Interpersonal Support and Coping Mechanism as Predictors of Commitment in Teaching Music, Arts, Physical Education and Health

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Abstract

The teaching commitment among the music, arts physical education health and music teachers has garnered increasing attention. This study determined the significance of interpersonal support and coping mechanisms as predictors of teaching commitment. Using a predictive research design, and employing total enumeration sampling approach, results showed that both interpersonal support and coping mechanisms, with 42.1% combined degree of influence, significantly influenced commitment in teaching. This result affirms the Conservation of Resources Theory. Future research may explore other variables not covered in this study to account the 57.9% variance in the criterion variable. Cultural related research may develop evidence-based strategies to improve teacher resilience, reduce stress, and promote descent work (SDG 8).

Keywords: interpersonal support; coping mechanism; commitment in teaching;

1. Introduction

The teaching commitment among Music, Arts, Physical Education and Health (MAPEH) teachers has garnered increasing attention. Recent studies emphasize the impact of personal goals and intrinsic motivation on an individual's commitment in teaching, linking these factors to organizational outcomes (Asiyah et al., 2021; Cabanilla et al., 2024). Understanding the nuances of teaching commitment can provide valuable insights for enhancing employee performance and fostering a more committed workforce.

In the United States of America, over half of the teachers indicated that their administrators did not support them, contributing to poor teaching commitment (García & Weiss, 2019). In the United Arab Emirates, personal commitment to teaching is highly influenced by interpersonal support and school climate, and low teaching commitment is linked to higher burnout (Yang et al., 2019).

Teachers in the Philippines experience great difficulties, such as having no interpersonal support, no coping, and minimal teaching commitment. Further study at Mapua University Manila explored how impostor syndrome in achieving success and limited coping mechanisms weaken teachers' commitment to their duties, impacting motivation and professional development (Lacia et al., 2024).

Moreover, based on the researcher’s observation, poor interpersonal support and coping mechanism complicate teachers’ capacity to provide commitment for work, especially in teaching music arts physical

education and health subject in secondary schools. The absence of support and engagement in the community worsens these challenges, complicating teachers' capacity to create a friendly learning environment.

This study delved into the significant combined influence of interpersonal support and coping mechanisms on the individual teaching commitment of MAPEH teachers. By studying these significant links, the research seeks to enhance the effectiveness of MAPEH instruction, resulting in improved teacher performance and better student learning outcomes. For MAPEH teachers, the study may identify areas for growth and may provide actionable steps to improve their teaching effectiveness. Students, in turn, may benefit from enhanced instruction, leading to better learning experiences and academic performance. School heads may gain insights to address teacher underperformance through targeted professional development programs, while Department of Education officials may utilize the findings to design capacity-building initiatives reflected in teacher performance metrics. Finally, the study may offer valuable insights for future researchers exploring similar topics or replicating the study, fostering continued growth in the field.

Research Objective

The study determined the significance of interpersonal support and coping mechanisms as predictors of teaching commitment of MAPEH teachers. Specifically, it addressed the following questions:

1. To determine the level of Interpersonal Support in terms of: tangible support, belonging support, self-esteem, and appraisal support; Coping Mechanisms in terms of: situational control of conditions, seeking help, preventive monitoring of condition, self-control, avoidance, escape the situation, spiritual coping, and consultation; and Teaching Commitment of MAPEH teachers in terms of: teaching learning process, student's development, community involvement, professional growth and development, class management and plus factor.
2. To determine the significant relationship between interpersonal support, coping mechanisms, and the teaching commitment of MAPEH teachers.
3. To determine the combined influence of interpersonal support and coping mechanisms on the teaching commitment among MAPEH teachers.

Theoretical Framework

This study is anchored on Hobfoll's (1989) Conservation of Resources (COR) theory, which states that people aim to gain, protect, and build resources such as relationships and personal strengths because losing these can cause stress and lead to commitment problems. When resources are threatened or lost, individuals use what they must recover, protect themselves, or gain new resources.

