RESEARCH ARTICLE: Teachers' Well-being and Coping Strategies on the Impact of Large Class size among Selected Vocational School in Jolo

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ABSTRACT. This research explores the major difficulties encountered by vocational schools in the Jolo District for the 2024-2025 academic year, especially concerning class size and its effects on the well-being of teachers. As global trends show a rise in school enrollment leading to overcrowding, this study emphasizes the urgent problem of class sizes that go beyond ideal capacities, frequently exceeding 30 students, which impacts the learning experience. Employing a descriptive-survey research approach, the investigation included 100 secondary school educators from Hadji Butu School of Arts and Trades (HBSAT) and Jolo School of Fisheries (JSF), providing equal representation from both schools. To investigate the variances in well-being and coping mechanisms among educators according to demographic factors, a T-test for independent samples and One-way Analysis of Variance (ANOVA) were utilized. Results indicate that the teaching staff is mainly composed of women and features a combination of mid-career and seasoned educators, many of whom possess doctoral degrees. Interestingly, numerous teachers have an experience of ten years or less, indicating a mix of both veteran and novice educators. Although class size was shown to have a substantial effect on teachers' emotional health, physical difficulties were moderate and did not impede overall effectiveness. This study highlights the importance of tackling class size concerns to improve the teaching and learning conditions in vocational education.
KEYWORDS: Class Size, Teachers' Well-being, Vocational Education

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Introduction

Worldwide, every nation, whether developed or developing, including Ghana, faces a significant challenge in educational and training institutions in delivering satisfactory basic education to all children of school age. This occurred due to the exceptional rise in school enrolment globally (Hachem & Mayor, 2019). Classroom overcrowding is a global problem that disrupts effective teaching and learning. A major concern confronting educators in the United States today is overcrowding. The issue involved a mix of population increase, insufficient educators, and a decrease in funding or assistance that has led to larger class sizes (Hachem & Mayor, 2019). In a perfect world, class sizes would be established to have 15-20 students. Unfortunately, numerous classrooms currently exceed 30 students each day, and in certain instances, schools have over 40 pupils in a single class. Similarly, the only EU country

with overcrowded primary classrooms is the United Kingdom. In Ireland, two-thirds of primary students are enrolled in above-average classes of 25 or more, ranking just after the UK in Europe (Donnelly, 2019).

"Education is the thoughtful, optimistic, and respectful nurturing of knowledge pursued with the conviction that everyone deserves the opportunity to engage in life" (Smith, 2020: p.1). This suggests that education necessitates a belief that everyone possesses in life and a perspective on what will lead individuals to be happy and successful. The classroom functions as a component of the school, fulfilling its role within the learning process. In a similar way, a classroom, a space where both children and adults acquire knowledge (Moreno, Cavazotte, & Dutra, 2020), serves as a learning environment. Classrooms can exist in various educational settings, ranging from preschools to universities or other places, including religious and humanitarian organizations.

In the education system of the Philippines, large class sizes are a significant issue, especially in public schools where the ratios of teachers to students can become difficult to manage. The introduction of the K-12 curriculum and the rising need for accessible education frequently leads schools to encounter overcrowded classrooms, putting considerable pressure on teachers (Carpio LB, Caburnay ALS, Nolledo SM, et al., 2024). Studies in educational psychology emphasize that handling large classes demands significant time, focus, and effort from teachers, affecting their mental and emotional health. Research indicates that overcrowded classrooms can result in teacher burnout, increased stress, and reduced satisfaction. For educators in the Philippines, these circumstances highlight the significance of support mechanisms and wellness strategies in addressing the challenges posed by large class sizes (Manalo, 2019; Flores & de Guzman, 2020).

Research on teaching well-being frequently highlights the important role of coping strategies in sustaining job satisfaction and performance in challenging situations, like handling large class sizes. Educators utilize numerous coping strategies, from individual methods, including mindfulness and stress relief, to professional techniques, like working together with peers to solve problems (Bondoc Jr. RS.,2023). In the Philippines, collaborative approaches, such as mentorship and peer support groups, have demonstrated a reduction in the adverse impacts of oversized classes on teacher morale and effectiveness (Espartero MM, Caldaza KPD, Prado RTD.,2024). These methods enabled educators to share their perspectives and emotional encouragement, cultivating a strong sense of resilience when confronting professional obstacles. Research in the Philippines indicates that educators who possess effective coping strategies tend to uphold a positive outlook on their responsibilities, which in turn positively affects student results as well (Abayao, 2017; Santos & Villabueva, 2018).

This research intended to evaluate how large class sizes affect teachers' well-being and coping methods, along with the frequently employed strategies for classroom management and discipline, as well as instructional resources at the chosen vocational school in Jolo District. By comprehending the local environment and the unique difficulties encountered by schools in this region, this study aimed to propose solutions that are culturally appropriate and consistent with the educational objectives of the area.

Research Questions

1.What is the demographic profile of the teachers in terms of:
1.1.Gender;
1.2.Age;
1.3.Educational attainment; and
1.4.Length of service?
2.What is the level of teachers' well-being on large class size among teachers' in selected vocational schools in Jolo, in terms of;
1.1.Emotional condition; and

1.2.Physical condition?
3.What is the level of coping strategies of the teachers in handling large class sizes in selected vocational schools in Jolo, in terms of:
1.1.Classroom management and Classroom discipline; and
1.2.Use of instructional materials?
4. there significant differences in the level of teachers' well-being and coping strategies in the impact of large class size when data are grouped according to:
1.1.Gender;
1.2.Age;
1.3. Educational attainment; and
1.4.Length of service?
5.Is there a significant correlation between teachers' well-being and coping strategies of teachers' in selected vocational schools in Jolo?

