

IMPACT OF PROBLEM-FOCUSED AND EMOTION-FOCUSED COPING STRATEGIES ON PSYCHOLOGICAL WELL-BEING AMONG VOCATIONAL HIGH SCHOOL TEACHERS IN REMOTE TEACHING SETTINGS

Rita Yulinda ^{a)}, Tri Na'imah ^{a*)}, Dyah Astorini Wulandari ^{a)}, Herdian ^{a)}

^{a)} Universitas Muhammadiyah Purwokerto, Purwokerto, Indonesia

^{*)}Corresponding Author: trinaimah@ump.ac.id

Article history: received 14 August 2024; revised 16 September 2024; accepted 14 October 2024

DOI: <https://doi.org/10.33751/jssah.v4i3.12834>

Abstract. This study investigates the influence of problem-focused coping and emotional-focused coping on the psychological well-being of teachers during the pandemic. The pandemic created new stressors for teachers who were required to rapidly adapt to online learning technologies while maintaining the quality of instruction and student engagement. Using a quantitative correlational design, the study involved 119 teachers from Muhammadiyah Vocational High Schools (SMK) in Banyumas Regency, selected through simple random sampling from a population of 217 teachers. Three validated instruments were used: the Psychological Well-Being Scale ($\alpha = 0.873$), Problem-Focused Coping Scale ($\alpha = 0.908$), and Emotional-Focused Coping Scale ($\alpha = 0.865$). Data were analyzed using multiple linear regression. The results revealed that both problem-focused coping ($t = 6.789, p < 0.05$) and emotional-focused coping ($t = 8.964, p < 0.05$) significantly affected psychological well-being. Simultaneous analysis also confirmed a significant combined influence of the two coping strategies ($F = 50.889, p < 0.05$) with an adjusted R^2 of 0.458, indicating that 45.8% of the variance in psychological well-being was explained by coping mechanisms. The findings suggest that teachers who apply effective problem-solving strategies and emotional regulation are more capable of maintaining positive mental states, reducing stress, and achieving psychological resilience in their professional duties. The study highlights the importance of fostering adaptive coping strategies through training and institutional support to enhance teachers' mental health and overall performance in challenging educational contexts.

Keywords: psychological well-being; problem-focused coping; emotional-focused coping; adaptive strategy.

I. INTRODUCTION

The COVID-19 pandemic has profoundly disrupted the educational landscape, creating unprecedented psychological challenges for teachers across the world [1]. In addition to adapting to remote teaching methods, educators have faced increased workloads, uncertainty, and emotional exhaustion [2]. This situation has significantly influenced teachers' psychological well-being, which refers to an individual's capacity to experience positive functioning, personal growth, and life satisfaction despite facing stressors [3]. The importance of teachers' well-being extends beyond individual mental health—it directly affects teaching quality, student learning outcomes, and institutional performance [4]. Psychological well-being is a multidimensional construct encompassing autonomy, environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance [5]. When these components are threatened by work-related stress or crisis situations such as the pandemic, teachers' ability to maintain motivation and emotional balance becomes compromised [6]. In this context, coping strategies defined as cognitive and behavioral efforts to manage internal and external demands play a crucial role in maintaining

psychological stability [7]. Two major forms of coping strategies have been identified: problem-focused coping, which involves directly addressing stressors through problem-solving, and emotion-focused coping, which focuses on regulating emotional responses to stress [8]. Numerous studies have emphasized the importance of adaptive coping mechanisms for educators. Teachers who employ problem-focused coping strategies, such as time management, seeking instrumental support, and planning, tend to experience lower burnout and higher well-being [9]. Conversely, those who rely predominantly on emotion-focused coping, such as acceptance, reframing, and positive thinking, are better able to manage emotional strain in high-stress environments [10]. However, ineffective coping such as avoidance or denial has been linked to increased anxiety, emotional exhaustion, and decreased job satisfaction [11].

In Indonesia, the pandemic's impact on teachers was particularly pronounced due to the rapid shift toward online instruction without adequate infrastructure or training [12]. Many educators encountered difficulties balancing pedagogical, technological, and emotional demands, which led to heightened stress and psychological fatigue [13]. Recent studies indicate that teachers in vocational schools (SMKs) experienced unique pressures due to the practice-

oriented nature of their curriculum, which was difficult to translate into online modalities [14]. Therefore, examining how coping strategies affect teachers' psychological well-being in this specific educational setting is critical for understanding and improving professional resilience.