In this study, the interpersonal support variable indicated by tangible support, belonging support, self-esteem and appraisal support (Chen, 2020) stands for relationships element mention in the theory. On the other hand, the coping mechanism variable indicated by situational control of conditions, seeking help, preventive monitoring of condition, self-control, spiritual coping and consultation (Cheng et al., 2019) stands for personal strength element showed in the theory. Lastly, the teaching commitment variable indicated by teaching learning process, student's development, community involvement, professional growth and development, class management and plus factor (Yang et al., 2019) stands for commitment problems as stated in the theory. The assertion in the theory about stress because of the loss of the relationship and personal strength is not included in the study.

2. Method

Research Design

The study employed a predictive quantitative research design, which focuses on identifying key variables that can forecast outcomes based on statistical models. Predictive research examines how specific independent variables contribute to the prediction of a dependent variable, using techniques such as regression analysis to determine the strength and significance of these relationships (Thomas & Zubkov, 2023).

Research Locale

This study was conducted in four medium-sized schools in Davao City. These schools were selected based on their geographic distribution and 7 representations of the educational landscape in Davao City, considering them as medium national high schools. These schools provide a diverse setting for examining the challenges MAPEH teachers face. The study focused on how these teachers manage their roles and professional challenges in these locales. This geographic diversity ensures that the findings reflect a broad range of experiences and challenges within the city.

Sample and Sampling Technique

This study utilized complete enumeration, where comprehensive data collection from every member within a population or a total enumeration type of selected respondents is conducted. This study utilized this strategy since all 90 MAPEH teachers from the designated medium national high schools are included. This approach enhances the study's validity by focusing on participants directly relevant to the research objectives (Canonizado, 2021). The inclusion criteria include teachers who are in medium-sized schools, teachers in secondary, and teachers who have direct experience in teaching MAPEH instruction. This ensured more accurate and context-specific insights into the factors affecting their teaching performance. Moreover, although all MAPEH teachers in those selected medium-sized schools were invited, as respondents, they were free to withdraw during the study. The respondents' participation was ensured to be purely voluntary.

Research Instrument

Three adapted questionnaires were used as research instruments in this study. Part 1 measures the interpersonal support based on the study of Chen et al. (2020). The questionnaire measured the following areas: tangible support, belonging support, self-esteem support, and appraisal support. Part 2 measures the coping mechanisms of the physical education teachers based on the study of Cheng et al., 2019. Part 3 measures the individual performance commitment of the physical education teachers based on Yang et al. 2019, having the following indicators: teaching learning process, students' outcomes, community involvement, professional growth and development, and class management.

Several steps were undertaken to minimize costs and systematically gather essential data to ensure an efficient and organized data collection process.

Before Data Collection. The researcher began gathering data by obtaining a SMILE or Society for Moral Integrity and Legal Ethics Certificate, a mandatory requirement for ethical compliance. Approval was sought from the superintendent and school heads of the participating schools in Davao City to administer the survey instrument. The researcher prepared the face-to-face or online administration survey through printed and Google forms. To ensure participants were fully informed, Certificates of Informed Consent (ICF) were designed and finalized along with the questionnaires. The ICF clearly outlined the purpose and procedures of the study, emphasizing their voluntary participation.

During Data Collection. The researcher administered the informed consent after acquiring the necessary permission from the division office and properly coordinating with the school heads. The retrieval of the signed ICF from the respondents through Google Forms indicated that they understood and agreed to

answer the survey voluntarily. With the help of school heads, the researcher distributed the survey questionnaires using Google Forms links. The researcher did not utilize a face-to-face gathering since Google Forms' retrieval of answers was deemed sufficient. Clarifications or assistance asked by the respondents were promptly addressed through emails and Facebook Messenger communication to facilitate accurate data collection. All target respondents answered the survey voluntarily.

After Data Collection. After administering the survey questionnaire through communication platforms, the respondents were given about 3-5 days to complete answering the form through a link disseminated. With proper follow-ups, the retrieval of the data took 1 week. After completing the collection, the answers were verified for completeness and accuracy. All entries were checked, and the researcher found no items missed by the respondents. Initial data tabulation from the Google Forms features was downloaded. It was later saved to Microsoft Excel to organize the responses systematically. The processed data were then analyzed with the help of a statistician using the Statistical Package for Social Science (SPSS) software to ensure precision and reliability in the analysis.

