

# In-Depth Study of Teachers Directed Violence on Their Emotional Responses and Coping Mechanism

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**Abstract**—This research explores the nature, emotional responses and coping strategies related to teacher-directed violence in schools. Specifically, it aimed to determine the status of teacher-directed violence, emotional responses and coping mechanism. Additionally, the study investigated the relationship between the variables. This study adopted a descriptive correlational research and gathered data from one hundred fifty (150) teachers across selected schools in Division of Calamba City. A self-made questionnaire was used in the conduct of this research. Appropriate statistical tools were used to analyze the data. Findings reveal that teacher-directed violence is generally low across all forms, while teachers' emotional responses are also low. Teachers demonstrated slightly high to high levels of coping mechanisms, particularly in resilience, seeking support, commitment to teaching, and spirituality, with neutral levels of avoidance strategies. No significant relationship is found between teacher-directed violence and teachers' emotional responses and coping mechanisms. The following conclusions are drawn based on the findings, significant relationships was found and between teacher-directed violence and emotional responses, leading to the rejection of first hypothesis. However, no significant relationship is found between teacher-directed violence and coping mechanism, leading to the acceptance of the second hypothesis. Based on the above analysis, the following recommendations are suggested: The school administrators should make available support systems like counseling, conflict management training, and professional development. Teachers should apply coping mechanisms like resilience, looking for support, and spirituality to ensure that they are emotionally healthy. It is important to foster collaborative efforts between the different parties including parents for the creation of a conducive learning environment which will be characterized by responsible behavior from the students. Another recommendation is that the guidance counselors should offer counseling and other assistance for both the learners and teachers in relation to issues affecting behavior. Possible areas for future research include the impact of other factors leading to teacher directed violence and the assessment of the efficacy of coping techniques.

**Keywords**— teacher-directed violence, emotional responses, coping mechanisms, resilience, support systems

## I. INTRODUCTION

Teacher-directed violence is a serious concern in schools and refers to any form of aggressive behavior committed by students against teachers within the school environment. These behaviors may include verbal abuse, threats, intimidation, property damage, and even physical aggression, which can occur during classroom interactions or elsewhere on school grounds. Such incidents not only compromise the safety of teachers but also have significant negative effects on their emotional well-being, mental health, and overall job satisfaction. Experiencing aggression from students can reduce

teachers' motivation, lower teaching effectiveness, and increase stress and burnout. Moreover, when teacher-directed violence becomes prevalent, it creates an unsafe and disruptive learning environment that hinders both teaching and learning, affecting students and school performance alike, highlighting the urgent need for preventive strategies and support systems.

According to UNESCO (2019), violence in schools has become a pressing concern across many educational systems worldwide, and the Philippines is no exception. Increasing incidents of student-perpetrated aggression toward teachers highlight the vulnerability of educators in their professional environment. These situations not only threaten the safety of teachers but also create an atmosphere of fear, anxiety, and emotional distress that may hinder their ability to carry out their duties effectively. While teachers are expected to maintain discipline, nurture learning, and uphold resilience in the face of .Teachers are human beings who naturally react to threats, on other hand, their professional responsibilities demand composure, patience, and adherence to ethical and institutional expectations. Understanding how teachers emotionally respond and cope with reports of violence is therefore critical in addressing both their well-being and their capacity to sustain a safe, nurturing environment for students.

This study explored the experiences of public secondary school teachers who had experience such incidents. It aimed to uncover the emotional complexities that accompany these experiences and to examine the coping strategies that teachers employ to navigate them.

### 1.1 Statement of the Problem

#### Problem/s which were addressed by the research

This study investigated the relationship between reported student violence against teachers and teachers' emotional responses and coping mechanisms.

Specifically, it sought to answer the following questions:

1. What is the status of teachers directed violence in terms of:
  - 1.1. Property Damage;
  - 1.2. Verbal Abuse;
  - 1.3. Physical Abuse; and
  - 1.4. Threats?
2. What is the status of teachers' emotional responses in terms of:
  - 2.1. Sadness and Anger;
  - 2.2. Stress and Anxiety; and
  - 2.3. Fear and Trauma?