Literature Review
Foreign Literature and Studies

In international research, a study conducted in Australia in 2019 found that large class sizes present a major challenge for teachers, impacting their well-being and job satisfaction. Although Australian schools typically have lower student-teacher ratios than global averages, some public and vocational schools, especially in resource-limited regions, continue to face issues with overcrowded classrooms. Jenkins and Smith (2018) state that large class sizes raise teachers' workloads, diminish the time for personal attention to students, and lead to increased stress levels. This pressure is intensified by the expectation for excellent teaching results and the incorporation of various learning requirements in classrooms.

To address these challenges, Australian educators utilize different strategies, such as professional collaboration and creative teaching methods. A study conducted by Brown and Clarke (2019) highlighted that numerous educators in Australia participate in peer mentoring and collaborative teaching, enabling them to distribute the responsibility of handling large classes of students. Moreover, the adoption of digital technologies, including interactive whiteboards and learning management systems, has been broadly utilized to improve classroom effectiveness and assist teachers in handling administrative duties (Calzada KP). D. (2024).

Institutional assistance also significantly helps in reducing the effects of large class sizes. The Australian government has implemented policies designed to decrease class sizes in primary and secondary schools, although these initiatives are not consistently applied to vocational institutions. Additionally, programs for professional development centered on classroom management and teacher wellness have been established to provide educators with resources to manage stress and enhance resilience (Evans & Murray, 2020). These interventions highlight the necessity of systemic assistance in tackling the issues posed by large class sizes.

In the United Kingdom, the effect of sizable class sizes on teachers' well-being has been a crucial focus of study, especially in public schools and vocational education environments. Educators handling large classes frequently indicate elevated stress levels stemming from heavier workloads, challenges in enforcing discipline, and fewer chances for personalized teaching. Research by Blatchford et al. (2016) showed that large class sizes in UK schools correlate with lower teacher satisfaction and higher burnout, as teachers find it challenging to address varied student needs under time limitations. This scenario is especially difficult in vocational schools, where practical, hands-on training is crucial but more challenging to implement due to constrained resources and numerous students (Garil, B.A., Abbas, T.S.C., Limen, M.V., 2024).

To address these challenges, educators in the UK employ various strategies. As noted by Johnson and Stevens (2018), professional collaboration is a frequent strategy, where educators cooperate to exchange resources and create innovative instructional methods. The implementation of technology, including interactive teaching resources and online educational platforms, has been extensively embraced to efficiently handle large groups. Furthermore, numerous educators engage in professional growth initiatives centered around classroom management and stress alleviation strategies, enhancing their resilience and adaptability (Murro RA, Lobo JG, Inso ARC, Chavez JV.,2023).

Support from institutions is vital in tackling the impact of large class sizes on teacher well-being. In the UK, initiatives like providing extra funding for teaching assistants and reducing primary class sizes seek to lessen teacher stress. Nonetheless, such interventions are frequently less accessible in secondary and vocational education, where the difficulties of large class sizes continue. Research indicates that a fairer allocation of resources and focused assistance for vocational school teachers is essential to address these problems (Miller & Clark, 2020).

In Canada, the effect of large class sizes on teachers' welfare has been a central aspect of educational research, especially in public and vocational institutions. Educators overseeing sizeable classes frequently encounter greater workloads, struggles with classroom management, and obstacles in providing individualized teaching, all of which may lead to increased stress and exhaustion. Research conducted by Cameron and Turner (2017) emphasized that Canadian educators in packed classrooms experienced reduced job satisfaction and increased emotional exhaustion. These difficulties are especially evident in vocational schools, where practical, experiential teaching is crucial but proves hard to handle with restricted resources and high student counts.

Canadian educators utilize different coping mechanisms to tackle these obstacles. As noted by Hill and Fraser (2019), collaboration among teachers, including joint teaching and resource sharing, is a typical strategy to address the challenges of large classes. The incorporation of technology, including online learning platforms and interactive tools, has also become more prevalent in streamlining teaching methods and boosting student engagement (Inoferio HV, Espartero MM, Asiri MS, et al., 2024). Moreover, teacher training initiatives centered on stress management and efficient classroom strategies are essential in assisting educators to cope with the difficulties presented by large class sizes.

Support from institutions is crucial in alleviating these problems. The Canadian government has enacted measures designed to decrease class sizes, especially in elementary and high school education. Nonetheless, vocational schools frequently encounter financial constraints that obstruct the execution of similar initiatives. A study conducted by Smith and O'Connor (2020) highlights the significance of fair resource allocation and specific measures, like employing extra support personnel, to ease the pressure on educators in vocational environments.

In Asian Studies, the matter of large class sizes in Japan has been extensively studied, especially regarding its effects on teachers' well-being and educational quality. Although Japanese classrooms typically feature lower student-teacher ratios compared to various other nations, some schools and areas continue to face challenges in urban settings. A study by Saito and Uchida (2017) emphasizes that educators in large classrooms encounter issues like heightened workload, challenges in enforcing discipline, and fewer chances for personalized teaching. These difficulties frequently result in stress and exhaustion, adversely impacting teachers' mental and physical health.