The study utilized appropriate statistical tools to measure, describe, analyze, and interpret the data effectively.

Mean. The mean was used to assess the levels of interpersonal support, coping mechanisms, and teaching commitment of MAPEH teachers.

Pearson Product-Moment Correlation Coefficient. This statistical tool was applied to examine the relationships between individual commitment performance and the variables of interpersonal support and coping mechanisms.

Multiple Linear Regression. Linear regression was employed to identify the combined influence of interpersonal support and coping mechanisms on the teaching commitment of the MAPEH teachers.

3. Results & Discussions

3.1 Table 1 is the descriptive table. It contains the variables involved in the study namely interpersonal support, coping mechanism and teaching commitment of MAPEH teachers.

Table 1. Descriptive Table

	N	SD	Mean	Descriptive Level
Interpersonal Support	**90**	**.53**	**4.43**	**Very High**
Tangible Support		.52	4.53	Very High
Belonging Support		.70	4.31	Very High
Self-esteem		.55	4.43	Very High
Appraisal Support		.49	4.46	Very High
Coping Mechanism	**90**	**.39**	**4.15**	**High**
Situational Control of Conditions		.44	4.21	Very High
Seeking Help		.51	4.15	High
Preventive Monitoring of Condition		.45	4.36	Very High
Self-control, Avoidance, Escape the Situation		.63	4.24	Very High
Spiritual Coping		.41	4.17	High
Consultation		.84	3.76	High
Teaching Commitment	**90**	**.38**	**4.09**	**High**
Teaching Learning Process		.46	4.56	Very High
Student's Development		.44	4.65	Very High

Community Involvement	.63	4.07	High
Professional Growth and Development	.57	3.61	High
Class Management and Plus Factor	.64	3.58	High

Interpersonal support contains an overall mean of 4.43 and a standard deviation of 0.53. This suggests that it is always excellent, that MAPEH teachers receive interpersonal support from their colleagues, administrators, and the school community.

Furthermore, the coping mechanism variable obtains a mean of 4.15 interpreted as high level. This emphasizes that teachers have very strong skills in managing challenges and adopt various strategies to manage work-related stress and challenges. The variation in responses suggests that while most teachers rely on multiple coping strategies, some may benefit from more structured support systems and professional counseling.

Lastly, teaching commitment among MAPEH teachers was assessed, obtaining an overall mean of 4.09, which was understood as very strong, with a standard deviation of 0.57. This suggests that teachers exceeded expectations and are committed to their professional duties and responsibilities. The findings suggest that while MAPEH teachers demonstrate strong professional commitment, there is evidence for enhanced development programs to support their growth and effectiveness further.

Table 2 is the correlation table. It specifically contains the predictive variables, namely, Interpersonal support and coping mechanisms. It also contains the criterion variable, which is teaching commitment. Likewise, the table shows the r- value, p-value, decision on hypothesis, and corresponding interpretation.

3.2 Table 2. Correlation Table

Predictive Variables	**Teaching Commitment**			
	r	p-value	Decision on H_o	Interpretation
Interpersonal Support	.537	.002	Rejected	Significant with Very High positive Correlation
Coping Mechanism	.686	.000	Rejected	Significant with High positive Correlation

The relationship analysis is presented in Table 2, it shows the interpersonal support and Teaching commitment between MAPEH teachers. The results stated that these variables have a statistically significant correlation, as indicated by the 0.002 p-values, which fall below the 0.05 significance level and, therefore, reject the null hypothesis. In addition, through correlation coefficient (r) values obtained, moderate positive associations were established between interpersonal support and teaching commitment, such that more interpersonal support from colleagues, administrators, and the school community adds to the commitment towards teachers' professional obligations.

Supportive work environments can motivate teachers, increase their job satisfaction, and improve their performance, which improves their effectiveness in student development and instruction management.