3. What is the status of teachers' coping mechanisms in terms of:
  - 3.1. Resilience and Perseverance;
  - 3.2. Seeking Support;
  - 3.3. Commitment to Teaching;
  - 3.4. Avoidance Strategies; and
  - 3.5. Spirituality?
4. Is there a significant relationship between teachers directed violence and emotional responses?
5. Is there a significant relationship between teachers directed violence and coping mechanisms?

## II. METHODOLOGY

This study adopted a descriptive correlational research and gathered data from one hundred fifty (150) teachers across selected schools in Division of Calamba City. A self-made questionnaire was used in the conduct of this research.

## III. RESULTS AND DISCUSSION

This part analyzes and interprets the data gathered that determined the relationship between reports of student violence and teachers' emotional and coping mechanism.

### *Level of Teachers Directed Violence in terms of Property Damage*

Teacher-directed violence (TDV) is violence, both physical and verbal, against teachers by students, parents, or colleagues. In this study teachers directed violence include variables such as property of damage, verbal, physical abuse and threats. The level of these abuses was determined by mean and standard deviation.

Table 1 shows the level of teachers directed violence in terms of property damage. The findings indicate that the level of teacher-directed violence in terms of property damage is very low, as reflected in the weighted mean of 1.58 with a standard deviation of 1.20. All the statements under this dimension are rated as "Never," signifying that teachers seldom, if ever, experience these forms of aggressive behavior from learners. Specifically, incidents such as the destruction or tampering of teachers' personal belongings, intentional damage to school property as a form of intimidation or retaliation, and vandalism directed toward teachers' names or subjects are reported to almost never occur. Likewise, learners rarely throw or damage classroom materials out of anger toward teachers, and intentional damage or sabotage of teachers' vehicles is the least experienced behavior among the indicators.

This low level of violence emphasize that teachers can perform their duties without significant concern for property damage, allowing them to focus more on instruction and student learning.

The findings are supported by the National Center for Education Statistics (2022), national data indicate that while a noticeable proportion of teachers' report being threatened or verbally abused by students, far fewer report incidents involving vandalism or destruction of personal belongings. Property-related incidents were categorized as among the least frequently reported forms of school-based aggression.

Similarly, Organisation for Economic Co-operation and Development (2019), found that disruptive classroom behavior is common across countries, yet serious acts such as damaging teachers' personal property or vehicles occur rarely. The report emphasized that most classroom misconduct involves noise, disrespect, or minor rule-breaking rather than retaliatory vandalism. Research by McMahan et al. (2019) also revealed that teachers most frequently experience verbal harassment, intimidation, and threats.

Table 1. Level of Teachers Directed Violence in terms of Property Damage

STATEMENT The learners...	MEAN	SD	REMARKS
...destroyed or tampered your personal belongings (bags, books, supplies)	1.67	1.16	Never
...intentionally damaged school property to intimidate or retaliate against you	1.60	1.25	Never
...vandalism (graffiti, writings, or drawings) targeting your names or subjects appears on school walls or desks	1.69	1.38	Never
...throw or damage classroom materials (chalk, erasers, displays) out of anger toward you	1.57	1.20	Never
...intentionally scratched, damaged, or sabotaged your vehicles or motorcycles inside the school premises	1.36	0.98	Never
Weighted Mean	1.58		
SD	1.20		
Verbal Interpretation	Very Low		

The findings indicate that teachers rarely experience violence from learners in terms of property damage, suggesting that such incidents are minimal within the school environment. The very low level of property-related aggression reflects a generally safe and orderly learning environment where teachers are able to perform their professional responsibilities without major concerns regarding the security of their personal or school property. Consequently, this condition supports a more stable classroom atmosphere that allows educators to focus more on instruction, classroom management, and the overall learning process of students.

### *Level of Teachers Directed Violence in terms of Verbal Abuse*

Table 2 shows the level of teachers directed violence in terms of verbal abuse. The findings indicate that the level of teacher directed violence in terms of verbal abuse is very low, as reflected in the weighted mean of 1.55 with a standard deviation of 1.08. All the statements under this dimension were rated as "Never," signifying that teachers seldom, if ever, experience these forms of aggressive behavior from learners. Specifically, incidents such as insulting names or label teachers, gossip or spread hurtful rumors, making sarcastic comments, and raising voices or shout almost never occur. Likewise, learners rarely show sarcastic comments about teachers' instruction and verbal abuse is the least experienced behavior among the indicators.

