Cross-Program Perspectives: Feedback on the College Instructors' Innovative and Technological English Teaching Effectiveness, College Students' Learning Coping Mechanisms and Academic Performance

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Abstract

The study aimed to analyze the relationship between the feedback given by college students on the English teaching effectiveness of BAELS instructors, their coping mechanisms for learning, and performance in academics. The research was cross-program and involved surveying questionnaires to establish the college student reaction in academic performance. It now shows that feedback, coping as well as academic performance are significantly related. Students in college were satisfied with the English teaching effectiveness of BAELS instructors who seem to implement independent learning. They manipulated coping mechanisms in shaping their academic performance that slightly angled towards active strategies where positive reappraisal, planful problem-solving, seeking social support, and acceptance of responsibility came into play at a little above average of these reactions. Passive coping mechanisms were noticeably less popular. Overall academic performance was satisfactory; most students scored highly, with very little variation between the scores, but not a significant correlation between feedback and reported coping mechanisms. Students who view their instructors as highly committed tend to achieve slightly better academic outcomes. Finally, there was no significant relationship between any of the self-reported coping mechanisms and students' academic performance, suggesting that the use of coping strategies by students to manage academic stress does not directly affect their academic outcomes.

Keywords: *Innovative and Technological Multisensory Approaches, Literacy Skills, Primary School, ESL Learners*

1. Introduction

In language education, paradigm shifts have occurred, where recent language learning shifted from content-oriented methodology in traditional teaching approaches to more holistic meanings regarding learning. There is also new awareness that feedback is very central to professional development improvement for teachers and that to some extent, learning coping mechanisms enhances academic success of undergraduate students at the college level. This is a dynamic paradigm recognizing the instructor-student-learning environment interaction as the critical interplay upon which effective teaching and learning rely on a comprehensive understanding of their underlying components. Successful educational outcomes greatly rely on this holistic understanding of the elements that constitute the reality under consideration. Hence, a thorough understanding must be achieved to realize

academic excellence in higher education, with respect to how teaching effectiveness and student coping strategies correlate with academic performance [10].Such investigation contributes to this emerging paradigm wherein such relationship is being viewed, specifically among the evaluations of students of Bachelor of Arts in English Language Studies (BAELS) regarding the teaching efficacy of BAELS instructors, the coping mechanisms that they employed, and its potential impact on their overall performance.

It is the dynamic environment of learning in which one style of learning is different from the other and with its scholarly pressures, but it should be considered because such study will contribute to being able to develop this optimum learning environment and success for the students as well [15]. In its most reduced form, teaching becomes the foundation of quality education since students are equipped with all skills and knowledge that would eventually lead them to professional success [19].

Teaching effectiveness, however, is much complex because it engenders different pedagogies, instructor characteristics, and student perceptions [36]. Uniquely, this places students, as subjects of instruction, in a position that allows them to give valuable insight on how effective teaching is concerning the methods used by instructors. Their feedback will elaborate on several aspects such as clarity in instruction, student engagement in the learning experience, accessibility of instructor, and the real learning experience. Knowing how students perceive effectiveness in teaching in these terms will help adapt a particular pedagogy to improve communication practices to spark a more learning-friendly environment for students [29]. College students' views, then towards BAELS instructors, whose goal is to identify strengths and weaknesses in their instructional delivery, are considered.

The academic journey is also often marred by several stress-related events, including heavy workloads, long assignments, and performance anxiety [39]. Coping mechanisms to tackle such challenges should, therefore, be developed and activated by students in order to identify and avoid these challenges and live a healthy life. Compas and colleagues pointed out that coping mechanisms are defined as mental and behavioral means that people use to handle stressful situations[18]. Two types of strategies, usually classified under active mechanisms and passive mechanisms have been identified [14].

People applying active coping processes have up to now been shown to correlate well with pupils' academic achievements [7]. Such actions generally include fighting the problem or taking direct steps to face the tension, soliciting social help for to soothe and comfort the emotions [16], making and following through on schemes, and even creating and reframing a positive lens for stressful events. Planning for problem-solving may include the development of plan-strategy or implementation of strategies that lead to overcoming obstacles. In addition, positive reappraisal provides an avenue for finding some meaning in stressful situations [25]. With this, students are empowered to face their academic obstacles, taking the initiative to work towards positive solutions. It will also help inform the extent in which college students actively resort to these coping mechanisms and provide insights about their resilience and proactive readiness in terms of learning.

Thus, passive coping strategies such as distancing, self-regulation, taking blame, and avoidance may be associated with unfavorable outcomes related to academic behavior [40]. Distancing is the process of warding off thoughts and emotions attached to the stressor. Self-control is the suppression of emotions and/or thoughts. Taking responsibility means that a person acknowledges his or her part in the stress-inducing situation, while escape-avoidance refers to doing things that lessen the impact of the stressor [13]. These strategies tend to bring momentary relief from stress, but they may not be much help in addressing the real issues, and these could also thwart academic progress. The extent to which these passive coping mechanisms are present among university students could be those areas needing focus in interventions and support.