The correlation between coping mechanisms and commitment to teaching also indicates a statistically significant relationship because of a p-value of 0.000, which is less than the 0.05 significance level, leading to the rejection of the null hypothesis. Its correlation coefficient (r) value of 0.686 confirms that coping mechanisms and teaching commitment are strongly and positively associated. This indicates that teachers with the most effective and adaptive coping strategies, such as preventive monitoring, emotional regulation, and seeking support, will likely maintain professional commitment. Indeed, managing stress and work situations makes a teacher devote his time to teaching and developing students.

Thus, these findings show that improving interpersonal support and developing effective coping mechanisms greatly help advance an individual's teaching commitment among teachers toward a more

productive institutional operation. School administrators must work to foster a collaborative and supportive environment where teachers will receive encouragement and assistance. Continuing professional development programs will also equip teachers with useful coping strategies, making them more resilient to work demands and ensuring their long-term commitment.

3.3 Table 3 is the regression table. It contains the predictors namely individual support and coping mechanisms. It also contains the criterion variable, which is the interpersonal support. Finally, it contains the β coefficient, T value and p-value.

Table 3. Regression Table

Predictors	Teaching Commitment				
	β Coefficients	T	p-value	Decision on Ho	interpretation
Interpersonal Support	0.261	3.482	.001	Rejected	Significant
Coping Mechanisms	0.550	5.392	.001	Rejected	Significant

$R = 0.649$; $R^2 = 0.421$; F-value = 34.963; p-value = 0.000

Table 3 describes the significant combined influence of interpersonal support and coping mechanisms on individual teaching commitment among MAPEH teachers. The F-ratio in the table signifies the general regression model, which measures the conjoint influence of interpersonal support and coping mechanisms on individual teaching commitment. The results indicate an F-value of 34.963 and a p-value of 0.000, thereby asserting the statistical significance of the overall regression model. This connotes that the combined influence of interpersonal support and coping mechanisms significantly bears down upon the commitment of teachers regarding performance.

The R-square value indicates the amount of variation in individual teaching commitment imposed by interpersonal support and coping. The value of 0.421 states that these predictors can account for 42.1% of individual teaching commitment variations, leaving 57.9% of the variations to other factors not included in this study.

Looking into specific variables, the findings indicate interpersonal support has a t-value of 3.482 and a p-value of 0.001 below 0.05 levels of significance, indicating it is a significant predictor of individual teaching commitment. The coefficient of 0.261 indicates that for each increase of 1 unit of interpersonal support, individual teaching commitment increases by a significant margin of 0.261. This further amplifies the need for a supportive workplace environment to enhance teachers' commitment and effectiveness in their professional duties.

In addition, coping mechanisms have recorded t-values of 5.392 and p-values of 0.001, again beneath the significance level of 0.05. This implies that coping mechanisms themselves predict individual teaching commitment in a significant manner. A β coefficient of 0.550 reflects that for every 1-unit increase in the level of coping mechanisms, there is a substantial increase of 0.550 in individual teaching commitment. This finding reinforces the notion that good stress management strategies are paramount to maintaining the resilience and commitment of teachers in their professional duties even when faced with troubles in such conditions in the educational environment.

These findings strongly highlight that enhancing a supportive work environment and teachers' coping strategies are paramount to ensuring their professional commitment. School leadership should institute mentorship programs, peer support groups, and leadership initiatives that give way for teacher collaboration. Training in stress management, resilience-building, and adaptive coping mechanisms will allow educators the tools necessary to navigate challenges encountered in the workplace. The schools will see increased teacher engagement and improved educational outcomes by bolstering interpersonal support and coping strategies.

Summary of Findings

1. The interpersonal support, coping mechanisms and teaching commitment of MAPEH teachers are excellent.
2. The interpersonal support, coping mechanisms, and teaching commitment of MAPEH teachers are significantly correlated at High degree of strength.
3. The interpersonal support and coping mechanism significantly influence the teaching commitment among MAPEH teachers. Indeed, the combined degree of influence of the predictors (42.1%) is significant

3.1 Discussion on Descriptive Analysis

The findings indicate that interpersonal support is generally very high among MAPEH teachers, highlighting the significance of strong professional and social relationships in their work environment. However, variations in belonging support suggest that not all teachers feel equally connected or included within their professional circles. This variability may stem from differences in workplace dynamics, communication, or individual experiences, affecting how teachers perceive support.