This low level of violence emphasize that teachers can perform their duties without significant concern for verbal abuse, allowing them to focus more on instruction and student learning.

Table 2. Level of Teachers Directed Violence in terms of Verbal Abuse

STATEMENT	MEAN	SD	REMARKS
The learners...			
...use insulting names or have label towards you	1.53	1.07	Never
...gossip or spread hurtful rumors about you	1.54	1.11	Never
...make sarcastic comments about your instructions or teaching style	1.63	1.10	Never
...raise their voices or shout at you in anger or frustration	1.62	1.08	Never
...show verbal abuse which is noticeable issue in the school environment	1.44	1.03	Never
Weighted Mean	1.55		
SD	1.08		
Verbal Interpretation			Very Low

Findings are supported by National Center for Education Statistics (2022), saying while some teachers report being threatened or insulted by students, the overall percentage remains relatively lower in schools with structured behavioral policies and positive classroom management practices.

The Organisation for Economic Co-operation and Development (2019), through the Teaching and Learning International Survey (TALIS), also found that disruptive classroom behavior is common, but direct verbal hostility such as shouting, insulting teachers, or spreading rumors is less frequent in schools with strong leadership and positive teacher–student relationships.

Similarly, De Wet (2018) explained that verbal abuse toward teachers often occurs in environments where discipline policies are inconsistent. occurrence in the school setting and that respectful communication between teachers and learners is generally maintained. The minimal presence of verbal abuse reflects a positive classroom climate where discipline, mutual respect, and appropriate behavior are observed. As a result, teachers are able to perform their responsibilities with fewer disruptions related to verbal aggression, allowing them to concentrate more on delivering instruction, managing the classroom effectively, and supporting student learning.

*Level of Teachers Directed Violence in terms of Physical Abuse*

Table 3 shows the level of teachers directed violence in terms of physical abuse. The findings indicate that the level of teacher directed violence in terms of physical abuse is very low, as reflected in the weighted mean of 1.26 with a standard deviation of 0.80. All the statements under this dimension were rated as “Never,” signifying that teachers seldom, if ever, experience these forms of aggressive behavior from learners.

This low level of violence emphasize that teachers can perform their duties without significant concern for physical abuse, allowing them to focus more on instruction and student learning.

The findings reflect a school environment where physical aggression toward teachers is uncommon and where learners generally maintain appropriate conduct during and after class. The minimal occurrence of physical abuse contributes to a safe and secure learning atmosphere, enabling teachers to perform their professional responsibilities effectively without fear of physical harm. Consequently, teachers are able to focus

more on instruction, classroom management, and supporting students’ academic development within a stable and respectful educational setting.

Table 3. Level of Teachers Directed Violence in terms of Physical Abuse

STATEMENT	MEAN	SD	REMARKS
The learners...			
...throw objects (paper, erasers, small items) at you	1.27	0.84	Never
...demonstrate physical intimidation (raised fists, threatening gestures) toward you	1.29	0.88	Never
...intentionally pushed or shoved you	1.27	0.86	Never
...attempt to harm you during or after class	1.23	0.73	Never
...caused you minor injuries when you tried to stop their fight	1.24	0.70	Never
Weighted Mean	1.26		
SD	0.80		
Verbal Interpretation			Very Low

*Level of Teachers Directed Violence in terms of Threats*

Table 4 shows the level of teachers directed violence in terms of threats. The findings indicate that the level of teacher directed violence in terms of threats is very low, as reflected in the weighted mean of 1.33 with a standard deviation of 0.97. All the statements under this dimension were rated as “Never,” signifying that teachers seldom, if ever, experience these forms of aggressive behavior from learners.

Table 4. Level of Teachers Directed Violence in terms of Threats

STATEMENT	MEAN	SD	REMARKS
The learners...			
...make a written letter to threatened you	1.31	0.96	Never
...warned you not to give low grades or disciplinary actions	1.34	0.95	Never
...use social media or online messages to threaten or intimidate you	1.36	1.01	Never
...encourage peers to join in threatening or intimidating you	1.35	1.02	Never
...threats against you are ignored or not taken seriously by school authorities	1.29	0.91	Never
Weighted Mean	1.33		
SD	0.97		
Verbal Interpretation			Very Low

This low level of violence emphasize that teachers can perform their duties without significant concern for threrats, allowing them to focus more on instruction and student learning.