The interplay between effective teaching, coping mechanisms, and student performance is complex and multilayered [44]. In this regard, effective teaching can alleviate some amount of academic stress, providing an avenue for the students to hone and gain the knowledge and skills that will lead them to success. Students viewing their instructors as effective may have less sense of academic stress and thereby use more active strategies to cope [24]. On the other hand, under academic stress, students may find it easier to use more passive coping strategies if they view their instructors as less effective [18]. This study seeks to disentangle these complexities in the context of BAELS with special reference to how students' feedback regarding teaching effectiveness relates to coping strategies and whether the relationship in turn impacts academic performance. Understanding these relationships is therefore

foundational in developing interventions and support systems that enhance student well-being and instructional quality, thus ultimately leading to more favorable learning environments [30].

Different program perspectives, therefore, were looked at in this study to offer meaningful feedback to BAELS instructors to ultimately improve the learning experience and student outcomes. These perspectives are crucial for developing targeted interventions and support programs that enhance teaching effectiveness, promote adaptive coping mechanisms, and boost academic performance.

Building on what is known, this study was conducted to fill some of the gaps identified from works that have come before. Studies like Ibad mainly focused on student evaluation of instructors [30], overlooking the other important aspect, which is student coping mechanisms. Likewise, Fajriah, Gani, and Samad [23] neither explored nor ventured the subtleties of effective teaching in certain programs like BAELS and they did not consider coping mechanisms on academic achievement. The present study filled in these gaps by looking at slight program and gender-based variations, while investigating student coping mechanisms to academic performance in relation to the effectiveness of BAELS instructors' instruction within a singular institutional context. This research transitioned from perceptions of teaching effectiveness to studying how students actually use adaptive strategies, by focusing on a language program and validated measures of coping mechanisms. This pathway would satisfy the need for contextualized findings and provide a holistic view into the multiple factors that affect student performance, leading to a more comprehensive understanding of the agents assisting in academic attainment in higher education.

The objective here specifically was one of filling in a gap by determining how college students' feedback regarding teaching effectiveness influences their choice of coping mechanisms and how these coping mechanisms in turn affect their academic performance. Addressing this complex interplay should optimize BAELS learning instruction, promoting student success and guaranteeing the continued success of the program.

On the nature of BAELS instructors' English teaching effectiveness

Hammond have elaborated that effective teaching is more than simple knowledge transference [28]; it entails an understanding of methodology and content in such a way that it might assist students to understand and apply it. Gordon [26] further develops this viewpoint by insisting on the need for a fair balance in teaching that does not land on the extreme but rather aims to foster motivation and student-teacher relationships. Essentially, an effective instructor is one who knows not only their field but also acts as a motivator and communicator, enabling him or her to create a constructive atmosphere for learning.

Going along this line, Brown [12] considered the more practical dimensions of effective teaching and pointed to the importance of resource management, interaction pattern, and systematic implementation of teaching strategies [12]. The practical viewpoint stresses how important it is for teachers to be flexible and creative in order to maximise their relationship with students in time, space, and tools. These teaching skills, according to Adeniyi and Okebukola in Ngada [1], closely link to the formation of human capital, claiming that highly qualified teachers constitute the bedrock of a nation's human capital. In putting forth a comprehensive view on the subject, Ajayi [3] focused on specific professional attributes that one ought to possess including mastery of subject matter, creativity, classroom management, and thorough evaluation of the students. Clearly, all opinions converge on the assertion that teaching effectiveness is a skill that can only be acquired.

Along the same lines, Marsh and Roche [37] and Marsh all recognize the importance of measuring the effectiveness of teachers and propose a range of methods for carrying out such assessment [34]. The fundamental elements required for a conducive and meaningful learning atmosphere for teaching are engagement, rapport, clarity, and stimulation. The study by Gurney and Wise [27] corroborates this and states that these indicators are widely recognized as important in indicating successful teaching.

Moreover, these studies found that effective teaching was an arduous task that required a combination of people skills, pedagogical expertise, and practical resource management capabilities. The more important aspect was to develop understanding, motivation, and interest on the part of students in a supportive-but-challenging environment, instead of imparting theories and facts. For teachers to become effective, they need to establish a nurturing yet challenging atmosphere for learning, while being committed themselves to ongoing improvement via assessment and reflection.