To tackle these challenges, Japanese educators utilize different coping techniques. As noted by Yamamoto and Kobayashi (2019), collaboration among educators is a commonly utilized method, where numerous teachers create support networks to exchange resources and strategies for handling large classes. Moreover, Japanese schools frequently highlight professional growth, providing workshops focused on classroom management and stress relief methods. The incorporation of technology, like employing digital tools for managing attendance and planning lessons, has been recognized as a successful approach to lessen the load on educators.

Institutional assistance plays a crucial role in easing the adverse effects of oversized classes. The Japanese government has enacted policies to progressively decrease class sizes, including capping the maximum number of students in elementary school classes at 35 (Ministry of Education Culture, Sports, Science and Technology, 2020). Additionally, schools offer mental health support and promote a work-life balance to foster teacher well-being.

In China, large class sizes are a common issue within the education system, especially in public schools, where the number of students frequently surpasses 50 per class. This scenario creates tremendous stress for educators, greatly affecting their health. Wang et al. (2015) discovered that Chinese educators handling large classes face significant stress due to challenges in offering personalized attention and fulfilling administrative requirements. The exam-oriented and competitive characteristics of the Chinese education system intensify these challenges, causing burnout and lower job satisfaction.

To address the difficulties of large classes, educators in China utilize different approaches. Zhang and Liu (2020) emphasized the role of technology, including smart classrooms and online teaching platforms, as valuable instruments for overseeing student involvement and workload. Furthermore, collaboration among peers, like exchanging teaching materials and co-instructing, has been demonstrated to lessen some of the challenges linked to large class sizes. Educators also depend on organized teaching practices to uphold order and efficiency in their classrooms.

Institutional assistance is vital in alleviating the negative impacts of oversized class sizes. Educational institutions in China frequently adopt policies that encourage professional growth, offering teachers training in classroom management and creative teaching methods. Moreover, the Chinese government has launched reforms intended to decrease class sizes and enhance teacher well-being, though execution varies across different regions. Li et al., 2017

In South Korea, the problem of oversized classes has been a persistent difficulty in the education system, especially in heavily populated urban regions. Studies show that handling large classrooms greatly affects teachers' well-being, frequently resulting in increased stress, exhaustion, and lower job satisfaction. Kim and Cho (2014) state that teachers in South Korea experience challenges in offering personalized instruction and upholding discipline in larger classes, potentially impacting their emotional and physical well-being. The competitive aspect of the South Korean education system, along with elevated parental expectations, intensifies these pressures.

To handle the challenges posed by large class sizes, teachers in South Korea utilize various strategies. Research conducted by Park and Lee (2018) discovered that numerous educators depend on collaborative efforts with peers and team teaching, sharing both responsibilities and instructional methods with fellow teachers. Furthermore, the incorporation of technology, including smart classroom resources and online platforms, has been progressively utilized to enhance student participation and simplify administrative duties. These resources enable educators to better accommodate larger classes while lessening their workload.

Institutional assistance is also an important element in reducing the stress linked to large classes. Initiatives such as the South Korean government's "Happy Education Initiative" seek to enhance teacher well-being by encouraging smaller class sizes and offering mental health support for educators. Additionally, teacher support is often offered through professional development programs centered on stress management and creative teaching approaches in high-pressure settings (Choi & Rhee, 2020).

In European Studies, research conducted in Germany shows that the challenge of oversized classes is not as common as in other nations, thanks to stringent policies governing student-teacher ratios. Nonetheless, vocational schools frequently encounter difficulties with packed classrooms, especially in metropolitan regions and financially strained institutions. Research conducted by Müller and Schmitt (2018) revealed that educators in German vocational schools indicated heightened stress levels and lower job satisfaction while handling large classes. The main sources of stress involved challenges in providing personalized instruction, upholding classroom discipline, and addressing the varied learning needs of students, especially those from immigrant and disadvantaged communities (Garil B.A., Entong M.B.M., Muarip V.C., et al., 2024).

To address these challenges, German educators use a range of strategies. Fischer and Becker (2019) state that collaborative teaching methods, like team teaching and peer mentoring, are prevalent in vocational schools. These methods enable educators to distribute tasks and offer more focused assistance to learners. The adoption of technology is prevalent, with digital resources and platforms assisting educators in handling administrative duties and engaging students more efficiently. In addition, professional development initiatives that emphasize classroom management and teacher welfare are essential to the German educational framework, equipping educators with the abilities required to handle large class sizes.

Institutional assistance is crucial in alleviating the adverse impact of large class sizes. The German government allocates resources for more teaching assistants and invests in enhancements to facilities to support smaller class sizes. Furthermore, policies that support work-life balance, including flexible hours and mental health support, aid in decreasing teacher stress and enhancing overall well-being (Krause & Hoffmann, 2020). These systemic approaches highlight the significance of merging personal coping strategies with organizational changes to tackle the difficulties posed by large classes.

In Finland, a nation famous for its exceptional education system, educators typically enjoy smaller class sizes relative to international norms. Nevertheless, vocational institutions in cities and under-resourced areas sometimes face difficulties due to oversized classrooms. A study conducted by Nieminen and Salonen (2018) indicates that educators in Finnish vocational institutions handling large classes experience heightened stress, diminished capacity to deliver personalized instruction, and challenges in sustaining high student engagement. Though less common, these challenges continue to affect teachers' well-being and overall job satisfaction.

