (moderate), showing children use sleep occasionally to manage stress. According to Sleep Score Labs (2021), quality sleep reduces stress, improves mood, and enhances decision-making. The highest weighted mean of 3.76 (high) was shared by “I seek advice from my parents” and “I try to control myself to pay attention in class,” indicating that children rely on parental guidance and self-control to cope with stress. Kristian S. Nielsen (2020) notes that self-control helps regulate stressful thoughts and supports psychological well-being. Overall, the composite mean of 3.41 (high) shows that children effectively use psychological coping strategies to manage stress.

Table 3 Interpretation of Academic Performance in accordance with Grades.

Range	Descriptive Interpretation	Grades
4.3 - 5.0	Advanced	90 – 100
3.5-4.2	Proficient	85 – 89
2.7-3.4	Approaching Proficiency	80 – 84
1.9-2.6	Developing	75 – 79
1.0-1.8	Beginning	74 and below

IV.

Category		Frequency	Percentage	Descriptive Interpretation	Rank
G R A D E S	74 and below	0	0%	Beginning	4
	75-79	0	0%	Developing	4
	80-84	16	12.31%	Approaching Proficiency	3
	85-89	64	49.23%	Proficient	1
	90 and above	50	38.46%	Advanced	2
Gen. WWS		130	100%		

Table 3 presents the academic performance of first quarter general average of the children. It was found out that 64 of the respondents got 89-90 as their average interpreted as “Proficient” while 16 of the respondents got 80-84 as the lowest grade gained interpreted as “Approaching Proficiency”. The result also shows that dealing stress and using coping mechanism is not a hindrance for their studies.

Table 4: Significant Relationship between the Level of Stress and Academic Performance of Grade VI Elementary School Children (n=130)

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Variables	Computed (r)	Computed (t)	df	Tabulated (t) $\alpha=0.05$	H ₀	Interpretation
Level of Stress	-0.038	-0.427	128	1.96	Accept	Not Significant
Academic Performance						

Table 4 shows no significant relationship between stress and academic performance among Grade VI children. The computed *t* value of -0.427 and correlation of -0.038 were below the 0.05 significance level, leading to the acceptance of the null hypothesis. This indicates an inverse relationship, where higher stress levels are linked to lower academic performance. Kamoru Abidoy Tiamiyu et al. (2017) noted that high stress contributes to moderate academic outcomes due to factors like financial struggles, deadlines, and emotional strain. Similarly, Saqib and Rehman (2018) found that academic stress reduces student performance because of heavy workloads within limited time.

Table 5 Significant Relationship between the Coping Mechanism and Academic Performance of Grade VI Elementary School Children (n=130)

Variables	Computed (r)	Computed (t)	df	Tabulated (t) a=0.05	H ₀	Interpretation
Coping Mechanism	0.178	2.044	128	1.96	Reject	Significant
Academic Performance						

Table 5 shows a significant relationship between coping mechanisms and academic performance among Grade VI children. The computed *t* value of 2.044 and correlation of 0.178 exceeded the 0.05 significance level, leading to the rejection of the null hypothesis. This means children who effectively use coping strategies tend to have better academic outcomes. Crystal L. Park (2014) stated that coping skills enhance participation, attendance, and resilience, resulting in more positive learning experiences. Likewise, Michael J. Sullivan (2010) found that coping strategies—such as approach, avoidance, and seeking social support—help students perform better academically.

Table 6: Significant Relationship between the Level of Stress and Coping Mechanism of Grade VI Elementary School Children (n=130)

Variables	Computed (r)	Computed (t)	df	Tabulated (t) a=0.05	H ₀	Interpretation
Level of Stress	0.245	2.864	128	1.96	Reject	Significant
Coping Mechanism						

Table-6 shows a significant relationship between stress and coping mechanisms among Grade VI children. The computed *t* value of 2.864 and correlation of 0.245 exceeded the 0.05 significance level, leading to the rejection of the null hypothesis. This indicates that higher stress levels prompt children to use more effective coping strategies. Jeffrey R. Stowell, J. Kiecolt-Glaser, and Ronald Glaser (2001) also found that high stress encourages active coping, while lower stress relates to more passive strategies.

Summary of the Findings:

- **The level of stress, coping mechanism and academic performance of Grade VI Elementary School Children:** It was found out that the level of stress of Grade VI elementary school children in selected school in the districts of Odisha, India in terms of time management, task related, emotional stress was moderate. While the level of stress of physical and psychological stress was low. Comprising the time management, task related, physical, emotional, psychological related aspect. The 3 aspects of stress were moderate, except for physical and psychological aspect which was in low level of stress. It implies that children experience moderate stress.
- **Coping mechanism of Grade VI Elementary School Children in dealing with stress.** It was revealed that the coping mechanism of Grade VI elementary school children in selected school in the districts of Odisha, India in terms of physical, emotional and psychological aspect in dealing stress was high. While time management and task related aspect in dealing stress was moderate. Comprising the time management, task related, physical, emotional, psychological related aspect. The 3 aspects of stress were high which was interpreted as the children always use this as their coping mechanism in dealing stress, except for time management and task related aspect which is moderate. It explains that children use this coping mechanism to deal with stress.
- **Academic Performance of the Respondents:** The highest weighted mean average was 85-89 in dealing stress interpreted as “Proficiency” and the lowest mean average 16 was 80-84 interpreted as “Approaching Proficiency”.

- **Stress and Academic Performance of the Children:** There was no significant relationship between stress and academic performance of the elementary school children. This implies an inverse correlation where it shows that children who possess high levels of stress are likely to have low academic performance. The null hypothesis was accepted.
- **Coping Mechanism and Academic Performance of the Children:** There was significant relationship between coping mechanism and academic performance of the elementary school children. It means that when children apply their coping mechanism to deal their stresses are likely have better academic performance. The null hypothesis was rejected.
- **Level of Stress and Coping Mechanism:** There was a relationship between level of stress and coping mechanism. It explains that when children experience high level of stress then the coping mechanism is effective. The null hypothesis was rejected.

IV. CONCLUSIONS:

It was revealed on the findings that the level of stress was moderate. The result implies that level of stress in terms of time management aspect, task related aspect, physical aspect, emotional aspect and psychological aspect thus moderate experience of the children. However, the level of coping mechanism was moderate. It explains that the coping mechanism in terms of time management aspect, task related aspect, physical aspect, emotional aspect and psychological aspect thus moderately use by the children in dealing stress. Whereas the academic performance of the children shows that the highest weighted mean average was 85- 90 as interpreted as “Proficient”. In addition, level of stress and academic performance found out that there was no significant relationship as it implies inverse correlation which means that when stress is high then the academic becomes low. Moreover, coping mechanism and academic performance of children has revealed that there was significant relationship. It implies that when children cope with stress then they really have good academic performance. On other hand, level of stress and coping mechanism found out that there is relationship as implies that when children experience stress then the coping mechanism was used.

Recommendations:

- The study come up with a recommendation regarding the training of the teachers to be assigned as a school counselor and the task will be to assess the students in terms of stress and coping mechanism. The school head must also assign every teacher to observe their children in their academic performance and work hand in hand with the School Counselor for the reports and observations.
- Teacher should prepare themselves to work hand in hand with school counselors for the betterment of their children and the school. They themselves should undergo training in counselling workshops to be able to work with school counselors.
- Parents should also be informed about the selection of new school teacher counselor to observe their children both within the school and outside school perimeter. The parents will work hand with the teacher and the school-teacher counselor.
- The forth coming researchers may conduct the same study to confirm the veracity of the findings and may also apply this study in a larger population and in different research locales.

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