Thus, some of the collectives to date have indicated that teacher effectiveness is a complex dynamically in nature and wrapped around pedagogic excellence, interpersonal competence, and practically guiding resource management [3]; [12]; [28]; [26]. Teachers of effectiveness possess not only skills in content presentation but also taking the responsibility of effectively establishing a student-supportive teaching learning environment [28]; [26] and they are open to collecting evidence and evaluating their effectiveness from various viewpoints including student feedback, peer review and portfolio assessment [34]; [35]. The findings of these studies also maintain a high consensus around concluding that highly qualified teachers provide the basic infrastructure for measurable improvements in student learning and therefore, general formation of human capital [1]; Okebukola, as cited in Ngada, 2008). Teaching with effectiveness, thus, is an endeavor that requires both technical acumen and inter-personal relations: an art and science [27].

On Academic Adjustment

Besides coping with academic duties, heading toward life transitions brings stress and pressure to students. Having enough information on how to cope with those stresses becomes essential in overcoming them. Those coping mechanisms maintain the student with health and an opportunity to address issues. "The ability to apply strategies that minimize and manage the stress response" has been defined [22] .There are two main types of coping mechanisms required: passive and active, as indicated by [7]. Active coping strategies involve displaying the stressor in front of the individual, while passive coping is more concerned with an emotional response under stress.

Active coping, or otherwise known as problem-focused coping, is confronting the stressors and dealing with it [33]; [8]; [14]. According to Lazarus [25], a few techniques of coping include proactive ones like positive reappraisal, planful problem-solving, confrontive coping, and social support. Such mechanisms empower the student to actively ameliorate the prevailing situation and foster individual growth. Passive strategies such as self-control, escape-avoidance, distancing, and accepting responsibility, on the contrary, provide a rather reactive and evasive coping strategy, which can provide temporary relief but not necessarily address the cause of stress.

These coping mechanisms, however, work differently for different students. Individual differences, including personality, previous experiences, and social support systems [24], play a significant role in the selection and effectiveness of coping strategies. Highly self-efficacious students, for example, may tend to use problem-focused coping because they are confident in their ability to confront an issue [9]. Emotion-focused coping, on the other hand, tends to be employed by those who have few social support systems, constituting an effort to control their emotional response rather than the stressful situation [16]. Thus, such variation emphasizes the need for personalized stress management techniques [18].

Furthermore, coping mechanism and academic performance are closely linked. More than alleviating stress, successful coping goes a long way in enhancing motivation and concentration and improving cognitive capabilities [32]. Stress regulation enables students to stay focused instead of drifting off during lectures, lose interest, or feel constantly challenged academically [29]. Unhealthy coping strategies that include alcoholism or procrastination may worsen the stress situation and act against good grades [16]. This two-way relationship, as explained by Duckworth [21], predicts that the promotion of healthy coping strategies is key to academic achievement and general wellbeing.

Thus, the close relationship between coping methods and academic performance must be recognized so that feedback posed by students on their BAELS instructors may be recognized. This study explored the critical interplay between student feedback on BAELS instructors, academic performance, and coping mechanisms in order to analyze how feedback from students on their BAELS instructors affected stress and coping mechanisms. A second aim was to develop information that could lead to particular interventions and support mechanisms focused on BAELS students that would ultimately foster improved student wellbeing and academic achievement.

On Academic Achievement

Achievement refers to much more than grades; it denotes the extent to which students fulfill educational goals that include gaining knowledge, utilization, and analysis. Whereas there are measurable grades such as tests and GPAs, they do not offer an exhaustive reference for a student's capacity. Real academic achievement would entail further proficiency in critical thinking and communication. Research defines academic achievement as a student's ability to perform tasks evaluated by grades and GPA [15]; [25]; [26].

Academic achievement hinges on many factors. Some of the most important ones are related to the pupil level, such as learning behavior and motivation. Others are social factors, which include support from family members and the peers' effects. On top of that, academic setting, which includes resources in the school, and the school climate impacts, even more, student achievement. Family support, as shown by the study, feeds into reducing students' emotional problems and increasing their confidence, which leads to favorable results.

Time changes academic performance. There could be an improvement by the students who have learned better study habits and have sought for help. Making lessons interesting, along with feedback, could assist students. Awareness of these factors will give a more rounded approach to education. Many factors have been identified by research as affecting academic achievement [33]; [24].

Hence, by now, good academic performance is a prerequisite for post-graduate acceptance, as well as job enrolment. The learned skills are laid as a foundation for life learning and adaptability. Academic achievement is what directly or indirectly affect students today and in the future [11], and is a measure of his productivity and capability [20];[19].

Statement of the Problem

The study sought to determine the cross- program perspectives, the relationship between college student feedback on BAELS instructors' English teaching effectiveness, college students' learning coping mechanisms, and academic performance, Specifically, it aimed to respond to the following questions:

1. What are the feedback on BAELS instructors' innovative and technological English teaching effectiveness?
2. What coping mechanisms do students utilize to manage academic performance in terms of:

2.1 Active Coping Mechanisms: Confrontive coping; Seeking social support; Planful problem-solving; and Positive reappraisal?