The findings indicate that threats directed toward teachers occur at a very minimal level within the school environment. Learners rarely display behaviors that involve intimidation or threatening actions, whether through direct interaction or through digital platforms. The absence of frequent threats suggests that the school setting promotes appropriate behavior and maintains effective systems that discourage aggressive conduct toward educators. With such conditions, teachers are able to carry out their instructional roles with confidence and without fear of intimidation, which supports a more productive classroom environment and allows greater focus on teaching and facilitating student learning.

*Status of Teachers’ Emotional Responses*

Teachers' emotional responses are their evaluative reactions in a certain situation or place. In this study teachers' emotional responses include variables such as sadness and anger, stress and anxiety, fear and trauma. The emotional responses was determine using mean and standard deviation.

*Status of Teachers' Emotional Responses in terms of Sadness and Anger*

The low levels of sadness and anger among teachers imply that the school environment provides sufficient emotional support and manageable levels of student misbehavior. This suggests that teachers are generally able to cope effectively with challenges and maintain emotional resilience.

Table 5. Status of Teachers' Emotional Responses in terms of Sadness and Anger

STATEMENT	MEAN	SD	REMARKS
You ...			
...feel discouragement or demoralization when learners display disrespectful or violent behavior	2.55	1.61	Rarely
...experience emotional exhaustion after hearing about or witnessing student misbehavior	2.66	1.63	Rarely
...encounter incidents of verbal or physical abuse from learners that provoke strong feelings of frustration	1.94	1.43	Rarely
...express anger when you perceive a lack of support from administration after incidents of violence	2.14	1.61	Rarely
...experience both sadness and anger when safety issues in school remain unresolved	2.60	1.75	Rarely
Weighted Mean	2.38		
SD	1.63		
Verbal Interpretation	Low		

*Status of Teachers' Emotional Responses in terms of Stress and Anxiety*

Table 6 presents the status of teachers' emotional responses in terms of stress and anxiety. The findings reveal that teachers' emotional responses in terms of stress and anxiety are generally low, as indicated by the weighted mean of 2.30 with a standard deviation of 1.66. All items under this dimension were rated as "Rarely," showing that teachers do not frequently experience strong negative emotions in reaction to student misbehavior or school safety concerns. Teachers only occasionally feel worry about own safety in school due to reports of learners' violence and experience difficulty at work, and feel anxious about potential conflicts with learners following reports of violence is also infrequent. Similarly, lost of interest or motivation in teaching because of recurring stressful incidents occur rarely. While teachers sometimes perceive atmosphere of stress and anxiety due to reports of learner violence against teachers, these emotions are still not common.

*Status of Teachers' Emotional Responses in terms of Fear and Trauma*

Table 7 presents the status of teachers' emotional responses in terms of fear and trauma. The findings reveal that teachers' emotional responses in terms of fear and trauma are

generally low, as indicated by the weighted mean of 2.65 with a standard deviation of 2.05.

Table 6. Status of Teachers' Emotional Responses in terms of Stress and Anxiety

STATEMENT	MEAN	SD	REMARKS
You ...			
...worry about your own safety in school due to reports of learner violence against teachers	2.59	1.89	Rarely
...experience difficulty concentrating on your work after hearing about violent incidents	2.32	1.64	Rarely
...feel anxious about potential conflicts with learners following reports of violence	2.31	1.67	Rarely
...lose interest or motivation in teaching because of recurring stressful incidents	2.05	1.46	Rarely
...perceive atmosphere of stress and anxiety due to reports of learner violence against teachers	2.22	1.58	Rarely
Weighted Mean	2.30		
SD	1.66		
Verbal Interpretation	Low		

All items under this dimension were rated either "Rarely" or "Seldom," indicating that teachers generally experience low levels of fear-related emotional responses after hearing about incidents of learner-directed violence. While teachers sometimes feel fearful about facing similar violence and may become more cautious or guarded in their interactions with students, these reactions occur only occasionally. Avoidance of certain situations or learners due to fear is also reported seldom. Moreover, decreases in confidence in managing classroom behavior and perceptions that personal well-being.