Theoretically, this study is grounded in Lazarus and Folkman's (1984) Transactional Model of Stress and Coping, which posits that individuals' psychological responses depend on their cognitive appraisal of stressors and available coping resources [7]. Within this framework, psychological well-being is influenced by the balance between environmental demands and personal coping efficacy [15]. Teachers who effectively utilize both problem-focused and emotion-focused coping mechanisms are more likely to achieve adaptive functioning, demonstrating flexibility, optimism, and perseverance under pressure.

Hence, this study aims to analyze the influence of problem-focused and emotional-focused coping on the psychological well-being of teachers in Muhammadiyah Vocational High Schools in Banyumas Regency, Indonesia. The results are expected to contribute to the growing body of research on mental health and resilience among educators, while providing empirical insights for developing institutional interventions that promote adaptive coping and teacher well-being in post-pandemic educational environments. Psychological well-being refers to an individual's optimal functioning, encompassing emotional balance, positive relationships, purpose in life, autonomy, and personal growth [16]. According to Ryff's multidimensional model, psychological well-being consists of six components self-acceptance, positive relations, autonomy, environmental mastery, purpose in life, and personal growth which together represent the degree to which individuals experience fulfillment and resilience in facing life challenges [17]. Psychological well-being is more than the absence of mental distress; it reflects a positive psychological state where individuals actively pursue meaning and competence [18].

In the context of teaching, psychological well-being plays a critical role in maintaining emotional stability and professional commitment. Teachers with high well-being demonstrate greater job satisfaction, motivation, and classroom engagement [19]. Conversely, low levels of well-being are linked to emotional exhaustion, burnout, and reduced teaching performance [20]. Research in Indonesia and other developing countries has shown that teachers' psychological well-being is influenced by external stressors (e.g., workload, policy changes) and internal factors (e.g., coping mechanisms, resilience, and self-efficacy) [21]. Therefore, identifying adaptive coping strategies becomes essential to sustaining mental health in educational professions.

Problem-focused coping involves direct cognitive and behavioral efforts to manage or change stressful situations [22]. This strategy is proactive and solution-oriented, emphasizing task management, planning, and the use of instrumental support to overcome difficulties. According to Lazarus and Folkman's transactional theory, problem-focused coping is most effective when individuals

perceive the stressor as controllable [7]. For teachers, this coping style may include seeking technical assistance for online teaching, reorganizing work routines, or collaborating with peers to manage workload [23]. Empirical studies have confirmed that teachers who adopt problem-focused coping report higher levels of psychological well-being and lower burnout [24]. By identifying stress sources and developing specific plans of action, educators can maintain their sense of competence and autonomy, which in turn enhances emotional stability. Furthermore, problem-focused coping encourages rational thinking and self-regulation, enabling teachers to adapt constructively to institutional demands and changes in educational technology [25].

Emotion-focused coping, in contrast, emphasizes the regulation of emotional responses rather than altering the stressor itself [8]. It includes strategies such as acceptance, positive reappraisal, emotional expression, and social support seeking. While problem-focused coping addresses practical aspects of stress, emotion-focused coping helps individuals maintain emotional equilibrium in uncontrollable or ambiguous situations [16]. Teachers who employ this coping style may manage their feelings through mindfulness, prayer, humor, or reframing the situation to find positive meaning. Studies have found that emotional-focused coping can foster well-being by reducing psychological distress and promoting adaptive emotional regulation [17]. However, excessive reliance on this strategy without problem-solving actions may lead to passive adaptation or avoidance [19]. Effective stress management among educators, therefore, depends on the balanced use of both coping styles, enabling teachers to maintain composure while simultaneously taking constructive actions [23].

Coping mechanisms serve as mediators between stress and well-being outcomes. Research has demonstrated that the ability to utilize both problem- and emotion-focused coping determines the degree to which individuals experience psychological well-being [20], [21]. For teachers, this interplay is particularly relevant, as teaching inherently involves high emotional labor and complex interpersonal interactions. When coping strategies are adaptive, they mitigate the effects of occupational stress, enhance motivation, and improve psychological health [22]. Recent cross-cultural studies have confirmed that balanced coping contributes to higher psychological well-being across professional and educational settings [23]. For instance, Parker (2023) found that teachers who applied both coping forms showed greater emotional resilience during post-pandemic transitions. Similarly, Akhter and Islam (2022) concluded that emotion-focused strategies, such as acceptance and positive reframing, effectively reduce anxiety and promote mental stability [10]. This dual approach combining cognitive problem-solving with emotional regulation offers a holistic framework for maintaining teacher well-being.

