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SCHOOL ENGAGEMENT AND STRESS RESILIENCE AMONG GRADE 6 PUPILS IN ALFONSO LISTA DISTRICT 2

Clarissa S. Domingo

College of Advanced Education, Ifugao State University-Potia Campus, Ifugao, Philippines

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ABSTRACT

This study explored the relationship between school engagement and stress resilience among Grade 6 pupils in Alfonso Lista District 2 during the School Year 2024-2025. School engagement was conceptualized in terms of affective, behavioral, and cognitive engagement, while stress resilience was assessed based on students' ability to manage and overcome academic and personal challenges. The study utilized a descriptive-correlational approach, employing surveys to gather data from 258 respondents. The need for this study arose from the increasing concerns regarding student well-being, especially in the context of stress and its impact on academic performance. It is crucial to understand how various dimensions of school engagement can influence students' resilience, especially during critical stages of academic development. Findings revealed that the respondents exhibited high levels of school engagement across all dimensions—affective, behavioral, and cognitive—with strong emotional attachment to learning, school, and extracurricular activities. In addition, students demonstrated very high stress resilience, with emotional security and self-assurance being key factors. Furthermore, a significant positive relationship between school engagement and stress resilience was found, highlighting the importance of fostering engagement to enhance students' ability to cope with stress. The study concluded that promoting school engagement through interactive learning, extracurricular activities, and cognitive challenges can significantly improve students' stress resilience. Schools are encouraged to adopt comprehensive engagement strategies to support both academic success and mental well-being, as this will contribute to students' overall development.

Keywords: *Cognitive engagement, Extracurricular Activities, School Engagement, Stress Resilience, Student Well-being*

INTRODUCTION

In recent years, increasing attention has been given to school engagement and stress resilience due to their vital role in students' academic achievement and psychological well-being. School engagement is a multidimensional construct comprising behavioral, emotional, and cognitive components, which together reflect how actively, emotionally, and intellectually students participate in learning (Pinzone & Reschly, 2020). Behavioral engagement refers to observable participation and persistence in academic tasks, emotional engagement involves feelings of belonging and attachment to school, and cognitive engagement reflects students' investment in understanding and mastering learning activities. High levels of engagement across these dimensions have been consistently associated with improved academic performance, motivation, and reduced risk of disengagement and dropout.

Within educational systems facing socio-economic challenges, such as those existing in many public schools in the Philippines, students are often exposed to academic pressure, limited resources, and external stressors. These conditions highlight the importance of stress resilience, defined as the ability to adapt positively, regulate emotions, and persevere despite adversity (Masten, 2018). Stress resilience enables learners to cope effectively with academic demands, recover from setbacks, and maintain engagement even under challenging circumstances. The Department of Education has emphasized strengthening learners' socio-emotional competencies to address concerns such as declining performance, absenteeism, and disengagement.

As the educational landscape continues to evolve in response to both global and local challenges, schools are increasingly placing greater emphasis on students' socio-emotional well-being alongside academic learning. Recent empirical research indicates that integrating resilience-building and socio-emotional learning approaches within school settings supports the development of emotional regulation, adaptive coping skills, and positive motivational mindsets necessary for managing academic demands (Panayiotou et al., 2021). Such approaches contribute to more supportive and inclusive learning environments, enabling students not only to manage stress effectively but also to sustain motivation and meaningful engagement across varied learning contexts (Durlak et al., 2022). Strengthening socio-emotional competencies within schools is therefore regarded as a critical foundation for promoting holistic learner development and long-term educational success.

Existing literature suggests that school engagement and stress resilience are closely interconnected. Students who are actively engaged behaviorally, emotionally, and cognitively are more likely to develop adaptive coping strategies, self-efficacy, and emotional regulation skills that support resilience (McKeering et al., 2021). This relationship is consistent with Social Cognitive Theory, which posits that learning and behavior are shaped by the interaction of personal beliefs, observed behaviors, and environmental influences (Bandura, 1986). Through mechanisms such as observational learning and reinforcement, students who perceive supportive teacher–student relationships and positive peer models are more likely to develop higher self-efficacy,

leading to increased engagement and persistence. Belief in one's own capability encourages students to invest effort, regulate emotions, and overcome academic stressors.