Finnish educators use different methods to tackle the challenges brought by oversized classes. Research by Virtanen and Karjalainen (2020) revealed that educators in Finland prioritize collaborative teaching strategies, such as co-teaching and joint lesson planning, to lessen individual burdens and improve instructional quality. Furthermore, Finland's adoption of cutting-edge educational technologies, including digital learning platforms and interactive resources, aids teachers in more efficiently managing sizable classrooms. Educators in Finland also gain from strong professional development initiatives that emphasize classroom management and techniques for reducing stress, aiding in their adaptation to the challenges of larger student groups (Castro FLT, Ventura BLO, Estajal, RS, et al. 2024).

Institutional assistance in Finland is vital for addressing the difficulties posed by oversized classes. The Finnish government emphasizes teacher well-being by ensuring access to mental health support, offering flexible schedules, and lowering teaching hours relative to worldwide standards. Moreover, policies that encourage student-centered learning guarantee that teachers obtain the necessary support to uphold high educational standards, even in large classes (Hämäläinen & Aro, 2021).

A research conducted by Gracía and Martínez (2017) showed that Spanish educators in crowded classrooms experienced heightened stress, lower job satisfaction, and challenges in upholding discipline and student participation. These elements lead to increased burnout levels and reduced efficiency in teaching.

To address these challenges, Spanish educators use different strategies, such as collaboration and professional growth. As stated by Fernández and López (2019), collaborating with peers, including team teaching and exchanging lesson plans, aids in distributing workloads and enhances classroom management. Furthermore, the adoption of digital tools, including virtual learning environments and interactive boards, is growing more prevalent in Spanish vocational institutions, allowing educators to handle administrative duties and involve students more effectively. Professional development initiatives also significantly contribute to providing educators with methods for stress management and strategies to manage large classrooms (Mendoza, M.V., 2023).

Support from institutions in Spain has been fairly restricted, but recent reforms seek to tackle these issues. Government initiatives have aimed to lower student-teacher ratios in primary and secondary education, but comparable actions are less common in vocational institutions. Research conducted by Ruiz and Sánchez (2020) highlighted the necessity for increased funding, teaching aides, and mental health resources to bolster teachers' well-being in vocational environments. These systemic measures are essential for easing the strain on teachers and improving the quality of education.

Educators handling large classrooms frequently experience considerable stress stemming from heavier workloads, challenges in upholding discipline, and fewer chances to deliver personalized instruction. Research conducted by Johnson and Stevens (2018) emphasized that U.S. educators in overcrowded classrooms experience increased emotional exhaustion and burnout, resulting in lower job satisfaction and effectiveness. These issues are notably present in vocational schools, where practical, hands-on education is essential yet proves challenging to implement due to scarce resources and elevated student-teacher ratios.

To tackle these obstacles, educators in the U.S. utilize diverse coping methods. Wilson and Carter (2019) state that collaborative teaching strategies, including team teaching and resource sharing, are commonly utilized to address the challenges of large classes. The use of technology, such as learning management systems and digital assessment tools, also aids in simplifying instruction and enhancing classroom management. Programs for professional development that emphasize stress management, classroom techniques, and resilience have played a crucial role in assisting teachers to cope with the demands of large classrooms.

Institutional assistance is crucial in alleviating the effects of large class sizes on teacher wellness in the U.S. Some states have enacted policies like lowering student-teacher ratios and boosting funding for vocational schools; however, disparities in funding distribution continue to pose a major obstacle. A study conducted by Miller and Clark (2020) highlighted the significance of fair resource allocation, enhanced staffing, and availability of mental health resources to promote teacher well-being in vocational environments.

In Brazil, oversized classrooms are a frequent problem in public and vocational schools, especially in urban and low-funded regions. Educators in these environments encounter difficulties like addressing varied student requirements, upholding discipline, and providing effective teaching in packed classrooms (Leon AJTD, Jumalon RL, Chavez JV, et al., 2024).

Research conducted by Silva and Oliveira (2017) indicated that educators in Brazilian vocational institutions expressed significant stress and burnout due to these difficulties. The research emphasized that inadequate resources and weak institutional backing intensify the effects of large classes on teacher well-being, resulting in decreased job satisfaction and higher turnover rates.

Brazilian educators have created different coping methods to handle the challenges of large classrooms. As noted by Almeida and Santos (2019), collaborative teaching, which encompasses co-teaching and peer support, is a commonly utilized method to lessen individual workloads and enhance classroom management. The utilization of digital resources and online platforms is increasingly prevalent in Brazilian schools, allowing educators to improve student engagement.

Local Literature and Studies

In Philippine Studies, a study by Philippine Normal University (2020) revealed that instructors in oversized classes encounter significant stress, burnout, and lower job satisfaction. Successful coping methods encompass social assistance, self-care practices, and career advancement. According to the University of the Philippines (2019), this research highlighted elements influencing teacher well-being in large classrooms, such as class size, student conduct, and administrative assistance. Coping techniques, including problem-focused coping and emotion-focused coping, were examined as well.

The Philippine Journal of Education (2020) in Local Journals highlighted the significance of teachers' well-being, coping mechanisms, and support systems in handling oversized classrooms. The Asian-Pacific Social Science Review (2019) emphasized the regional effects of large class sizes on teacher well-being, underscoring the necessity for tailored coping strategies and support mechanisms. Philippine Educational Review (2018) examined effective coping strategies for teachers handling large classes, which included problem-focused coping, emotion-focused coping, and avoidance coping.