These results imply that while most teachers benefit from a supportive environment, some may experience gaps in their sense of belonging. Such differences in perceived support could influence their motivation, job satisfaction, and overall commitment to their roles.

The result of this study aligns with the study by Reeves et al., (2017), who identified interpersonal support from colleagues as a key predictor of teacher job satisfaction and motivation. Emeljanovas et al. (2023) further found that teachers with high levels of colleague support experienced greater emotional well-being and lower stress levels. Similarly, Lu et al. (2024) emphasized the role of interpersonal support in fostering teacher resilience and well-being, especially in challenging school settings. These studies underscore the crucial impact of a supportive professional network in helping teachers navigate workplace challenges and sustain their commitment to teaching.

Interpersonal support plays a vital role in the work environment of MAPEH teachers, fostering collaboration, improving student outcomes, and enhancing teacher retention. These findings are in line with the study of Shuls and Flores (2020) which emphasized that strong teacher relationships contribute significantly to retention by reducing turnover rates. Similarly, Stang-Rabrig et al. (2022) found that teachers who experience high levels of support from colleagues report greater job satisfaction, motivation, and positive student outcomes. Chen (2020) further highlighted that interpersonal support is essential for professional learning and development, directly impacting teaching effectiveness and student success.

Coping mechanisms are generally rated high among MAPEH teachers, with preventive monitoring and situational control emerging as the most utilized strategies. Variations in consultation practices indicate that while some teachers actively seek external advice or support, others may rely more on internal coping methods.

These findings imply that while the overall coping capacity is robust, addressing the variability in consultation practices could enhance support systems. Establishing structured mentoring programs and peer consultation initiatives can encourage teachers to seek external guidance more consistently, fostering a collaborative work environment. Additionally, schools can integrate stress management workshops and counseling services to provide teachers with diverse coping resources.

The high level of coping mechanisms employed by the respondents agrees with Cheng et al. (2019) study, which found that individuals who utilized these coping strategies reported lower stress and anxiety levels alongside improved well-being. This suggests that effective coping mechanisms mitigate negative emotional responses and contribute to overall mental health stability. Likewise, Moore (2019) emphasized that coping mechanisms foster resilience and adaptability, particularly in the face of uncertainty and adversity.

The high rating of individual teaching commitment reflects teachers' strong dedication to student development and instructional effectiveness. However, the observed variation in classroom management and community involvement suggests differences in how teachers handle disciplinary strategies and engage with external stakeholders. This implies that while most teachers maintain high commitment, certain aspects of their roles may require more tailored support.

Research indicates that while teaching commitment remains generally high, variations in classroom management and community involvement suggest differences in how teachers navigate these critical responsibilities. Nisar et al. (2019) emphasized that effective classroom management enhances student engagement, motivation, and academic achievement by creating a structured and supportive learning environment. Similarly, Durisic and Bunijevac (2017) found that community involvement fosters parental engagement, strengthens school-home connections, and contributes to student success. Additionally, Sunidhi (2020) highlighted the role of continuous professional development in refining both classroom management strategies and community engagement efforts, ensuring sustained teacher effectiveness and student progress.

Furthermore, teacher commitment to individual performance is a critical factor in overall effectiveness, directly influencing student outcomes. Research indicates that educators who are highly dedicated to student development and instructional excellence contribute significantly to student achievement (Culduz, 2023). Darling-Hammond et al. (2017) found that teachers with a strong commitment to instructional effectiveness employed more effective teaching strategies, leading to greater student learning gains. Similarly, Macalisang and Bonghawan, (2024) emphasized that teacher dedication to student development plays a vital role in fostering student motivation and engagement.

3.2 Discussion on Correlation Analysis

The findings indicate that while both interpersonal support and coping mechanisms contribute to individual performance commitment, coping mechanisms have a stronger influence. This suggests that teachers who effectively manage stress and challenges through adaptive coping strategies are more likely to maintain high levels of dedication and effectiveness in their roles. Additionally, a supportive work environment remains crucial, as interpersonal support can reinforce teachers' ability to navigate professional demands.