Table 7. Status of Teachers' Emotional Responses in terms of Fear and Trauma

STATEMENT	MEAN	SD	REMARKS
You ...			
...feel fearful about-facing similar violence after hearing about such incidents	2.58	1.94	Rarely
...become more cautious or guarded in your interactions with students due to reports of learner violence	3.16	2.27	Seldom
...avoid certain situations or learners due to fear of potential aggression	2.73	2.07	Seldom
...experience a decrease in confidence in managing classroom behavior due to fear or lingering trauma	2.36	1.95	Rarely
...feel that your personal well-being and the overall school climate are influenced by fear and trauma from reports of violence	2.44	1.92	Rarely
Weighted Mean	2.65		
SD	2.05		
Verbal Interpretation	Low		

The findings they imply that teachers may occasionally feel cautious, avoid certain situations, or experience slight reductions in confidence, such responses are infrequent and situational rather than persistent.

This reflects a school environment that is generally safe and supportive, enabling teachers to maintain their professional effectiveness and engage confidently with students.

*Status of Teachers' Coping Mechanisms*

Coping mechanism is the strategies can use to manage stress, difficult emotions to maintain emotional balance and function effectively during pressure. In this study teachers coping mechanism include resilience and perseverance, seeking support, commitment to teaching, avoidance strategies and spirituality. The status of the teachers' coping mechanism was measured using mean and standard deviation.

*Status of Teachers' Coping Mechanisms in terms of Resilience and Perseverance*

Table 8 presents the status of teachers' coping mechanism in terms of resilience and perseverance. The findings reveal that teachers' coping mechanism in terms of resilience and perseverance are slightly high, as indicated by the weighted mean of 5.22 with a standard deviation of 2.01.

All items under this dimension were rated either "Often" or "Very Often," indicating that teachers generally demonstrate a slightly high level of resilience and perseverance in responding to reports of learner-directed violence. Teachers frequently view challenging situations as opportunities for professional growth and improvement.

They very often continue to enforce classroom rules consistently and fairly, reflecting a strong commitment to maintaining order and discipline despite external concerns.

Additionally, teachers often use problem-solving strategies to prevent similar incidents rather than withdrawing or giving up, showing adaptive and constructive coping behaviors. They very often implement supportive teaching strategies to maintain classroom harmony and safety.

Moreover, teachers often become more determined to fulfill their responsibilities after hearing reports of violence, demonstrating persistence and professional dedication. They actively seek ways to create a safe and supportive learning environment, ensuring that students feel protected and valued despite challenges.

Table 8. Status of Teachers' Coping Mechanisms in terms of Resilience and Perseverance

STATEMENT	MEAN	SD	REMARKS
You ...			
...view challenging situations as opportunities to grow and improve professionally	4.97	1.98	Often
...continue to enforce classroom rules consistently and fairly	5.39	1.98	Very Often
...use problem-solving strategies to prevent similar incidents rather than withdrawing or giving up	5.17	2.06	Often
...adapt supportive teaching strategies to maintain classroom harmony and safety	5.30	2.02	Very Often
...become more determined to fulfill your responsibilities after hearing reports of violence	5.29	2.00	Often
Weighted Mean	5.22		
SD	2.01		
Verbal Interpretation			Slightly High

*Status of Teachers' Coping Mechanisms in terms of Seeking Support*

Table 9 presents the status of teachers' coping mechanism in terms of seeking support. The findings reveal that teachers' coping mechanism in terms of seeking support are slightly

high, as indicated by the weighted mean of 4.98 with a standard deviation of 2.03.

All items under this dimension were rated "Often," indicating that teachers generally demonstrate a slightly high level of seeking support as a coping mechanism in response to learner-directed violence. Teachers often discuss incidents of learner violence with trusted colleagues to gain emotional support and frequently seek guidance or assistance from school administrators or supervisors. They also often talk with family or friends to process their feelings about reports of violence and regularly share coping strategies with fellow educators after hearing about such incidents. Moreover, teachers often seek support from others to help manage the emotional impact of learner-directed violence.