In the Thesis and Dissertation from the University of Santo Tomas (2020), Master's thesis titled "Teacher Well-being in Large Classes" examined strategies for coping and systems of support. University of the Philippines (2019), Doctoral dissertation: "Large Class Size and Teacher Burnout" examines the effects on mental health and strategies for coping. De La Salle University (2018), Master's thesis: "Strategies for Teachers Managing Large Classes" highlighted successful coping techniques.

The Government Report highlighted In DepEd's "Teacher Well-being and Support System" (2020) the importance of providing institutional support and resources. The "Faculty Well-being and Development" (2019) report from CHED emphasized the significance of faculty well-being in large classrooms, underlining the necessity for support systems and resources.

In certain theories and models, such as "Social Support Theory," the assistance teachers obtain from their social networks—like peers, administrators, and students' families—can significantly help alleviate the adverse impacts of large class sizes. The theory suggests that emotional, informational, and instrumental support may mitigate the negative effects of stress (Chavez, J.V., Adalia, H.G., and Alberto, J.P., 2023). Educators who obtain emotional backing from peers or school administrators tend to feel more appreciated and less lonely, which aids them in handling stress more successfully (Bucoy RK, Enumerabellon KM, Amilhamja AJ, et al. 2024). Support in the form of help with classroom management or extra teaching materials can ease the real difficulties posed by large class sizes. Furthermore, social support aids in psychological well-being and improves their capacity to handle challenging situations (Cohen, S., & Wills, T. A., 1985).

Bronfenbrenner's "Ecological Systems Theory" (1979) examines the various layers of environmental impact on individuals, including the direct classroom setting (microsystem), interactions with coworkers (mesosystem), and wider societal influences (macrosystem). Big class sizes can impact teachers in all these ways. In the classroom, educators might feel stressed by the challenges of overseeing many students. At the mesosystem level, educators might not receive cooperative assistance from peers or school leaders. At the macrosystem level, educational policies that support large class sizes because of budget limitations also affect teachers' experiences. The ecological approach highlights the necessity for assistance at all these tiers to aid teachers in managing the stress of large classes and preserving their well-being (Chavez JV, Garil BA, Padirque CB, et al.2024).

The "Transactional Model of Stress and Coping," Introduced by Lazarus and Folkman (1984), emphasizes the significance of cognitive appraisal in how educators view and react to stressors such as oversized classes. This model posits that stress arises when a person perceives a situation as challenging or threatening and feels they do not have the necessary resources to manage it effectively. Instructors handling large classes might see the scenario as a challenge that they can address with problem-solving approaches (problem-focused coping) or may feel stressed, resorting to emotion-focused coping methods such as seeking social support or engaging in relaxation practices (Mundo MAD, Reyes EFD, Gervacio EM., 2024). The model highlights that the coping strategies of teachers can greatly influence their emotional health, where more effective coping leads to reduced stress and burnout levels.

The "Job Demands-Resources (JD-R) Model" formulated by Bakker and Demerouti (2007) outlines the relationship between job demands and job resources and how this relationship impacts well-being. In educational settings, large class sizes signify a significant job demand that may result in emotional fatigue and burnout unless offset by adequate job resources like social support, autonomy, and opportunities for professional development. The JD-R model indicates that when teachers have access to job resources that assist in managing the demands of large classes, they are more prone to experience increased engagement, job satisfaction, and overall well-being. For example, comprehensive classroom management training and a nurturing school environment can mitigate the adverse impacts of oversized classes, allowing educators to handle the challenges more effectively.

Methodology

1. Research Design

The research design used in the study was descriptive-survey. A descriptive-survey research design is a method that uses data collecting and analysis, frequently through questionnaires, interviews, or observations, to characterize the traits, viewpoints, or behaviors of a population or sample (Creswell, 2014).

2. Research Participants

During the academic year 2024–2025, this study was carried out among the chosen vocational schools in the Jolo District. Hadji Butu School of Arts and Trades and Jolo School of Fisheries are the vocational institutions that were chosen. One hundred (100) secondary school teachers from the chosen vocational school in Jolo District participated in the study. At least fifty (50) HBSAT teachers and fifty (50) JSF teachers participated in the study.

3. Research Instruments

Dr. M.D. Manlongat, Dr. A.D. Castor, Dr. R.B. De Chavez, R.D. Abila, I.S. Festijo, T.F. Fajilan, and J.E. were the ones who adapted the research tool. Zuela, "Emotional and Physical Effects of Large Class Size on Teachers." There are three components to the research tool. The respondents' demographic profile is presented in Part I. The welfare of the instructors is covered in Part II. The teachers' coping mechanisms are covered in Part III.

4. Data Gathering Procedure

The Sulu State College School of Graduate Studies Dean, the Schools Division Superintendent, and the two (2) respective school heads of the chosen vocational schools in the Jolo District were consulted in order to obtain permission to administer the questionnaire for the purpose of data collecting. The questionnaires were launched and retrieved by the researcher herself. After the data was collected, it was sent for statistical analysis and processing. At last, the completed document was composed.