At the same time, Resilience Theory emphasizes that resilience is not a fixed trait but a dynamic process that develops through protective factors, including supportive relationships, positive school climates, and opportunities to build coping skills (Masten, 2018). Within school settings, emotionally supportive environments and meaningful engagement activities act as protective factors that help learners cope with stress, maintain motivation, and recover from academic difficulties. When students feel valued, supported, and capable, they are better equipped to remain engaged despite personal or contextual challenges.

Empirical studies consistently show that behavioral engagement predicts academic persistence and achievement, emotional engagement fosters motivation and belonging, and cognitive engagement promotes deeper learning and problem-solving skills (Li et al., 2021; Pedler et al., 2021). Moreover, higher engagement has been linked to improved mental health outcomes, including reduced anxiety, stress, and depressive symptoms (Cavioni et al., 2021). Conversely, disengagement is associated with poorer emotional regulation, increased vulnerability to stress, and lower academic confidence. Despite these findings, limited research has examined the relationship between school engagement and stress resilience among elementary-level learners in the Philippine context, particularly in rural or socioeconomically disadvantaged districts.

In Alfonso Lista District 2, anecdotal reports and school performance records indicate concerns related to learner disengagement, academic stress, and difficulty coping during assessment periods among Grade 6 pupils. These observations underscore the need to better understand how engagement in school relates to pupils' capacity to manage stress during a critical transition year in basic education. Addressing this gap is essential for developing interventions that support both academic participation and emotional well-being.

This study therefore aimed to examine the relationship between school engagement (behavioral, emotional, and cognitive) and stress resilience among Grade 6 pupils in Alfonso Lista District 2 during the School Year 2023–2024. By integrating perspectives on engagement and resilience within the local educational context, the study sought to generate evidence that can inform targeted, school-based interventions. The findings are expected to benefit teachers and administrators by supporting strategies and policies that promote academic success and emotional resilience among pupils.

Research Questions

Generally, this study determined the relationship between school engagement and stress resilience among Grade 6 pupils in Alfonso Lista District 2 during the School Year 2024-2025.

Specifically, it answered the following questions:

1. What is the level of school engagement of the respondents in terms of:
    1.1 Affective Engagement: Liking for Learning;
    1.2 Affective Engagement: Liking for School;
    1.3 Behavioral Engagement: Effort and Persistence;
    1.4 Behavioral Engagement: Extracurricular Activities; and
    1.5 Cognitive Engagement?
2. What is the level of stress resilience exhibited by the respondents?
3. Is there a significant relationship between school engagement and stress resilience among the respondents?
4. What intervention program can be proposed to enhance both school engagement and stress resilience among the respondents?

METHODOLOGY

This study employed a descriptive–correlational research design to examine the relationship between school engagement and stress resilience among Grade 6 pupils in Alfonso Lista District 2 during the School Year 2024–2025. The design was appropriate for describing levels of engagement and resilience and for determining the direction and strength of their relationship without implying causality.

The study was conducted in public elementary schools within Alfonso Lista District 2, Ifugao, Philippines. The respondents consisted of 258 Grade 6 pupils enrolled during the data-collection period. A total enumeration sampling method was used, wherein all eligible pupils were invited to participate, subject to parental consent and availability.

Data were collected using a structured survey questionnaire consisting of two standardized instruments. School engagement was measured using an adapted version of the Student Engagement in Schools Questionnaire (SESQ) developed by Lam and Jimerson (2008), assessing affective, behavioral, and cognitive engagement using a 5-point Likert scale. Stress resilience was measured using the abbreviated Nicholson McBride Resilience Questionnaire (NMRQ), composed of 12 items rated on a 4-point Likert scale, with higher scores indicating greater resilience. Reliability testing yielded acceptable internal consistency (Cronbach's $\alpha = .889$ for school engagement; $\alpha = .756$ for stress resilience).

Ethical standards were strictly observed. Parental consent and pupil assent were obtained, participation was voluntary, and confidentiality and anonymity were ensured. Questionnaires were administered during school hours and anonymized prior to analysis.

Data were analyzed using descriptive statistics (means) to determine levels of engagement and resilience, and Pearson's product–moment correlation to examine their relationship.