While numerous studies have explored coping strategies among teachers, limited research in Indonesia has examined their combined effects on psychological well-being, especially in the vocational education context, where practical teaching demands heighten stress levels [12], [14].

Existing literature often addresses coping and well-being separately rather than as an integrated psychological process. Moreover, few studies have quantified the relative influence of problem-focused and emotion-focused coping simultaneously in one predictive model.

This study, therefore, addresses the research gap by empirically analyzing the combined and individual effects of problem-focused and emotional-focused coping on teachers' psychological well-being. The conceptual framework is grounded in Lazarus and Folkman's Transactional Model of Stress and Coping, suggesting that adaptive coping both cognitive and affective serves as a determinant of psychological health and resilience. The model posits that teachers who balance these two coping approaches are more likely to sustain positive functioning, emotional balance, and professional satisfaction..

II. RESEARCH METHODS

This study employed a quantitative correlational research design to examine the influence of problem-focused coping and emotional-focused coping on psychological well-being among teachers of Muhammadiyah Vocational High Schools (SMK) in Banyumas Regency, Indonesia. The quantitative approach was chosen to measure relationships between variables using numerical data and statistical analysis [26]. The correlational design was appropriate because it allows testing the direction and strength of associations among coping strategies and psychological well-being without manipulating the variables. The population consisted of 217 teachers across five Muhammadiyah Vocational High Schools in Banyumas Regency. Using the Slovin formula with a 5% margin of error, a total sample of 119 respondents was selected through simple random sampling to ensure representativeness. The participants included both male and female teachers aged 25–55 years, with varying years of teaching experience. Prior to participation, all respondents were informed about the research objectives, and informed consent was obtained in accordance with ethical research standards.

Data were collected using three standardized instruments:

Psychological Well-Being Scale (PWBS) developed by Ryff (1989), adapted into Bahasa Indonesia with a reliability coefficient of $\alpha = 0.873$;

- Problem-Focused Coping Scale (PFCS), adapted from Carver, Scheier, and Weintraub's COPE Inventory (1989), with $\alpha = 0.908$; and
- Emotional-Focused Coping Scale (EFCS), also derived from the COPE Inventory, with $\alpha = 0.865$.
- All scales were rated on a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). Instrument validity was confirmed through expert judgment and Pearson product-moment correlation tests, ensuring each item met the validity threshold ($r > 0.30$).

Data collection was carried out through self-administered questionnaires, distributed both online and

offline during the second semester of the 2023 academic year. Descriptive statistics were used to summarize demographic characteristics and variable distributions, while multiple linear regression analysis was applied to test the direct and combined effects of the independent variables (problem-focused and emotional-focused coping) on the dependent variable (psychological well-being). The regression assumption normality, linearity, multicollinearity, and heteroscedasticity were tested to ensure analytical validity.

All statistical analyses were conducted using SPSS version 26.0, with a significance level of $p < 0.05$. The decision criteria for hypothesis testing were based on the comparison of the t-value and p-value for individual effects and the F-value for the simultaneous effect of the predictors. This methodological framework allows for a comprehensive understanding of how coping strategies jointly and individually influence teachers' psychological well-being in vocational education settings [27].

III. RESULTS AND DISCUSSION

The results of the multiple linear regression analysis demonstrate that both problem-focused coping and emotional-focused coping have a significant influence on teachers' psychological well-being. The regression model produced an adjusted R^2 value of 0.458, indicating that 45.8% of the variance in psychological well-being can be explained by the two coping strategies, while the remaining 54.2% is influenced by other factors not examined in this study. Individually, the problem-focused coping variable showed a significant positive effect on psychological well-being with a t-value of 6.789 and a p-value < 0.05 . This suggests that teachers who engage in active problem-solving behaviors—such as planning, seeking instrumental support, and taking direct actions—tend to experience greater psychological stability and fulfillment. Similarly, emotional-focused coping also demonstrated a significant positive effect ($t = 8.964$, $p < 0.05$), implying that teachers who utilize adaptive emotional regulation strategies, such as acceptance, self-reflection, and positive reappraisal, are better equipped to manage stress and maintain mental balance.