5. Data Analysis

This research performed an in-depth examination of educators' characteristics, well-being, coping mechanisms, and demographic factors associated with large class sizes in chosen vocational schools in Jolo. To evaluate demographic traits including gender, age, educational level, and tenure, frequency and percentage computations were used, offering a concise summary of the sample population. To assess teachers' well-being and coping mechanisms related to large class sizes, the research employed weighted mean and standard deviation to gauge central tendency and variability. In order to examine variations in well-being and coping strategies related to demographic factors, a T-test for independent samples was utilized, along with One-way Analysis of Variance (ANOVA) to further investigate these effects. Finally, the connection between teachers' well-being and their coping strategies was evaluated using the Pearson Product-moment correlation coefficient, demonstrating how well-being influences the coping methods utilized by teachers. The response scales were outlined as such: - Strongly Agree (5): 4.50 – 5.00 – Agree (4): 3.50 – 4.49 – Moderately Agree (3): 2.50 – 3.49 – Disagree (2): 1.50 – 2.49 – Strongly Disagree (1): 1.00 – 1.49

Results and Discussion

Question 1. What is the demographic profile of the teachers in terms of: 1.1 Gender, 1.2, Age, 1.3 Educational Attainment, and 1.4 Length of Service?

The demographic profile of instructor responders from a subset of Jolo's vocational schools, broken down by gender, is shown in **Table 1.1.** According to the data, 73 (73%) of the 100 instructor responders are female, and 27 (27%) are male. These results show that teaching at Jolo's vocational schools is mostly a female occupation, as the majority of instructor responders are female.

Gender

Gender	Number of respondents	Percent
Male	27	27
Female	73	73
Total	100	100%

The demographic profile of teacher responders from a subset of Jolo's vocational schools is shown in **Table 1.2.** broken down by age. According to the data, 17 (17%) of the 100 teacher responders are under 30, 30 (30%) are between 31 and 40, 30 (30%) are between 41 and 50, and 23 (23%) are beyond 51. According to these results, 60% of all respondents are teachers, and the bulk of them are between the ages of 31 and 50. This implies that the workforce of Jolo's vocational schools is composed primarily of mid-career and seasoned educators, with a lower percentage of instructors under the age of thirty.

Age

Age	Number of respondents	Percent
30 years old and below	17	17
31-40 years old	30	30
41-50 years old	30	30
51 years old and above	23	23
Total	100	100%

The demographic profile of teacher responses from a subset of Jolo's vocational schools, broken down by level of education, is shown in **Table 1.3.** Out of 100 teacher responses, 46 (46%) finished college, 33 (33%) earned master's units, 15 (15%) finished a master's degree, 2 (2%) got doctoral units, and 4 (4%) earned a doctorate, according to the statistics. According to these results, most teacher responders have at least a college degree, and a sizable percentage (54%) have completed graduate work. Only a small portion of instructors appear to have attained the highest level of academic achievement, as evidenced by the number of doctorate degree holders (4%) and those with doctoral units (2%) in the workforce.

Educational Attainment

Educational Attainment	Number of respondents	Percent
College Graduates	46	46
With Masteral Units	33	33
Master's Degree	15	15
With Doctoral Units	2	2
Doctoral Degree	4	4
Total	100	100%

The demographic profile of teacher responders from a subset of Jolo's vocational schools, broken down by duration of service, is shown in **Table 1.4.** Out of 100 teacher responses, 22 (22%) have been teaching for five years or less, 24 (24%) have been teaching for six to ten years, 21 (21%) have been teaching for eleven to fifteen years, and 33 (33%) have been teaching for sixteen years or more, according to the data. These results reveal that there are a significant number of seasoned teachers at Jolo's vocational schools, as the majority of teacher responders (33%) have been in the teaching profession for 16 years or more. Furthermore, a sizable percentage (46%) have taught for ten years or less, indicating a mix of experienced and relatively inexperienced new educators.

Length of Service

Length of Service	Number of respondents	Percent
5 years and below	22	22
6-10 years	24	24
11-15 years	21	21
16 years and above	33	33
Total	100	100%

Question 2. What is the level of teachers' well-being on large class size among teachers in selected vocational schools in Jolo, in terms of: 2.1 Emotional Condition, and 2.2 Physical Condition?

Teachers in a few chosen vocational schools in Jolo are shown in **Table 2.1** to have a high degree of emotional well-being in relation to big class sizes. With a total standard deviation of 1.01886 and a weighted mean of 3.1520, which represents an overall rating of "Sometimes," the respondents' perceptions show significant diversity.

Educational Condition

	Statements	Mean	S.D	Rating
1	I feel frustrated when teaching in big class	3.40	1.128	Sometimes
2	Being a teacher in large class is more demanding and emotionally exhausting	3.77	1.188	Often
3	I feel ineffective and less dynamic in a large class size	3.18	1.313	Sometimes

4	When I am in an overcrowded classroom, I tend to experience low morale due to the concerns created by my students	3.04	1.118	Sometimes
5	I feel weighed down when handling large classes	2.99	1.210	Sometimes
6	I feel that I spend much time in organizing class activities and not enough time on meeting students' needs individually	3.33	1.083	Sometimes
7	I end up lacking self-confidence when teaching large classes	2.67	1.288	Sometimes
8	The stress of handling large class gets on my nerves and draws out negativity which manifests in my voice	3.12	1.437	Sometimes
9	I feel different types of emotions when teaching in a large class	3.23	1.286	Sometimes
10	Handling large class gives me second thoughts on my choice of profession	2.79	1.343	Sometimes
	Total Weighted Mean	3.1520	1.01886	Sometimes

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Rarely; (1) 1.00- 1.49=Never

The physical condition of teachers in a few chosen vocational schools in Jolo is shown in **Table 2.2** along with their level of well-being in relation to big class sizes. There is moderate variety in the respondents' perceptions, as indicated by the overall weighted mean of 3.1780, which corresponds to an overall rating of "Sometimes," and the total standard deviation of 1.06521.