2.2 Passive Coping Mechanisms: Distancing; Self-controlling; Accepting responsibility; and Escape-avoidance?

3. What is the overall academic performance of the college students?
4. Is there a significant relationship between the college students' feedback on BAELS instructors' English teaching effectiveness and their coping mechanisms?
5. Is there a significant correlation between the college students' feedback on BAELS instructors' English teaching effectiveness and their academic performance?
6. Is there a significant association between college students' coping mechanisms and academic performance?

Scope and Delimitation of the Study

This research aimed to determine the relationship between how college students at Dr. Aurelio Mendoza Memorial Colleges viewed teaching effectiveness, their learning coping mechanisms, and academic performance. Specifically, it determined how college students' feedback on BAELS instructors' teaching effectiveness related to the coping mechanisms they employed and their academic performance. The study focused on understanding these dynamics during the students' foundational years in their respective programs.The scope of this study was delimited in several ways. Primarily, the research was geographically confined to Dr. Aurelio Mendoza Memorial Colleges, a private, non-sectarian institution situated in Poblacion Ipil, Zamboanga Sibugay. The researcher teaches full-time in the Bachelor of Arts in English Language Studies (BAELS) program at this institution. Consequently, the findings derived from this specific context might not have been directly transferable or applicable to other educational institutions. Second, the study

focused on forty-two (42) first-year to second-year BAELS students, fifty (50) first-year BEED students, fifty (50) first-year BS Criminology students, and fifty (50) first-year BS Social Work students. Aside from the BAELS program, the three identified programs each had 50 participants, despite larger program populations, because only one section per program was handled by the same BAELS instructors, with a class size of 50. While the BEED, BS Criminology, and BS Social Work students offered a comparative perspective to address cross-program elements—since they were taught English courses by BAELS instructors, and both sets of programs had a similar number of enrollees—the experiences of students in other programs were excluded. Third, the study relied on self-reported data from students regarding their feedback on teaching effectiveness and their coping mechanisms. Fourth, while the study explored relationships between variables, it did not aim to establish causality; the correlational nature of the data only allowed for the examination of associations. Fifth, the study was limited to officially enrolled students with valid school IDs to ensure accurate representation of the target populations. Finally, this research utilized a descriptive-correlational design, gathering data from all eligible BAELS students through total enumeration. A simple random sample was taken from the BEED, BS Criminology, and BS Social Work students. The study acknowledges that the results offer a snapshot of the situation at the time of data collection and may not reflect changes in these factors over time.

2. Methodology

Research Design

Creswell and Creswell [45], in their flagship book "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches," place the descriptive quantitative correlational research design under the umbrella of a systematic process for collecting and analyzing numerical data. While the design was to measure and analyze the relations between variables, it did not establish causation. Population and sample characteristics were described statistically, and the degree to which changes in one variable correlate with changes in another was analyzed. Therefore, the researcher identifies trends, patterns, and correlations to make sense of what types of interactions and to what extent they are investigating.

In addition, the study followed a flowchart of guiding steps: (1) Formulation of the Problem Statement, Research Hypotheses, and Variables; (2) Adaptation and Modification of Research Instruments for the Study; (3) Obtaining Research Ethical Clearance; (4) Data Collection or Data Gathering; (5) Data Analysis and Interpretation; (6) Drafting the Manuscript or Research Report; (7) Submission for Plagiarism Checking; and (8) Presenting the Report to the Thesis Panel.

Population and Sampling Procedure

This research study was conducted at Dr. Aurelio Mendoza Memorial Colleges, a private college founded in 1968 and situated in Ipil, Zamboanga Sibugay, which delivered an important contribution to the region's tertiary education landscape, offering a multitude of academic degrees to students for the Academic Year 2024-2025. The population of interest were bona fide college students enrolled at Dr. Aurelio Mendoza Memorial Colleges, particularly students belonging to the four (4) identified programs. The total population was made up of 192 students, distributed as follows: 42 first and second-year students from the Bachelor of Arts in English Language Studies (BAELS), 50 first-year students from the Bachelor of Elementary Education (BEED), 50 first-year students from the Bachelor of Social Work (BS Social Work) of 377, and 50 first-year students from the Bachelor of Criminology (BS Criminology) of 557. These students were easily identifiable since they were in the courses of the researcher during the second semester. For BEED, BS Social Work, and BS Criminology, however, the researcher chose 50 participants each, even with the higher population of the respective programs, because the researcher and BAELS instructors were currently teaching only one section of these programs, which has a population of 50 students each. Thus, the accessible population constitutes these students.

According to the methods used, this study will adopt total enumeration sampling in the BAELS program. For the BEED, BS Social Work, and BS Criminology programs, random sampling would be carried out to select participants. In consideration of the large population sizes within these programs and limited access to specific sections taught by the researcher and BAELS instructors, random sampling is applicable.