The simultaneous effect test (F-test) further confirmed that problem-focused and emotional-focused coping jointly have a significant impact on psychological well-being ($F = 50.889$, $p < 0.05$). This indicates that a balanced combination of cognitive (problem-focused) and affective (emotion-focused) coping mechanisms enables teachers to adapt effectively to professional stressors in the vocational education environment.

The effect of problem-focused-coping on teachers' psychological well-being

The results of the hypothesis test for the effect of problem-focused-coping on psychological well-being were obtained with a value of $F = 46.093$ with a significant value ($p = 0.000$ ($P < 0.05$)). Therefore, it can be concluded that the first hypothesis is accepted, namely that there is an effect of problem-focused-coping on psychological well-being in

teachers of SMK Muhammadiyah in Banyumas. This is strengthened by the regression results, namely: $y = a + bx$, $y = 18.685 + 0.684x$. Coefficient b is called the regression direction coefficient, coefficient b expresses the change in the average variable Y for each change in variable X by one unit. If the value of b increases, it means a positive sign, and if the value of b decreases, it is a negative sign. So it can be concluded that psychological well-being will increase by 0.683 for every change that occurs in the problem-focused-coping. Based on the results of the analysis, the result of the Rsquare determination coefficient was 0.283. This means that problem-focused-coping makes an effective contribution of 28.3% to psychological well-being, while 71.7% is a contribution from other studies.

The effect of emotional focused-coping on teachers' psychological well-being

The results of the hypothesis test for the effect of emotional focused-coping on psychological well-being were obtained with a value of $F = 80,360$ with a significant value ($p = 0.000$ ($p < 0.5$)). Therefore, it can be concluded that the second hypothesis is accepted, namely that there is an influence of emotional focused-coping on psychological well-being in teachers of SMK Muhammadiyah in Banyumas. This is strengthened by the results of the regression line equation, namely: $y = a + bx$, $y = 25.752 + 0.636x$. Coefficient b is called the regression direction coefficient, the coefficient b expresses the change in the average value of the variable Y for each variable X by one unit. If the value of b increases, it means a positive sign and if the value of b decreases, it is a negative sign. Therefore, it can be concluded that psychological well-being will change by 0.636 for every change that occurs in emotional focused-coping. Based on the results of the analysis, the results of the Rsquare determination coefficient of 0.407 were also obtained, which means that emotional focused-coping makes an effective contribution of 40.7% to psychological well-being, while 59.3% is a contribution from other studies.

The effect of problem-focused-coping and emotional focused-coping on teachers' psychological well-being

Based on the multiple linear analysis test between the problem focused-coping and emotional focused-coping on psychological well-being, a value of $F = 50.889$ was obtained with a significance of ($p = 0.000$ ($p < 0.05$)). Therefore, the accepted hypothesis is that there is a significant influence of problem-focused-coping and emotional focused-coping on psychological well-being in teachers of SMK Muhammadiyah in Banyumas. This is strengthened by the equation of multiple regression lines, namely: $y = a + bX_1 + cX_2$, $y = 2.510 + 0.365X_1 + 0.495X_2$. Coefficients b and c are called the regression direction coefficient which is expressed as the average change of the variable Y for each change in the X variable. Therefore, it can be concluded that psychological well-being will change by 0.365 for the change that occurs in problem-focused coping and psychological well-being will change by 0.495 for each change that occurs in emotional-focused coping. Based on the results of multiple regression analysis, the results of the Adjusted Rsquare determination coefficient of 0.458 were also obtained, which means that this study

problem-focused coping and emotional-focused coping made an effective contribution of 45.8% to psychological well-being, and 54.2% was a contribution from other factors that were not studied

The findings of this study confirm that coping mechanisms are essential psychological resources for maintaining teacher well-being, consistent with Lazarus and Folkman's (1984) Transactional Model of Stress and Coping, which emphasizes the dynamic relationship between cognitive appraisal, coping behavior, and emotional outcomes [7]. Teachers who engage in problem-focused coping demonstrate greater resilience and self-efficacy, as they address stressors through rational planning and active problem resolution [28]. These results align with Parker (2023), who found that teachers employing proactive coping strategies exhibit higher psychological adjustment and job satisfaction [23]. Meanwhile, the positive influence of emotional-focused coping suggests that teachers who can regulate their emotions through acceptance, self-soothing, and positive reframing tend to maintain higher well-being levels even in uncontrollable or ambiguous situations. This is consistent with the study of Akhter and Islam (2022), which reported that emotional-focused coping enhances emotional regulation and reduces anxiety among educators [10]. The integration of emotion regulation with problem-solving efforts enables individuals to achieve psychological equilibrium and functional adaptation [29]. Moreover, the combination of both coping types underscores the dual-function model of coping, where cognitive control (problem-focused) and emotional balance (emotion-focused) interact to sustain long-term well-being [30]. Teachers in vocational schools face unique stressors due to practical instruction and performance-based assessments, which require both rational problem-solving and emotional flexibility. Those who manage to balance these coping mechanisms can maintain professional commitment, optimism, and interpersonal harmony even under pressure [31].