This implies that enhancing teachers' coping skills could directly impact their performance commitment compared to interpersonal support alone. Moreover, recognizing the interplay between these factors can help in creating holistic strategies to sustain teacher effectiveness and well-being. For example, integrating targeted stress management training with peer mentoring initiatives could create a synergistic effect, further strengthening teachers' resilience and overall commitment.

Coping mechanisms are essential for sustaining teachers’ performance commitment, especially in demanding educational settings. Research suggests that teachers who employ adaptive coping strategies, such as problem-solving and emotional regulation, demonstrate higher resilience and sustained dedication to their profession (Folkman & Moskowitz, 2017). A study by Cheng et al. (2019) found that teachers with effective stress management techniques exhibited greater job satisfaction and instructional effectiveness, leading to improved student outcomes. Additionally, Ngere et al. (2023) emphasized that coping mechanisms not only reduce occupational stress but also enhance teachers' motivation and long-term career commitment, reinforcing their ability to handle the challenges of the profession.

Both interpersonal support and coping mechanisms contribute to teachers' teaching commitment, with coping strategies exerting a stronger influence. Li (2023) highlighted that teachers who develop self-regulated coping strategies are more effective in managing classroom challenges and sustaining their professional engagement. Kim and Keller (2020) found that while emotional and social support from colleagues enhances job satisfaction, teachers who actively engage in adaptive coping strategies demonstrate higher levels of persistence and instructional effectiveness. Furthermore, a study by Wang et al. (2022) confirmed that teachers who rely on structured coping techniques, such as goal-setting and cognitive reframing, are better equipped to navigate job-related stressors, leading to improved overall performance and student success.

3.3 Discussion on Regression Analysis

The results indicate that interpersonal support and coping mechanisms significantly influence teaching commitment among MAPEH teachers. These findings support studies by He et al., (2024) which stated that appraisal support is a key predictor of teacher commitment and performance, providing educators with regular feedback and guidance. Sims et al. (2022) found that consultation effectively promotes teacher professional growth and development, particularly when integrated with appraisal support. Moreover, Jadallah et al., (2023) underscored the importance of appraisal support and consultation in enhancing teacher collaboration and instructional effectiveness.

Likewise, Gómez-Jorge and Díaz-Garrido (2023) identified self-esteem as a key predictor of teacher commitment and performance, as it boosts confidence and strengthens dedication to educational practice. Ortan et al. (2021) found that teachers with high self-esteem experienced greater job satisfaction and motivation and were more likely to participate in professional development activities. Similarly, Li (2023) emphasized the role of self-esteem in fostering teacher resilience and well-being, especially when facing challenges and adversity.

The significant findings corroborate the Conservation of Resources (COR) theory by Hobfoll(1989), which is the foundation for examining how interpersonal support, reflected through work engagement and coping mechanisms, embodied by psychological capital, influences occupational passion, affecting individual performance commitment (Mvana,2024). The results prove that interpersonal support and coping mechanisms employed by MAPEH public school teachers help them feel committed to providing excellent performance.

4. Conclusion

Based on the findings, it is concluded that both interpersonal support and coping mechanism significantly influence (42.1%), the teaching commitment of MAPEH teachers. This conclusion affirms the Conservation of Resources (COR) Theory, which states that the loss of relationships and personal strength cause stress and lead to commitment problems.

5.Recommendation

Based on the conclusion, it is recommended that further studies may be conducted using other variables not covered in this study to trace the 57.9% variance in teaching commitment of MAPEH teachers. Future research should include culturally diverse samples to better support global teacher resilience and retention, aligning with SDG 8 (Decent Work and Economic Growth). Studying professional support systems like mentorship and appraisals can help reduce stress and improve teaching. These efforts will enable evidence-based strategies that enhance education and teacher well-being worldwide.

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Appendix A. An example appendix

Authors including an appendix section should do so after References section. Multiple appendices should all have headings in the style used above. They will automatically be ordered A, B, C etc.

A.1. Example of a sub-heading within an appendix

There is also the option to include a subheading within the Appendix if you wish.