RESULTS

Table 1. Weighted mean of the level of school engagement of the respondents in terms of affective engagement: liking for learning

Indicator	Weighted Mean	Qualitative Description
1. I am very interested in learning.	4.83	Always
2. I think what we are learning in school is interesting.	4.57	Always
3. I like what I am learning in school.	4.80	Always
4. I enjoy learning new things in class.	4.66	Always
5. I think learning is fun and enjoyable.	4.45	Always
Grand Mean	**4.66**	**Always**

Table 2. Weighted mean of the level of school engagement of the respondents in terms of affective engagement: liking for school

Indicator	Weighted Mean	Qualitative Description
1. I like my school.	4.83	Always
2. I am proud to be at this school.	4.58	Always
3. Most mornings, I look forward to going to school.	4.30	Always
4. I am happy to be at this school.	4.76	Always
Grand Mean	**4.62**	**Always**

Table 3. Weighted mean of the level of school engagement of the respondents in terms of behavioral engagement: effort and persistence

Indicator	Weighted Mean	Qualitative Description
1. I try hard to do well in school.	4.73	Always
2. In class, I work as hard as I can.	4.68	Always
3. When I'm in class, I participate in class activities.	4.44	Always
4. I pay attention in class.	4.51	Always
5. When I'm in class, I stay focused and work on my tasks.	4.43	Always
6. In school, I do my best in everything I do.	3.36	Sometimes
7. When I'm in class, I stay attentive.	4.23	Always
8. If I have trouble understanding a problem, I go over it again until I understand.	4.60	Always
9. When I run into a difficult homework problem, I keep working at it until I think I've solved it.	4.38	Always
Grand Mean	**4.37**	**Always**

Table 4. Weighted mean of the level of school engagement of the respondents in terms of behavioral engagement: extracurricular activities

Indicator	Weighted Mean	Qualitative Description
1. I am an active participant of school activities such as sport day and school picnic.	4.41	Always
2. I volunteer to help with school activities such as sport day and parent day.	4.25	Always
3. I take an active role in extracurricular activities in my school.	4.17	Often
Grand Mean	**4.28**	**Always**

Table 5. Weighted mean of the level of school engagement of the respondents in terms of cognitive engagement

Indicator	Weighted Mean	Qualitative Description
1. When I study, I try to understand the material better by relating it to things I already know.	4.48	Always
2. When I study, I figure out how the information might be useful in the real world.	4.45	Always
3. When learning information, I try to put ideas in my own words.	4.38	Always
4. When I study, I try to connect what I am learning with my own experiences.	4.40	Always
5. I make my own examples to help me understand the important concepts I learn from school.	4.30	Always
6. When learning things from school, I try to see how they fit together with other things I already know.	4.40	Always
7. When learning things for school, I often try to associate them with what I learnt in other classes about the same or similar things.	4.38	Always
8. I try to see the similarities and differences between things I am learning for school and things I know already.	4.38	Always
9. I try to understand how the things I learn in school fit together to learn for school.	4.38	Always
10. I try to match what I already know with things I am trying to learn for school.	4.47	Always
11. I try to think through topics and decide what I'm supposed to learn from them, rather than studying topics by just reading them over.	4.43	Always
12. When studying, I try to combine different pieces of information from course material in new ways.	4.48	Always

Grand Mean	**4.41**	**Always**

Table 6. Weighted mean of the level of stress resilience exhibited by the respondents

Indicator	Weighted Mean	Qualitative Description
1. In a difficult spot, I turn at once what can be done to put things right.	3.64	Very high
2. I influence where I can, rather than worrying about what I can't influence.	3.35	Very high
3. I don't take criticism personally.	3.30	Very high
4. I generally manage to keep things in perspective.	3.48	Very high
5. I am calm in a crisis.	3.44	Very high
6. I'm good at finding solutions to problems.	3.50	Very high
7. I wouldn't describe myself as an anxious person.	3.44	Very high
8. I don't tend to avoid conflict.	2.56	High
9. I try to control events rather than being a victim of circumstances.	3.54	Very high
10. I trust my intuition.	3.52	Very high
11. I manage my stress levels well.	3.67	Very high
12. I feel confident and secure in my position.	3.71	Very high
Grand Mean	**3.43**	**Very high**

Table 7. Correlation between school engagement and stress resilience among the respondents

School Engagement Dimensions	N	Pearson Correlation with Stress Resilience	Sig. (2-tailed)	Interpretation
Affective Engagement: Liking for Learning	258	.172**	.006	Significant
Affective Engagement: Liking for School	258	.141*	.024	Significant
Behavioral Engagement: Efforts and Persistence	258	.168**	.007	Significant
Behavioral Engagement: Extracurricular Activities	258	.228**	.001	Significant
Cognitive Engagement	258	.201**	.001	Significant

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

DISCUSSION

Table 1 presents the level of school engagement of the respondents in terms of affective engagement, particularly their liking for learning. The findings indicate that Grade 6 pupils in Alfonso Lista District 2 exhibit a consistently high level of affective engagement, with all indicators rated within the “Always” category and a high grand mean of 4.66. This suggests that pupils generally experience positive emotions toward learning and maintain strong intrinsic interest in their educational activities.