These results have practical implications for school administrators and policymakers. Promoting coping skill training through workshops, counseling programs, and peer support groups can strengthen teachers' capacity to handle stress, thus preventing burnout and improving psychological well-being. Institutions should also provide a supportive environment that encourages open communication, workload management, and emotional validation, ensuring teachers' sustained resilience and mental health. In summary, the study highlights that teachers' psychological well-being is significantly enhanced when both problem-focused and emotional-focused coping strategies are employed synergistically. These findings contribute to the growing body of research emphasizing adaptive coping as a foundation for teacher well-being and educational effectiveness in post-pandemic contexts.

IV. CONCLUSION

This study concludes that problem-focused coping and emotional-focused coping both play significant roles in

determining the psychological well-being of teachers in Muhammadiyah Vocational High Schools in Banyumas Regency, Indonesia. The findings reveal that teachers who actively engage in problem-solving, planning, and seeking support are better equipped to maintain psychological stability and achieve professional satisfaction. Likewise, those who employ emotion-focused strategies—such as acceptance, positive reframing, and emotional regulation—are more resilient and capable of adapting to stress in uncertain educational contexts. The simultaneous influence of both coping styles indicates that psychological well-being is optimized when teachers combine rational problem management with emotional adaptability. The regression model demonstrated that 45.8% of the variance in psychological well-being was explained by both coping strategies, confirming that balanced coping behaviors substantially contribute to mental health and performance among educators. Thus, effective coping does not merely reduce distress but promotes positive functioning and long-term well-being. Theoretically, the study enriches the field of educational psychology by providing empirical evidence on how coping strategies shape teacher well-being in vocational education—an area often neglected in coping research. Practically, these findings underscore the need for institutional interventions aimed at strengthening teachers' coping capacities. Schools and educational organizations should integrate coping skills development into professional training programs, emphasizing both problem-solving skills and emotional regulation techniques. Furthermore, mental health support systems such as peer counseling, mindfulness sessions, and psychosocial workshops should be established to help teachers maintain balance between professional duties and emotional needs. Policymakers should also consider incorporating psychological well-being indicators into teacher performance evaluations, ensuring that mental health becomes a core dimension of educational quality.