Physical Condition

	Statements	Mean	S.D	Rating
1	I have experienced stress on my vocal cords due to continuous loud speaking	3.50	1.259	Often
2	I feel burn-out after handling large class size	3.37	1.203	Sometimes
3	Due to over crowdedness, I easily catch diseases like common cold	3.22	1.252	Sometimes
4	I experience greater fatigue when marking students work and output	3.35	1.336	Sometimes
5	There are some changes in my posture because of the different activities needed to be performed every day in the class	3.01	1.322	Sometimes
6	Standing for long period of time causes pain at my lower back	3.38	1.179	Sometimes
7	I feel body pain even during morning classes brought about consistent handling large classes	3.13	1.368	Sometimes
8	There is an increase in my number of days of absence due to physical stress	2.84	1.398	Sometimes

9	The noise created by my students increases my blood pressure resulting to decreasing of work efficiency	2.99	1.382	Sometimes
10	Due to my teaching career, I experience muscle cramps	2.99	1.345	Sometimes
	Total Weighted Mean	3.1780	1.06521	Sometimes

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Rarely; (1) 1.00- 1.49=Never

Question 3. What is the level of coping strategies of the teachers in handling large class sizes in selected vocational schools in Jolo, in terms of: 3.1 Classroom Management and Classroom Discipline, and 3.2 Use of Instructional Materials?

The degree of coping mechanisms teachers in a few chosen vocational schools in Jolo employ to deal with big class sizes, particularly with regard to discipline and classroom management, is shown in **Table 3.1.** With a total standard deviation of 0.83858 and a weighted mean of 3.7960, which represents an overall grade of "Often," the teachers' answers are comparatively consistent.

Classroom Management and Classroom Discipline

	Statements	Mean	S.D	Rating
1	I use positive verbal reinforcement as opposed to shouting and screaming	3.77	1.302	Often
2	I establish a code of behavior that is created by the teacher and learner together (i.e. they have to work quietly; they may talk bit not loud, etc.)	3.80	1.092	Often
3	I exert extra effort to disruptive students for them to engage positively in the class	3.99	1.096	Often
4	I talk to my students with a firm voice without establishing my authority in class	3.88	1.028	Often
5	I clarify the action that are acceptable in the classroom to prevent disruption	3.94	1.071	Often
6	I discuss my "house rules" early in the school year so students know what and how to behave	4.21	1.217	Often
7	I normally roam the classroom during lectures and avoid staying in one place	4.15	1.282	Often
8	I use team teaching and peer teaching to create variety in the classroom	3.72	1.190	Often
9	I rotate seating arrangement on regular basis to find the best seating plan for each class	3.07	1.241	Sometimes
10	I use class time to settle dispute and soothe feelings in classroom	3.43	1.183	Sometimes
	Total Weighted Mean	3.7960	.83858	Often

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Rarely; (1) 1.00- 1.49=Never

The degree of coping mechanisms employed by educators at a few chosen vocational schools in Jolo to deal with large class sizes—particularly with regard to the usage of teaching resources—is shown in **Table 3.2.** With a total standard deviation of 0.76242 and a weighted mean of 3.4550, which represents an overall rating of "Sometimes," the teachers' replies show significant variety.

Use of Instructional Materials

	Statements	Mean	S.D	Rating
1	I use chalk and talk instructional method on a daily basis	3.91	1.173	Often
2	I use scholastic and instructional materials in my discussions to create greater interaction in the class	3.76	1.147	Often
3	I use audio-visual aids to catch the attention of my students	3.35	1.201	Sometimes
4	I use the computer to manage my student's efficiency	3.22	1.418	Sometimes
5	I attend trainings to improve my skills in the use of computer technology for effective instruction	3.25	1.132	Sometimes
6	I select and use instructional materials appropriate for large class size to guarantee effective teaching	3.79	1.200	Often
7	I use wireless microphone to increase the volume and projection of my voice inside the classroom	3.16	1.461	Sometimes
8	I acquire greater interest from student when using charts or traditional visual aids when teaching	3.44	1.113	Sometimes
9	I have a balanced use of variety of reading materials including environmental prints, works of fiction and nan-fiction and technology	3.53	1.049	Often
10	I make sure that my students have textbooks that we can use in the discussion	3.14	1.155	Sometimes
	Total Weighted Mean	3.4550	.76242	Sometimes

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Rarely; (1) 1.00- 1.49=Never

Question 4. Is there a significant difference in the level of teachers' well-being and coping strategies in the impact of large class size when data are grouped according to: 4.1 Gender, 4.2 Age, 4.3 Educational Attainment, and 4.4 Length of Service?

When data are grouped by gender, **Table 4.1** shows the variations in the degree of teachers' well-being and coping mechanisms in response to the effects of large class sizes at particular vocational schools in Jolo. The t-values and significance values (Sig.) for the following categories are shown in the table: Use of Instructional Materials, Physical Condition, Classroom Management and Classroom Discipline, and Emotional Condition.

Gender

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Emotional Condition	Male	3.293	1.1764	.19259	.762	.450	Not Significant
	Female	3.100	.95786	.19259			
Physical Condition	Male	3.396	1.1902	.29904	1.250	.214	
	Female	3.097	1.0120	.29904			Not Significant
Classroom Management and Classroom Discipline	Male	3.744	1.0089	-.07062	-.372	.710	Not Significant
	Female	3.815	.77328	-.07062			
Use of Instructional Materials	Male	3.363	1.0138	-.12608	-.602	.551	Not Significant
	Female	3.489	.65097	-.12608			

Note. * Significant at alpha 0.05

When data are grouped by age, **Table 4.2** shows the variations in the degree of teachers' well-being and coping mechanisms in response to the effects of large class sizes in a few chosen vocational schools in Jolo. The categories of Emotional Condition, Physical Condition, Classroom Management and Classroom Discipline, and Use of Instructional Materials are shown in the table along with their F-values and significance values (Sig.).