Informed Consent and Voluntary Participation

The researcher disclosed to the prospective participants the purpose of the research, after which they requested that those deciding to participate in the study sign the consent form. The participants clearly made themselves aware of what was required of them and how the data would be utilized. They were told they could leave the study at any point with no penalties. The participants consented by signing the consent form to participate in the study.

Confidentiality

Confidentiality ensured that any data by which a participant could be identified was not shared with anyone other than the researcher. The participants were made aware that, while their participation was of high esteem, they would not be named anywhere in the research paper, which shall also remain confidential, only available for the researcher's use.

In this study, the data collection went through college students enrolled in specific academics where confidentiality is a must. The researcher, besides being a teacher for these students, could be perceived to have vested interests; thus, strict adherence to ethical standards was required. An informed consent form outlining this conflict of interest was provided to the student participants to protect their interests and diminish bias. The students were explicitly encouraged not to include their names or any other type of identifying information on the survey questionnaire. This step bolstered the assurance of anonymity and dissociated any link back to themselves from their responses.

To strengthen further confidentiality, all data collected, including responses to surveys and all possible quantitative data, were kept securely in password-protected digital files. The hard copies of the consent form were kept in a locked cabinet. During data analysis and report writing, data were anonymized so no individual student could be identified. Upon completion of the final defense, complete removal of students' information and maintenance of confidentiality were achieved through secure disposal methods such as burning of physical copies and permanent erasure of digital files. Furthermore, they were informed that participation in the study and any responses would not in any way influence their academic standing or grades. This was crucial in putting the students at ease and assuring that any responses they provided would be based on honest and unbiased views, therefore safeguarding the integrity and validity of the research findings.

Research Instruments

The standardized questionnaires were the primary tool used for data collection in the current study, involving previously validated instruments to ensure measurement reliability [29]. An instrument adapted from the and the QCE of NBC No. 461 to assess student feedback on the effectiveness of BAELS instructors' teaching of English. This adaptation allowed national recognition of the framework utilized in this study in tailoring the evaluation to the specific needs and context of the BAELS program.

Among others, Likert scale items were utilized to evaluate participant feedback on the instructional strategies of their English teachers over the course of the preceding academic year, as measured on a five-point scale: outstanding, very satisfactory, satisfactory, fair, and poor.

In addition to this aforementioned instrument, student coping mechanisms were assessed via a validated tool originally developed by Folkman and Lazarus [25] and thereafter adapted by Yazon, Ang-Manaig, and Tesoro in a related study[12]. The use of these existing well-developed expert instruments enhanced the reliability and validity of the data collected [5]. The coping mechanism questionnaire consisted of 32 items, employing a 4-point Likert scale with the following response options: 'Used a great deal,' 'Used quite a bit,' 'Used somewhat,' and 'Does not apply/Not used.'

This study was based on the instrument used in the investigation conducted by Crowl [14] to explore the relationship among student feedback regarding BAELS instructors, student coping mechanisms, and academic performance .

Students who met the inclusion criteria of having complete questionnaire and assessment data were tracked back to obtain their academic performance represented by second semester 2024-2025 GPAs from school records for analysis.

Data Gathering Procedure

Before the actual collection of data, the researcher obtained the necessary approvals from the Western Mindanao State University Graduate School and Dr. Aurelio Mendoza Memorial Colleges administration including ethical clearance. A comprehensive participant information sheet and informed consent form were developed, detailing the study's objectives, procedures, potential risks, and benefits. These documents emphasized the voluntary nature of participation to ensure that participants understood their right to withdraw at any time, without penalty. All data were anonymized by replacing participants' names with unique identification codes to ensure confidentiality. The researcher scheduled data collection sessions at the most convenient times for BAELS, BEED, BS Criminology, and BS Social Work students without much disturbance in their academic schedules.

In addition to this, data collection was initiated with the administration of the two most important instruments: a student feedback questionnaire on evaluating English teaching effectiveness for BAELS instructors and a coping mechanisms questionnaire adopted from Folkman and Lazarus [25]. The student feedback questionnaire employed the Likert scale for feedback on instructor effectiveness, while the coping mechanisms questionnaire, designed based on the Likert scale, assessed both the active and passive coping strategies. These questionnaires were administered in a classroom setting under the supervision of the researcher for clarification and addressing any questions.

A generous amount of time was allocated for participants to complete the questionnaires so that they understood each item and answered accurately. At the same time, an official first-semester academic performance record (GPAs) of the participating students was secured from the registrar's office following the strict institutional protocols of data handling.

Upon processing all questionnaires, the researcher undertook a thorough review of instrumentation to assure completeness of the responses while identifying any missing or inconsistent data. In the case of incomplete responses, the researcher would discreetly approach the relevant participants to request clarification or completion, maintaining participant anonymity.