The highest-rated indicator, “I am very interested in learning” (M = 4.83), reflects strong intrinsic motivation among the respondents. This finding supports previous research showing that positive emotional engagement is closely associated with sustained participation and improved academic performance (Rodríguez-Muñoz et al., 2021). When students demonstrate genuine interest in learning, they are more likely to persist in academic tasks and engage meaningfully with instructional content.

Although the item “I think learning is fun and enjoyable” obtained the lowest mean (M = 4.45), it still remained within the “Always” range, indicating generally favorable emotional responses to learning experiences. This slight variation may be attributed to differences in instructional approaches, subject preferences, or individual learning styles. Prior studies suggest that enjoyable and interactive learning experiences significantly enhance students’ motivation and classroom participation (Yoseptry et al., 2024), underscoring the need for varied and engaging teaching strategies.

Overall, the results indicate that pupils possess a strong emotional connection to learning, which is a critical factor in sustaining motivation and promoting academic resilience. These findings highlight the importance of maintaining learner-centered, engaging instructional practices that nurture positive emotions toward learning and reinforce pupils’ ongoing engagement in school.

Table 2 presents the level of school engagement of the respondents in terms of affective engagement, specifically their liking for school. The results reveal a consistently high level of emotional attachment to school, with all indicators rated within the “Always” category and a grand mean of 4.62. This suggests that Grade 6 pupils generally feel positively connected to their school environment.

The highest-rated indicator, “I like my school” (M = 4.83), reflects a strong sense of school attachment among the pupils. A positive emotional connection to school is a key component of sustained engagement, as students who feel valued and supported are more likely to participate actively in school activities. This finding aligns with Ibrahim and Zaatari (2020), who emphasized that strong teacher–student relationships grounded in care, trust, and respect enhance students’ sense of belonging and academic development.

The lowest-rated indicator, “Most mornings, I look forward to going to school” (M = 4.30), although still within the “Always” range, suggests slight variation in pupils’ daily

readiness or enthusiasm. This variation may be influenced by factors such as daily routines, academic demands, or individual mood. Goldin et al. (2020) noted that students' engagement and academic performance may fluctuate depending on school schedules and alignment with biological and psychological rhythms, which may partially explain this finding.

Overall, the results indicate that pupils maintain a strong positive emotional connection to their school. This finding is consistent with Buzzai et al. (2021), who reported that satisfaction of students' psychological needs in school is positively associated with academic engagement and achievement. The high level of affective engagement highlights the importance of sustaining a supportive, welcoming, and emotionally nurturing school environment to promote continued engagement and positive learning experiences among pupils.

Table 3 presents the level of school engagement of the respondents in terms of behavioral engagement, specifically their effort and persistence. The findings indicate that Grade 6 pupils generally demonstrate a high level of effort and persistence in their schoolwork, as reflected by a grand mean of 4.37, interpreted as "Always." This suggests that students commonly exert sustained effort and show determination in completing academic tasks.

The highest-rated indicator, "I try hard to do well in school" (M = 4.73), reflects students' strong commitment to academic success. This result indicates that pupils are motivated to perform well and are willing to invest effort in their learning activities. Such behavioral engagement is a critical predictor of academic productivity, as increased persistence has been shown to enhance learning outcomes (Martina, 2021).

In contrast, the lowest-rated indicator, "In school, I do my best in everything I do" (M = 3.36), fell within the "Sometimes" category. While pupils generally exhibit high engagement, this finding suggests that effort may fluctuate depending on task demands, interest level, or situational factors such as fatigue or distractions. Previous studies indicate that students' effort varies according to perceived task difficulty and personal motivation (Wolgast et al., 2020), implying that not all academic activities are approached with the same level of intensity.