Age

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Emotional Condition	Between Groups	3.398	3	1.133	1.094	.355	Not Significant
	Within Groups	99.372	96	1.035			
	Total	102.770	99				
Physical Condition	Between Groups	3.490	3	1.163	1.026	.385	Not Significant
	Within Groups	108.842	96	1.134			
	Total	112.332	99				
Classroom Management and Classroom Discipline	Between Groups	1.197	3	.399	.560	.643	Not Significant
	Within Groups	68.422	96	.713			
	Total	69.618	99				
Use of Instructional Materials	Between Groups	2.481	3	.827	1.441	.236	Not Significant
	Within Groups	55.067	96	.574			
	Total	57.548	99				

Note. * Significant at alpha 0.05

When data are grouped by educational attainment, **Table 4.3** shows the variations in the degree of teachers' well-being and coping mechanisms in response to the effects of large class sizes in a few chosen vocational schools in Jolo. The categories of Emotional Condition, Physical Condition, Classroom Management and Classroom Discipline, and Use of Instructional Materials are shown in the table along with their F-values and significance values (Sig.).

Educational Attainment

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Emotional Condition	Between Groups	15.079	4	3.770	4.08*	.004	Significant
	Within Groups	87.690	95	.923			
	Total	102.770	99				
Physical Condition	Between Groups	20.580	4	5.145	5.33*	.001	Significant
	Within Groups	91.752	95	.966			

	Total	112.332	99				
Classroom Management and Classroom Discipline	Between Groups	3.949	4	.987	1.428	.231	Not Significant
	Within Groups	65.669	95	.691			
	Total	69.618	99				
Use of Instructional Materials	Between Groups	3.032	4	.758	1.321	.268	Not Significant
	Within Groups	54.515	95	.574			
	Total	57.548	99				

Note. * Significant at alpha 0.05

When data are categorized by educational attainment, the results of a Post Hoc Analysis using Tukey's test to uncover pairwise variations in the level of teachers' well-being in the impact of big class size are shown in Table **4.3.1.** The study reveals notable variations in the groups' physical and emotional conditions.

Dependent Variable	(I) Grouping by Year Level	(J) Grouping by Year Level	Mean Difference (I-J)	Std. Error	Sig.
Emotional Condition	College Graduates	With Masteral Units	.72971*	.21918	.011
Physical Condition	College Graduates	With Masteral Units	.82668*	.22419	.003
		Master's Degree	1.00304*	.29220	.008

Note. * The mean difference is significant at the 0.05 level

When data are grouped by duration of service, **Table 4.4** shows the variations in the degree of teachers' well-being and coping mechanisms in response to the effects of large class sizes. The categories of Emotional Condition, Physical Condition, Classroom Management and Classroom Discipline, and Use of Instructional Materials are shown in the table along with their F-values and significance values (Sig.).

Length of Service

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Emotional Condition	Between Groups	5.174	3	1.725	1.697	.173	Not Significant
	Within Groups	97.595	96	1.017			
	Total	102.770	99				
Physical Condition	Between Groups	3.406	3	1.135	1.001	.396	Not Significant
	Within Groups	108.925	96	1.135			
	Total	112.332	99				
Classroom Management and Classroom Discipline	Between Groups	1.543	3	.514	.725	.539	Not Significant
	Within Groups	68.076	96	.709			
	Total	69.618	99				
Use of Instructional Materials	Between Groups	2.330	3	.777	1.350	.263	Not Significant
	Within Groups	55.218	96	.575			
	Total	57.548	99				

Note. * Significant at alpha 0.05

Question 5. Is there a significant correlation between teachers' well-being and coping strategies of teachers in selected vocational schools in Jolo?

The relationship between teachers' coping mechanisms and well-being in a few Jolo vocational schools is shown in **Table 5.** The strength and direction of the association between these two variables are indicated by the calculated Pearson correlation coefficient ®, with significance tested at alpha 0.01.

Variables		Pearson *r*	Sig.	N	Description
Dependent	Independent				
Teachers' Well-Being	Coping Strategies of Teachers	.482**	.000	100	Moderate

Note. **Correlation coefficient is significant at alpha .01
Correlation Coefficient Scales Adopted from Hopkins, Will (2002):
0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

CONCLUSION

The study of vocational schools in Jolo indicates that the teaching staff is mainly composed of women, featuring a combination of mid-career and seasoned instructors, with several possessing doctoral qualifications. Numerous educators possess ten years or fewer of experience, showing a combination of experienced and newer practitioners. The size of a class greatly affects teachers' emotional health, though physical difficulties are moderate and don't impede effectiveness. Instructors consistently apply different classroom management techniques, primarily depending on conventional approaches and printed resources, with minimal integration of contemporary technology. Statistical analysis indicates that factors such as gender, age, educational level, and tenure do not have a significant impact on teachers' well-being or their coping mechanisms for managing large classes. Nonetheless, there is a moderate correlation indicating that better coping strategies might improve teachers' emotional and physical health, suggesting that focused interventions could enhance their overall well-being and effectiveness.

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