Table 9. Status of Teachers' Coping Mechanisms in terms of Seeking Support

STATEMENT	MEAN	SD	REMARKS
You ...			
...discuss incidents of learner violence with trusted colleagues for emotional support	5.13	1.98	Often
...seek guidance or assistance from school administrators or supervisors	5.07	2.02	Often
...talk with family or friends to process your feelings about reports of violence	4.74	2.05	Often
...share coping strategies with fellow educators after hearing about learner violence	5.01	2.06	Often
...seek support from others that helps them cope with the emotional impact of learner violence	4.96	2.07	Often
Weighted Mean	4.98		
SD	2.03		
Verbal Interpretation			Slightly High

*Status of Teachers' Coping Mechanisms in terms of Commitment to Teaching*

Table 10 present the status of teachers' coping mechanism in terms of commitment to teaching. The findings reveal that teachers' coping mechanism in terms of commitment to teaching are high, as indicated by the weighted mean of 6.02 with a standard deviation of 1.68. All items under this dimension were rated "Very Often," indicating that teachers demonstrate a high level of professional commitment and dedication despite reports of learner-directed violence. Teachers very often remain dedicated to their teaching responsibilities even after hearing about violent incidents. They consistently continue to plan engaging lessons and maintain instructional quality, reflecting sustained focus on student learning. Teachers also very often uphold professional standards, even when classroom environments feel challenging.

Moreover, teachers demonstrate a strengthened resolve to make a positive difference in their students' lives and actively look for ways to improve classroom relationships and learning outcomes, even in difficult circumstances. The findings suggests that teachers exhibit a strong and stable commitment to their profession. These findings indicate that rather than being discouraged by reports of violence, teachers maintain high levels of professionalism, dedication, and instructional effectiveness.

Table 10. Status of Teachers' Coping Mechanisms in terms of Commitment to Teaching

STATEMENT You ...	MEAN	SD	REMARKS
...remain dedicated to your teaching responsibilities despite reports of learner violence	6.06	1.64	Very Often
...continue to plan engaging lessons and maintain instructional quality after hearing about violent incidents	5.99	1.68	Very Often
...uphold professional standards even when classroom environments feel challenging	5.99	1.75	Very Often
...demonstrate a strengthened resolve to make a positive difference on your students' lives	6.05	1.67	Very Often
...actively look for ways to improve classroom relationships and learning outcomes, even in difficult circumstances	6.01	1.69	Very Often
Weighted Mean	6.02		
SD	1.68		
Verbal Interpretation	High		

*Status of Teachers' Coping Mechanisms in terms of Avoidance Strategies*

Table 11 present the status of teachers' coping mechanism in terms of avoidance strategies. The findings reveal that teachers' coping mechanism in terms of avoidance strategies are neutral, as indicated by the weighted mean of 3.58 with a standard deviation of 2.30.

All items under this dimension were rated either "Sometimes" or "Seldom," indicating that teachers demonstrate a neutral level of avoidance-related coping behaviors in response to learner-directed violence. Teachers sometimes avoid direct confrontation with learners who display aggressive or disrespectful behavior and occasionally choose not to report minor incidents to prevent conflict or escalation. They also sometimes avoid potentially volatile situations as a way to maintain classroom stability. However, delaying the addressing of problematic behavior in hopes that it will resolve on its own is reported seldom. Similarly, teachers seldom prefer to withdraw emotionally rather than engage when faced with repeated disrespect or violence.

Table 11. Status of Teachers' Coping Mechanisms in terms of Avoidance Strategies

STATEMENT You ...	MEAN	SD	REMARKS
...avoid direct confrontation with learners who display aggressive or disrespectful behavior	4.03	2.33	Sometimes
...choose not to report minor incidents of learner violence to avoid conflict or escalation	3.56	2.28	Sometimes
...delay addressing problematic behavior in hopes it will resolve on its own	3.18	2.30	Seldom
...prefer to withdraw emotionally rather than engage when faced with repeated disrespect or violence	3.50	2.28	Seldom
...avoid potentially volatile situations which is viewed by them as a way to maintain classroom stability	3.61	2.26	Sometimes
Weighted Mean	3.58		
SD	2.30		
Verbal Interpretation	Neutral		

*Status of Teachers' Coping Mechanisms in terms of Spirituality*

Table 12 present the status of teachers' coping mechanism in terms of spirituality. The findings reveal that teachers' coping mechanism in terms of spirituality are high, as indicated by the weighted mean of 5.67 with a standard deviation of 1.76.