To ensure accurate matching, academic performance records would be cross referenced with the identification codes of the participants. All data, including responses in questionnaires, as well as academic records, were kept safe in password-protected digital files. Hard copy consent forms were kept in a locked cabinet, accessible only to the researcher. Data entry was done in an accurate manner, again using double-check procedures to limit error.

At the conclusion of data collection, the researcher engaged in debriefing with the participants, including disclosing the initial scope of the study as well as an open forum for questions and comments. Participants were informed about the implications of the study on improving the BAELS program and on designing student support services. The researcher reiterated the confidentiality of their responses and the secure storage of respondent data. Then the analysis of data commenced using appropriate statistical treatment to answer the research questions and to test the stated hypotheses. The researcher followed the best practices of research integrity and hence maintained accuracy and transparency in reporting the findings.

Data Analysis Procedure

Thus, at the end of data collection, all the responses to the questionnaires enter into a statistical software package, like SPSS, and accuracy is assured by double-checking procedures. Data on academic performance (GPAs) derived from the registrar's office were merged with questionnaire data through a unique identification code assigned to every participant. Cleaning data before analysis involved missing values and outliers. Composite scores were established for the "English teaching effectiveness" and "coping mechanisms" variables as an average of relevant items from the questionnaires. Descriptive statistics (means and standard deviations) would be computed so as to give an overview of demographic characteristics of the participants, as well as provide scope and distribution of the key variables.

To answer the research questions and to test the hypotheses inferential statistical analyses were conducted. Pearson correlation coefficients were determined to check the relationship of English teaching effectiveness, coping mechanisms, and academic performance

3. Results

Presentation, Analysis, and Interpretation of Results

In this chapter, the gathered data is presented and analyzed through the rating scale in determining college students' feedback on BAELS instructors' English teaching effectiveness and students' learning coping mechanisms and academic performance. Statistical tests were applied for tabulation, analysis, and interpretation of data. The order of presentation was made according to the specific questions posed in the problem statement.

Feedback on the English teaching effectiveness of BAELS instructors

Table 1.0 gives the respondents' feedback on teaching effectiveness. Very satisfactory feedback was received from the students on their teachers on all components (M = 4.91, 4.94, 4.95, 4.90, & 4.92) with corresponding standard deviations (.18, 17. .14, .19 & .13), all of which are considered as small value in statistics. It indicated that the college students were evenly distributed based on their feedback scoring regarding how well their instructors teach.

The data showed that the students rated their BAELS instructors as Very Satisfactory across all variables rated. Specifically, the mean scores ranged from 4.90 to 4.95, with standard deviations ranging from 0.13 to 0.19, which are statistically very low. This implies not only that they were very pleased, but that they were very consistent with those judgments and ratings.

Highest mean score was achieved in Teaching for Independent Learning (M = 4.95, SD = .14) indicates that the students viewed their instructors as especially effective in promoting learner independence-an important tenet of student-centered pedagogy [12]. Close behind were Knowledge of Subject (M = 4.94, SD = .17) and Commitment (M = 4.91, SD = .18) which indicate that the instructors demonstrated a strong command of content and commitment to teaching, important indicators of effective instruction [19]. Furthermore, Management of Learning (M = 4.90, SD = .19) also received a very satisfactory rating, indicating that instructors were perceived as capable of effectively organizing and facilitating classroom activities. The low standard deviations across all dimensions would suggest a rather even formula among students in their positive appraisal, generating a scenario close to homogeneity concerning the student experience.

These results correlate with studies, indicating that there exists a strong relationship between teaching effectiveness and the subject matter expertise, classroom management, and development of independent thinking of their instructors [36]. Systematic collection of feedback constitutes an authentic source of evaluation for teaching performance; it becomes instrumental in professional development [22].

The aforementioned invariably high ratings would, therefore, suggest that the BAELS instructors command a great degree of effectiveness in teaching English, being especially geared toward promoting independent learning, a vital goal in language teaching [23].

The Coping Mechanisms of Students to Manage Academic Performance

Table 2.0 presents the respondents' coping mechanism. It shows that they *used a good deal* of the coping mechanism for all the components (Mean= 3.21, 3.44, 3.45, 3.59, 3.42, 3.26, 3.32, 3.53, 2.98 & 3.27) and their respective (SD=.83, .50 , .47, .44, .39,.53, .54, .45, .60 & .39) that are considered statistically as a big value. It means that the students are heterogeneously grouped in terms of their coping mechanism.
The results showed that most strategies were "used a good deal," with mean scores ranging from 2.98 to 3.59. Among the ten coping strategies measured, Positive Reappraisal recorded the highest mean (M = 3.59, SD = .44), suggesting that students often attempt to reinterpret challenging academic situations in a more positive or meaningful light. This aligns with Lazarus and Folkman's model [24], which recognizes positive reappraisal as a form of emotion-focused coping that enhances psychological resilience.Planful Problem Solving (M = 3.45), Seeking Social Support (M= 3.44), and Accepting Responsibility (M = 3.53) also scored relatively high, indicating that students engage actively in confronting academic stressors. These approaches reflect an active coping orientation, which has been positively associated with better academic adjustment