Overall, the results demonstrate strong behavioral engagement among the respondents, characterized by sustained effort and persistence despite occasional variability. This supports the view that behavioral engagement is influenced by classroom structure and the perceived value of learning tasks (Wolgast et al., 2020). These findings highlight the importance of instructional practices that sustain motivation, reinforce goal-setting, and support consistent effort to further strengthen pupils' persistence and academic responsibility.

Table 4 presents the level of school engagement of the respondents in terms of behavioral engagement, particularly their participation in extracurricular activities. The findings indicate a generally high level of involvement, with all indicators rated within the

"Always" or "Often" categories and a grand mean of 4.28, interpreted as "Always." This suggests that Grade 6 pupils actively participate in school-based activities beyond the classroom.

The highest-rated indicator, "I am an active participant of school activities such as sports day and school picnic" (M = 4.41), reflects pupils' strong involvement in organized school events. Participation in such activities enables students to develop social interaction, teamwork, and leadership skills, which complement academic learning. This finding supports Kumari (2024), who emphasized that involvement in extracurricular activities enhances students' social competence, time management, and sense of community.

The lowest-rated indicator, "I take an active role in extracurricular activities in my school" (M = 4.17), although still favorable, suggests that not all pupils consistently assume active roles in extracurricular engagement. This variation may be influenced by factors such as time constraints, personal interests, or limited access to preferred activities. Leksuwankun et al. (2022) noted that the frequency and type of extracurricular involvement are associated with varying academic and developmental outcomes, highlighting the importance of offering diverse and inclusive activity options.

Overall, the results indicate that pupils demonstrate strong behavioral engagement through participation in extracurricular activities. This finding aligns with Javed and Srivastava (2024), who reported that extracurricular involvement contributes to holistic development, social growth, and positive school experiences. Sustaining varied extracurricular programs may further strengthen pupils' engagement, enhance school connectedness, and support their overall development.

Table 5 presents the level of school engagement of the respondents in terms of cognitive engagement. The results reveal a consistently high level of cognitive engagement, with all indicators rated within the "Always" category and a grand mean of 4.41. This indicates that Grade 6 pupils demonstrate strong mental effort in understanding, organizing, and integrating learning materials.

The highest-rated indicators "When I study, I try to understand the material better by relating it to things I already know" and "When studying, I try to combine different pieces of information from course material in new ways" (M = 4.48)—suggest that pupils frequently utilize deep learning strategies such as connecting new concepts to prior knowledge and synthesizing information across lessons. These strategies reflect higher-order thinking and self-regulated learning, which have been shown to strongly predict academic success (Luesia et al., 2023).

The lowest-rated indicator, "I make my own examples to help me understand the important concepts I learn from school" (M = 4.30), although still categorized as "Always," suggests that some pupils may be less consistent in generating self-created examples to support comprehension. According to Schunk and DiBenedetto (2020), self-generated learning strategies are influenced by motivational factors such as self-efficacy and goal

orientation, indicating that further encouragement of personalized learning strategies may enhance cognitive engagement.

Overall, the findings indicate that pupils are not only attentive but also intellectually invested in their learning processes. This aligns with Heemskerk and Malmberg (2020), who reported that higher levels of cognitive engagement are associated with greater observed classroom engagement and deeper learning. The results highlight the importance of instructional practices that promote critical thinking, synthesis of ideas, and self-regulated learning to sustain pupils' cognitive engagement and support long-term academic success.

Table 6 presents the level of stress resilience exhibited by the respondents. The findings indicate a very high level of stress resilience, with the majority of indicators falling within the "Very High" category and a grand mean of 3.43. This suggests that Grade 6 pupils in Alfonso Lista District 2 generally possess strong coping abilities and emotional stability when faced with academic and social challenges.

The highest-rated indicator, "I feel confident and secure in my position" (M = 3.71), reflects pupils' strong sense of self-confidence and emotional security. This finding implies that students are able to maintain composure and self-assurance even in demanding situations, which is a critical component of effective stress management. Previous studies have shown that self-efficacy plays a significant role in strengthening resilience, as confident individuals are more likely to respond to stressors with adaptive coping strategies (Riswantyo & Lidiawati, 2021).

In contrast, the lowest-rated indicator, "I don't tend to avoid conflict" (M = 2.56), although still categorized as "High," suggests that some pupils may experience difficulty addressing conflict directly. This variation indicates that while students are generally resilient, certain interpersonal stressors may still pose challenges. According to Rochira et al. (2022), resilience develops along adaptive pathways that are shaped by how individuals respond to recurring challenges, including social and emotional conflicts.