Table 12. Status of Teachers' Coping Mechanisms in terms of Spirituality

STATEMENT You ...	MEAN	SD	REMARKS
...rely on spiritual or religious beliefs to cope with stress caused by learner violence	5.56	1.85	Very Often
...believe that faith helps you remain calm and focused after reports of violence	5.85	1.65	Very Often
...share inspirational or faith-based messages with colleagues to encourage resilience	5.55	1.81	Very Often
...interpret violent incidents within a broader spiritual or moral perspective. Pray, meditate, or reflect regularly to maintain inner peace	5.53	1.78	Very Often
...maintain inner peace	5.85	1.67	Very Often
Weighted Mean	5.67		
SD	1.76		
Verbal Interpretation	High		

All items under this dimension were rated "Very Often," indicating that teachers demonstrate a high level of spiritual or faith-based coping in response to learner-directed violence. Teachers very often rely on spiritual or religious beliefs to manage stress caused by reports of violence. They strongly believe that faith helps them remain calm and focused, allowing them to sustain emotional stability even after hearing about violent incidents.

Additionally, teachers very often share inspirational or faith-based messages with colleagues to encourage resilience and collective strength. They frequently interpret violent incidents within a broader spiritual or moral perspective, helping them find meaning in challenging situations. Moreover, teachers very often engage in prayer, meditation, or personal reflection to maintain inner peace and emotional balance.

*Relationship between Reported Student Violence Against Teachers and Teachers' Emotional Responses and Coping Mechanisms*

Table 13 show the significant relationship between teachers directed violence and emotional responses.

The results reveal that all forms of teacher directed violence are significantly associated with increased emotional distress among teachers. Verbal abuse exhibited the strongest correlations with sadness and anger ( $r = .567$ ), stress and anxiety ( $r = .582$ ), and fear and trauma ( $r = .396$ ), while threats and property damage also showed moderate positive relationships across all emotional responses. Physical abuse demonstrated moderate correlations with sadness/anger and stress/anxiety, and a weaker yet significant link with fear/trauma.

These findings imply that frequent exposure to student aggression particularly verbal abuse can heighten teachers' emotional strain, potentially affecting their well-being, job

satisfaction, and classroom effectiveness. Strengthening school policies, support systems, and preventive interventions is essential to safeguard teachers' mental health and promote a safer learning environment.

Table 13. Significant Relationship between Teachers Directed Violence and Emotional Responses

Teacher Directed Violence		Teacher's Emotional Responses		
		Sadness and Anger	Stress and Anxiety	Fear and Trauma
Property Damage	Pearson Correlation	.472***	.475***	.307***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	150	150	150
Verbal Abuse	Pearson Correlation	.567***	.582***	.396***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	150	150	150
Physical Abuse	Pearson Correlation	.386***	.365***	.204*
	Sig. (2-tailed)	<.001	<.001	<.05
	N	150	150	150
Threats	Pearson Correlation	.498***	.533***	.362***
	Sig. (2-tailed)	<.001	<.001	<.001
	N	150	150	150

Note: \*p<.05, \*\*p<.01, \*\*\*p<.001

Overall, the results highlight the importance of implementing strong school policies, support systems, and preventive measures to protect teachers' mental health, reduce emotional exhaustion, and foster a safer and more supportive learning environment. The results indicate that teacher-directed violence has no significant relationship with most coping mechanisms used by teachers. Property damage, verbal abuse, and physical abuse were not significantly associated with resilience, seeking support, commitment to teaching, avoidance strategies, or spirituality, as reflected in their low and non-significant correlation values ( $p > .05$ ). Only threats showed a significant but small positive relationship with avoidance strategies ( $r = .210$ ,  $p < .01$ ), emphasizing that when teachers experience threats, they are slightly more likely to withdraw or avoid confrontation. These findings imply that teachers' coping mechanisms remain relatively stable regardless of the type or level of violence they encounter. This may indicate that teachers rely on established coping habits rather than adjusting strategies based on specific incidents. The absence of strong adaptive coping responses also highlights the need for schools to provide structured support, counseling, and training to help teachers manage violent situations more effectively and reduce reliance on avoidance-based strategies.