and mental health [25]. The Overall Active Coping Mechanism category had a mean of 3.42 (SD = .39), showing that students generally favored strategies that involved problem-solving, planning, and support-seeking. In contrast, Passive Coping Mechanisms such as Escape-Avoidance (M= 2.98, SD = .60) had the lowest mean, yet still fell under the "used a good deal" descriptor. This suggests that while avoidance-based responses were present, they were less prominent compared to proactive strategies. It is important to note the relatively high standard deviations, particularly for Confronting Coping (SD = .83) and Escape-Avoidance (SD = .60), which indicate considerable variability in students' responses. These high SD values reflect a heterogeneous pattern in coping behavior, meaning that students differ substantially in how they respond to stress—possibly due to personal, social, or academic factors [18]. Hence, the data suggested that college students employed a balanced mix of coping mechanisms, with a slight preference for active over passive coping. The variability in coping responses underscored the importance of personalized student support services, especially those that promote adaptive strategies such as positive reappraisal and problem-solving.

The *Overall Academic Performance of the College Students*

The students are very satisfactory in their academic performance as evidenced by the mean of 91.11 % with the standard deviation of 1.96 that is considered statistically as a small value. It means that the students are homogeneously grouped in terms of their academic performance. The data showed that the respondents achieved a mean score of 91.11% with a standard deviation of 1.96, which statistically reflects a small value. This means that not only did students perform at a *Very Satisfactory* level, but their scores were also closely clustered around the mean, indicating a high level of consistency in academic performance across the group.

The classification of 91.11% under the descriptor *Very Satisfactory* suggests that most students are not merely passing but are excelling academically. This performance level may be attributed to several factors, such as effective teaching strategies, the use of active coping mechanisms, and the students' personal motivation and learning environment [29].

The low standard deviation also implied homogeneity among the students, which may be indicative of equitable access to academic resources or uniform instructional quality within the program (Brookhart, 2011). Furthermore, consistent performance within this range reflects the program's ability to maintain academic standards and support systems that foster success.

This finding was significant because academic performance is a key indicator of both student learning and program effectiveness. High academic achievement correlates with future academic persistence, higher self-efficacy, and stronger career readiness [42].

Relationship of Feedback from College Students regarding the Effectivity of BAELS Instructors' English Teaching and Coping Strategies

According to the correlation outcomes presented, no generally strong association nor statistically significant correlation is apparent for coping mechanisms to different aspects of teaching effectiveness and these are commitment, subject matter knowledge, teaching for independent learning, management of learning, and general teaching effectiveness. In respect to commitment, the only self-controls (r=0.123, p=0.088) and accepting responsibility (r=0.127, p=0.079) moderately but non-significantly correlated. A very low positive correlation existed with teaching for independent learning r=0.131, p=0.071, while weak correlations with other coping variables. These results suggest that overall teaching effectiveness was weakly linked to self-controlling whereby it implies that a teacher who practices better self-regulation would report slightly higher teaching effectiveness but its relationship is not significant. Learning management thus has negligible correlations with respect to all coping instruments, making coefficients range from r=−0.051 tor0.088. Such confirmed that there are no strong linear associations, which indicates limited influence of coping mechanisms on indicators of teaching effectiveness in the sample used. The respondents' feedback regarding the effectiveness of their instructors in teaching does not really have an influence on their coping mechanism.

Examination results revealed lack of significance between any single teaching effectiveness component and any of the many coping strategies (active and passive mechanisms) in the alpha 0.05 level (0.079) do not reach statistical significance and thus are not sufficient to infer a relationship.

Such information was that although very positively inclined toward effectiveness, it did not seem to affect how students coped with academic stressors and challenges. One of the possible reasons that may explain this outcome is that coping strategies derive more from intrinsic, psychological, or situational sources than perceptions of instructor performance. According to the definition of coping by Lazarus and Folkman (1984), coping represents efforts directed toward managing some of the internal or externally oriented demands, but it may not relate to how students view their instructors.

Previous research by Compa supports the finding of an individualistic nature in coping behavior, with more shaping by personality [18], past experiences, and support systems than by academic factors such as perceived quality of teaching. This concurs with the Transactional Model of Stress and Coping [24], which posited that the individual-environment interaction determines the driving force for coping, with personal appraisal of stressors at the center of the process. Students' perceptions of teaching effectiveness always amount to a single dimension of the environment, and it is perhaps in one's interpretation of what constitutes an academic challenge coupled with perceived resources to cope that a greater impact on ways of coping may exist. Therefore, it might be stated that effective teaching does improve the quality of learning outcomes-as shown earlier-but does not seem to act as much of a determinant of the coping mechanisms which students apply in that context.