Overall, the results confirm that pupils demonstrate a strong capacity to cope with stress and maintain emotional balance. This finding aligns with Butler et al. (2021), who emphasized that resilience trajectories are influenced by both the nature of stressors and the use of adaptive coping strategies. The high level of resilience observed suggests that pupils are well-equipped to manage academic pressures, reinforcing the importance of supportive school environments that foster confidence, emotional regulation, and adaptive coping skills.

Table 7 presents the correlation between the different dimensions of school engagement and stress resilience among the respondents. The results reveal positive and statistically significant relationships across all dimensions of school engagement, indicating that higher engagement is associated with higher stress resilience among Grade 6 pupils.

Affective engagement in terms of liking for learning demonstrated a significant positive correlation with stress resilience ($r = .172$, $p = .006$). This finding suggests that pupils who are emotionally invested in their learning activities tend to exhibit greater resilience when faced with stress. Emotional interest in learning may motivate pupils to persist through challenges and recover more effectively from academic pressures. This result is consistent with Liu et al. (2023), who found that motivation and resilience jointly buffer the negative effects of stress and burnout, allowing learners to remain engaged despite adversity.

Similarly, affective engagement related to liking for school showed a weaker but statistically significant relationship with stress resilience ($r = .141$, $p = .024$). While emotional attachment to the school environment contributes to resilience, this finding suggests that direct engagement with learning tasks may have a stronger influence on pupils' coping capacity. This aligns with Li and Li (2024), who emphasized that school belonging and positive emotional experiences support resilience, particularly when reinforced by strong instructional and relational support.

Behavioral engagement in terms of effort and persistence was also significantly related to stress resilience ($r = .168$, $p = .007$). Pupils who consistently exert effort and persevere in academic tasks were more likely to demonstrate adaptive coping responses. This supports Branca et al. (2024), who described persistence as a core component of resilience, enabling individuals to manage stress through sustained effort despite setbacks.

Participation in extracurricular activities displayed the strongest correlation with stress resilience ($r = .228$, $p < .001$). Engagement in extracurricular activities provides opportunities for social interaction, skill development, and emotional expression, all of which contribute to resilience. This finding supports López-Aymes et al. (2020), who reported that enrichment activities enhance coping skills and emotional development among learners.

Finally, cognitive engagement was positively and significantly correlated with stress resilience ($r = .201$, $p = .001$), indicating that pupils who engage deeply with learning through critical thinking and problem-solving are better equipped to manage stress. This finding is consistent with Poudel-Tandukar et al. (2020), who emphasized that active cognitive coping strategies are associated with reduced perceived stress.

Overall, the results in Table 7 lead to the rejection of the null hypothesis, confirming that school engagement is significantly associated with stress resilience. These findings highlight the importance of fostering affective, behavioral, and cognitive engagement, as well as encouraging participation in extracurricular activities, to strengthen pupils' capacity to cope with stress. Enhancing engagement across these dimensions may serve as an effective strategy for promoting resilience and supporting pupils' academic and emotional well-being.

Conclusions

Based on the study's findings, the following conclusions were drawn:
1. School engagement is consistently evident among the respondents, indicating their strong connection to learning, participation, and thinking processes.
2. Respondents possess strong resilience in coping with academic and personal stressors.
3. There is a significant positive relationship between all dimensions of school engagement and stress resilience among the respondents.
4. A structured intervention program is necessary to sustain and further enhance both school engagement and stress resilience.

Recommendations

Based on the study's conclusions, the following recommendations are suggested:
1. Teachers are encouraged to continuously employ varied and engaging instructional strategies—such as interactive discussions, hands-on projects, and digital learning tools—to maintain and deepen students' school engagement.
2. Schools may consider implementing regular wellness initiatives, including mindfulness sessions, counseling services, and peer-support activities, to further strengthen their resilience.
3. School leaders are advised to develop and integrate programs that simultaneously promote academic involvement and emotional well-being, ensuring a balanced and supportive learning environment.
4. The proposed "Engage and Thrive" intervention program may be implemented as a school-wide initiative, with adjustments made to suit local needs and contexts.
5. Future researchers are encouraged to examine the long-term influence of school engagement and stress resilience on learners' academic growth and emotional health, and to evaluate the effectiveness of intervention models like "Engage and Thrive" across various grade levels and school settings.