Table 14 reveal the significant relationship between teachers directed violence and coping mechanism. This indicates that the way teachers experience or respond to violence is closely linked to the strategies they use to manage stress and maintain their professional responsibilities. Furthermore, the findings suggest that effective coping mechanisms may help mitigate the negative impact of such experiences, allowing teachers to remain resilient and focused in their roles. In addition, the results imply that teachers who utilize adaptive coping strategies such as seeking social support, practicing emotional regulation, and engaging in

problem-solving—are better equipped to handle challenging situations in the classroom.

Table 14. Significant Relationship between Teachers Directed Violence and Coping Mechanisms

Teacher Directed Violence		Teacher's Coping Mechanism				
		R&P	Seeking Support	Commitment to Teaching	Avoidance Strategies	Spirituality
Property Damage	Pearson Correlation	-0.048	0.026	-0.064	0.135	-0.023
	Sig. (2-tailed)	0.559	0.756	0.440	0.099	0.782
	N	150	150	150	150	150
Verbal Abuse	Pearson Correlation	0.063	0.063	-0.008	0.127	0.016
	Sig. (2-tailed)	0.440	0.441	0.923	0.121	0.843
	N	150	150	150	150	150
Physical Abuse	Pearson Correlation	0.024	-0.072	-0.096	0.056	-0.089
	Sig. (2-tailed)	0.775	0.381	0.243	0.496	0.280
	N	150	150	150	150	150
Threats	Pearson Correlation	0.018	0.047	-0.043	.210**	-0.04
	Sig. (2-tailed)	0.832	0.571	0.600	<.01	0.626
	N	150	150	150	150	150

Note: \*p<.05, \*\*p<.01, \*\*\*p<.001

The results indicate that teacher-directed violence generally does not have a significant relationship with the coping mechanisms employed by teachers. Overall, these findings imply that teachers' coping behaviors remain relatively stable and are guided more by established habits, professional identity, and intrinsic motivation rather than by the specific type or level of violence encountered. This highlights the importance of structured support, counseling, and training to strengthen adaptive coping and reduce reliance on avoidance-based responses in challenging situations.

#### IV. CONCLUSION AND RECOMMENDATIONS

Significant relationship between teacher-directed violence and teachers' emotional responses was found thus accepting the first hypothesis. However significant relationship was found between teacher-directed violence and coping mechanism, thus rejecting the second hypothesis.

This implies that the overall level of teacher-directed violence in terms of property damage, verbal abuse, physical abuse, and threats is very low. Correspondingly, teachers' emotional responses, including sadness, anger, stress, anxiety, fear, and trauma, are generally low, while their coping mechanisms such as resilience, seeking support, commitment to teaching, avoidance strategies, and spirituality are moderate to high.

These findings suggest that in the study context, minimal exposure to violence allows teachers to maintain emotional stability and effectively employ coping strategies. Teachers demonstrate resilience, remain committed to their profession, seek support when needed, and utilize spiritual and reflective practices to manage stress. Therefore, the low occurrence of

teacher-directed violence and the effective coping behaviors observed indicate that teacher well-being and professional functioning are largely preserved.

An effective support system within schools including clear policies, administrative support, and proactive interventions further strengthens teachers' ability to manage challenging situations and maintain classroom harmony. By promoting a safe and supportive environment, schools enable teachers to sustain their emotional well-being, teaching effectiveness, and professional growth despite occasional incidents of aggression or disrespect.

School administrators may provide support systems for teachers, such as counseling services, professional development on conflict management and training in classroom management to equip educators with strategies to prevent and address aggressive behavior.

Teachers may actively employ coping strategies, such as seeking support from colleagues, practicing resilience and perseverance, and engaging in reflective or spiritual practices, to manage stress and maintain emotional well-being.

Guidance counselor may provide counseling and support services for both teachers and learners to address behavioral concerns, strengthen teacher-student relationships, and help prevent incidents of teacher-directed violence within the school environment.

School stakeholders and parents may collaborate with teachers and the school administration to promote a safe and

respectful learning environment, encourage positive behavior among students, and support interventions that reduce incidents of aggression toward educators.

Future researchers are encouraged to explore additional factors influencing teacher-directed violence, examine the long-term effectiveness of coping strategies, and assess school-based interventions to further enhance teacher safety, emotional well-being, and professional effectiveness.

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