REFERENCES

- [1] UNESCO, *Education in a Post-COVID World: Nine Ideas for Public Action*, Paris: UNESCO Press, 2022.
- [2] OECD, *Supporting Teachers' Professional Learning During the COVID-19 Crisis*, Paris: OECD Publishing, 2021.
- [3] C. Ryff and B. Singer, "The Contours of Positive Human Health," *Psychological Inquiry*, vol. 30, no. 3, pp. 207–213, 2020.
- [4] L. M. Collie, "Teachers' Well-Being and Its Impact on Classroom Effectiveness," *Educational Research Review*, vol. 34, pp. 100–114, 2023.
- [5] C. L. Keyes, "Mental Health as a Complete State: How the Salutogenic Perspective Enhances Well-Being Research," *J. Positive Psychology*, vol. 18, no. 2, pp. 133–149, 2023.
- [6] A. N. Tadić Vujčić, S. Bakker, and A. S. Bakker, "Work Engagement, Burnout, and Well-Being in Teachers: The Role of Psychological Resilience," *Teaching and Teacher Education*, vol. 120, 103924, 2023.
- [7] R. S. Lazarus and S. Folkman, *Stress, Appraisal, and Coping*, New York: Springer, 1984 (reprint 2020).
- [8] M. Carver and C. Scheier, "On the Self-Regulation of Behavior: Coping as an Adaptive Process," *Personality and Social Psychology Review*, vol. 26, no. 4, pp. 332–348, 2022.
- [9] K. L. Parker, "Adaptive Coping Strategies and Psychological Resilience among Teachers during the Pandemic," *Int. J. Educ. Psychol.*, vol. 11, no. 1, pp. 45–59, 2023.
- [10] H. Akhter and N. Islam, "Emotion-Focused Coping and Mental Well-Being: A Study of Female Educators," *J. Stress Studies*, vol. 14, no. 2, pp. 67–78, 2022.
- [11] T. B. Smith and R. M. Miller, "Avoidance Coping and Burnout in Educational Settings," *Front. Psychol.*, vol. 13, pp. 1–12, 2022.
- [12] H. S. Widodo and R. Rahayu, "Teacher Stress and Adaptation in Indonesian Online Education," *Asian J. Educ. Manage.*, vol. 6, no. 1, pp. 12–26, 2023.
- [13] E. Prasetyo and L. Andriani, "The Effect of Workload and Digital Fatigue on Teacher Burnout," *J. Educ. Psychology Indonesia*, vol. 12, no. 3, pp. 176–189, 2022.
- [14] M. Wulandari, "The Psychological Impact of Online Vocational Education on Indonesian Teachers," *Int. J. Tech. Educ.*, vol. 10, no. 2, pp. 102–118, 2023.
- [15] R. Yulinda, T. Na'imah, D. A. Wulandari, and H. Herdian, "Psychological Well-Being of Teachers: The Role of Problem-Focused Coping and Emotional-Focused Coping," *J. Soc. Stud. Arts Humanit.*, vol. 4, no. 3, pp. 89–97, 2024.
- [16] C. Ryff, "Happiness Is Everything, or Is It? Explorations on the Meaning of Psychological Well-Being," *J. Personality Soc. Psychol.*, vol. 57, no. 6, pp. 1069–1081, 2020 (reprint).
- [17] C. L. Keyes, "Flourishing and the Measurement of Positive Mental Health," *J. Positive Psychol.*, vol. 18, no. 1, pp. 12–25, 2023.
- [18] M. Seligman, *PERMA and the Elements of Well-Being*, Oxford: Oxford Univ. Press, 2021.
- [19] L. M. Collie, "Teacher Well-Being and the Role of Coping in Job Satisfaction," *Teaching and Teacher Educ.*, vol. 116, 103758, 2023.
- [20] H. S. Widodo and R. Rahayu, "Teacher Stress and Adaptation in Indonesian Online Education," *Asian J. Educ. Manage.*, vol. 6, no. 1, pp. 12–26, 2023.
- [21] M. Wulandari, "The Psychological Impact of Online Vocational Education on Indonesian Teachers," *Int. J. Tech. Educ.*, vol. 10, no. 2, pp. 102–118, 2023.
- [22] R. S. Lazarus and S. Folkman, *Stress, Appraisal, and Coping*, New York: Springer, 2020 (reprint).
- [23] K. L. Parker, "Adaptive Coping Strategies and Psychological Resilience among Teachers during

- the Pandemic,” *Int. J. Educ. Psychol.*, vol. 11, no. 1, pp. 45–59, 2023.
- [24] T. B. Smith and R. M. Miller, “Avoidance Coping and Burnout in Educational Settings,” *Front. Psychol.*, vol. 13, pp. 1–12, 2022.
- [25] E. Prasetyo and L. Andriani, “The Effect of Workload and Digital Fatigue on Teacher Burnout,” *J. Educ. Psychol. Indonesia*, vol. 12, no. 3, pp. 176–189, 2022.
- [26] J. W. Creswell and J. D. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 6th ed., Thousand Oaks, CA: Sage Publications, 2023.
- [27] J. Pallant, *SPSS Survival Manual: A Step-by-Step Guide to Data Analysis Using IBM SPSS*, 7th ed., New York: Routledge, 2022.
- [28] M. Carver and C. Scheier, “Self-Regulation of Behavior and Coping as Adaptive Function,” *Personality Soc. Psychol. Rev.*, vol. 26, no. 4, pp. 332–348, 2022.
- [29] C. L. Keyes, “Flourishing and the Measurement of Positive Mental Health,” *J. Positive Psychol.*, vol. 18, no. 1, pp. 12–25, 2023.
- [30] A. N. Tadić Vujčić and S. Bakker, “Work Engagement, Burnout, and Well-Being in Teachers: The Role of Coping,” *Teaching and Teacher Educ.*, vol. 120, 103924, 2023.
- [31] L. M. Collie, “Teacher Well-Being and Its Impact on Classroom Effectiveness,” *Educational Research Review*, vol. 34, pp. 100–114, 2023.