Intervention Program

The proposed intervention program, "Engage and Thrive: A Comprehensive Program to Boost School Engagement and Stress Resilience," is a strategic and research-based intervention developed to address key learning gaps identified in the study. It consists of five core components designed to enhance various dimensions of student engagement, emotional, behavioral, and cognitive, while promoting stress resilience. These components include Interactive Learning Sessions, a School Pride Campaign, Goal Setting and Persistence Workshops, Extracurricular Program Enhancement, and Critical Thinking and Stress Management Training. Implemented throughout the academic year with the involvement of teachers, school leaders, and students, the program ensures continuous support and development for learners. Monitoring and evaluation mechanisms are in place to assess effectiveness, including feedback tools, attendance records, and performance indicators. The program also emphasizes inclusivity by catering to diverse learning needs and backgrounds, ensuring

that no student is left behind. Through sustained collaboration among stakeholders, “Engage and Thrive” aims to cultivate a school culture that supports holistic development and long-term academic success.

This intervention program is rooted in the findings of the study, which reveal that students’ interest, emotional attachment, persistence, and cognitive engagement significantly influence their school engagement and ability to cope with stress. By aligning each activity with specific learning gaps, the program ensures targeted and meaningful interventions. It emphasizes active learning, school connectedness, goal orientation, extracurricular involvement, and mental wellness, factors proven to contribute to improved academic performance and well-being. The holistic and inclusive nature of the program promotes a positive school culture and empowers students to thrive both academically and emotionally.

"Engage and Thrive: A Comprehensive Program to Boost School Engagement and Stress Resilience"

Identification of Learning Gaps	Program Objectives	Intervention Strategies	Timeline and Schedule	Resources and Responsibilities	Monitoring and Evaluation	Expected Outcomes
High level of interest in learning	To increase emotional engagement and interest in learning	Use gamified learning tools, project-based activities, and interactive group discussions	Ongoing throughout the year	Teachers (facilitators), ICT tools, learning modules	Attendance logs, student feedback forms, teacher observation checklists	Increased student participation, positive student feedback, and higher engagement rates in activities
Positive emotional connection to the school	To strengthen students’ emotional attachment to their school	Organize school spirit events, pride-building activities, and highlight school achievements	Monthly activities throughout the academic year	School administrators, teachers, student leaders, event materials	Participation records, school climate surveys, student reflections	Higher student involvement to academic challenges in school activities, improvement in school satisfaction ratings
Persistent effort and engagement linked to stress resilience	To build persistence in academic tasks and improve stress resilience	Provide workshops on setting realistic goals, managing time effectively, and staying persistent	Quarterly workshops	Guidance counselors, teachers, resource speakers, workshop materials	Pre- and post-assessment surveys, behavior tracking, teacher reports	Students demonstrate greater persistence in class activities, improved resilience
Engagement in extracurricular activities promotes stress resilience	To offer more opportunities for students to engage in extracurricular activities that help reduce stress	Expand extra-curricular offerings such as sports, clubs, and volunteer opportunities	Ongoing, with new programs each semester	Teachers, extracurricular coordinators, community volunteers, activity budgets	Club membership logs, attendance sheets, mental health check-ins	Increased participation in extracurricular activities, improved mental health scores among students
Strong cognitive engagement	To improve cognitive engagement	Host seminars on critical thinking,	Twice a year	Teachers, guest speakers, seminar	Seminar evaluations, academic	Increased participation in seminars,

associated with resilience	and develop stress management strategies	cognitive strategies, and stress management techniques		materials, venue logistics	performance tracking, self-report stress questionnaires	better academic performance, and improved self-reported stress levels

Compliance with Ethical Standards

The author affirms that this study was conducted in full compliance with established ethical standards in research. Prior to participation, informed consent was obtained from all respondents, and participation was entirely voluntary, with respondents retaining the right to withdraw at any stage without consequence. Anonymity and confidentiality were strictly upheld, and all collected data were managed in accordance with applicable data privacy regulations. The welfare of the respondents was carefully safeguarded throughout the research process, and the data were utilized exclusively for academic and research purposes. The author further declares the absence of any conflict of interest, affirms that plagiarism was strictly avoided, and confirms that the study's findings were interpreted objectively and without bias. Artificial intelligence (AI) tools were employed solely for language refinement and manuscript organization; all substantive content, analyses, interpretations, and conclusions remain the sole responsibility of the author.

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clarissepedro519@gmail.com