4. Discussion

The Correlation between the college students' feedback on BAELS instructors' English teaching effectiveness and their academic performance:

It appears there is a hint of minimal correlation between academic performance and students' commitment level (r=.170, p=.019). However, it seems that with the rest of the components, the comparison shows no correlation. Hence it does not entail that their feedback of teaching effectiveness does not affect their academic performance.

The finding that only Commitment correlated significantly with academic performance (r = .170, p = .019) implies that there is a low but positively meaningful relationship such that students who perceive instructors to have higher commitment tend to perform slightly better academically. This finding is in congruence with Bandura's Social Cognitive Theory, where it could be postulated that a committed instructor would likely foster a supportive and engaging environment resulting in enhanced student efficacy and motivation, which are important in achieving academic success. Furthermore, this single significant correlation amidst all other non-significant findings highlights the complexities that SET theories put forward [36] offering the suggestion that while student evaluations of instructor commitment may not be a popularly measured construct of teaching, it may still be a more valid predictor of academic performance than other cherished instructional qualities.

Although the correlation is low according to Downie and Heath (1984), it is nevertheless significant. This is in keeping with Darling-Hammond and Hattie [19];[29], who argue that teacher commitment and enthusiasm positively affect student engagement, motivation, and academic outcomes. Committed instructors are likely to spend extra time on lesson planning, giving feedback, and on helping students individually, thus raising academic performance.

However, the other components of teaching effectiveness—Knowledge of Subject Matter, Teaching for Independent Learning, Management of Learning, Overall Teaching Effectiveness—did not establish significant correlation with academic performance (all p-values > .05). These results suggest that students'

positive perceptions of those components might be quite important for their learning experience and satisfaction [36], but not so much for the measurable academic outcomes, for instance, grades.

One probable explanation is that academic performance is a multifactorial phenomenon influenced not just by instructor effectiveness but also by students' previous knowledge, study habits, and socioeconomic background and coping strategies [42].

Thus, overall feedback on teaching effectiveness is somewhat of a negligible player as a predictor of student academic success in this dataset, even while the teacher commitment is showing some influence.

These findings bring to light the complexity of the teaching-learning process and thereby imply that academic achievement is contingent on a wide array of internal and external factors, even if the teacher-related factors are major determinants of educational quality.

The Research Study: Correlation Between College Students' Coping Mechanisms and Academic Performance

There is no correlation between the various components of coping mechanisms and their academic performance. This means their coping mechanism does not affect their academic performance. According to the results, none of the coping strategies—be they active (Planful Problem Solving, Seeking Social Support, Positive Reappraisal) or passive (Distancing, Escape Avoidance)—were statistically associated with academic performance, at an alpha of 0.05.

The computed r-values range from -0.104 to 0.091, indicating a very weak relationship or no real relationship at all, and the associated probabilities (p-values) are far above the threshold of 0.05. Thus, we can confidently conclude that no significant association can be established. Rather, none of the coping strategies, even those perceived to be more constructive such as Positive Reappraisal or Planful Problem Solving, were meaningfully correlated with academic performance.

This implies that although the students might have been helped by the coping mechanisms in managing the stress or emotional burden, those coping mechanisms did not translate into academic performance for the BAELS students. This finding is consistent with Compas and Skinner, who pointed out that coping mechanisms mainly act to regulate the affective component rather than directly influence academic achievement [18].

Quite apart from emotional coping, other factors, such as study habits, time management, cognitive ability, prior academic preparation, and aspects of the learning environment, also play a role in academic performance [42].

Thus, this study questioning the basis in the assumption that coping, otherwise, can predict success in academics.

Interestingly, this result also goes with Folkman and Moskowitz who hold that although coping strategies are valuable to well-being [25], they do not always correlate with such outcomes as grades measured, particularly not under the short time of the academic setting.

5. Conclusion

In conclusion, it is welcoming progress for the university, especially for the chosen colleges, considering that the students elicited very satisfactory rating in their academic performance. The data, however, found no overall correlation between their perceived teaching effectiveness of theirs instructors and their coping mechanisms and/or their academic performance, although they did show fairly positive feedback toward their instructors' teaching effectiveness and a fairly acceptable expression of coping mechanisms to facilitate their learning. The study nevertheless has been able to gather some data on the classification of perceptions regarding teachers' teaching effectiveness and academic performance variance when grouped according to program or course specializations. Future

researchers could look into other factors that may be causing these variations and examine what interventions may be done by the teachers that could affect the students' perception of the teaching effectiveness of the instructors and academic performance.

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