

MEDIATING ROLE OF COPING STRATEGIES ON THE RELATIONSHIP BETWEEN PSYCHOLOGICAL CAPITAL AND WELL-BEING OF TEACHERS IN PRIVATE SCHOOLS: A CONVERGENT DESIGN

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ABSTRACT

This study employed mixed methods research specifically convergent design to determine the mediating role of coping strategies and psychological capital on the well-being of teachers. The data were gathered from selected private school institutions educators in Davao City, Philippines. Sets of validated adapted survey tools with a five-point Likert scale and interview guide were used to gather data. The statistical tools used to treat the quantitative data were mean and multiple regression analysis, while in the qualitative phase, thematic analysis was employed. In the quantitative phase, results showed that the level of psychological capital and coping strategies were rated high while well-being was rated as moderate. The results reveal that coping strategies significantly mediate the relationship between coping strategies on the relationship between psychological capital and well-being of teachers ($z=2.03$, $p<.05$). Further, the findings indicate that coping strategies play a significant role in mediating the connection between psychological capital and the well-being of teachers ($z=2.03$, $p<.05$). Additionally, when the coping strategies were included in the model, the impact of psychological capital decreased from a beta value of .300 to .204. This suggests partial mediation, indicating that coping strategies partially account for the influence of psychological capital on teachers' well-being. In terms of lived experiences of participants as regards well-being, three themes emerged which included coping with stress and busy schedules, balancing personal and professional, and teacher's work and contribution to the institution. Finally, the nature of data integration revealed merging – converging.

Keywords: *Well-being, Psychological Capital, Coping Strategy, Mixed-Method, Convergent Design, Davao City*

INTRODUCTION

Teaching has long been endorsed to be one of the most demanding and stressful jobs with high levels of tension, burnout, attrition, and low professional wellbeing (Benevene et al., 2020). While it is commonly acknowledged that the success of education systems relies on the knowledge, experience and skills of their teachers (Barber and Mourshed, 2007), the importance of teachers' well-being to build and sustain high quality teaching workforce has only emerged in the policy debate relatively recently. As a result, research on teachers' well-being – what it is, why it matters, and how it can be fostered is still in its infancy, although it is becoming increasingly popular.

According to Collie et al 2016, wellbeing of teachers would mean having positive opinions of their work environment and functioning normally within it. It includes a variety of outcomes, including job satisfaction (teachers' affective reactions to their work; Skaalvik and Skaalvik 2011)

and organizational commitment (teachers' emotional attachment to their work; Meyer and Allen 1991).

Furthermore, based on several studies, school employees are more likely than those in other professions to experience high levels of work-related stress, which increases their risk of developing common mental health disorders (Kidger et al., 2016). Heavy workloads, conflicting demands, meeting parent or colleague expectations, handling discipline and behavior problems with students, pressure to meet school goals, and administrative responsibilities are all sources of stress for school staff (Gu & Day, 2013; Naghieh 2013).

According to a Chartered Institute of Personnel and Development (CIPD 2020) survey report about Health and Wellbeing at Work, there has been a 37% increase in stress-related absence at work since last year (absenteeism), and 89% of employees said that they have worked while feeling unwell (presenteeism). Also, a McKinsey source states that workplace stress costs employers in the US nearly \$200 billion every year in healthcare expenses.

In addition, a great majority of such teacher-related investigations have capitalized on the negative factors, such as stress, exhaustion, and fatigue, all leading to non-functionality in teachers (Benevene et al., 2020). Research on these stressors pinpointed that the health, job satisfaction, identity, self-efficacy, efficiency, motivation, and professional performance of teachers are all reliant on the degree of care that educational institutions pay to their frontline soldiers (Derakhshan et al., 2019, 2020).

Moreover, several studies provide emphasis on the problem about work related stress that impacts the well-being of the employees. In fact, nearly three-quarters of American workers surveyed in 2007 reported experiencing physical symptoms as a result of stress in work (APA, 2008). Research suggests that university staff have high stress levels but less is known about the well-being of this group.

In the Philippines, the study of Mingoa (2017) revealed that teachers experience several signs of symptoms of poor well-being. Out of 100 teachers in her study, 71 percent experienced fatigue, 41 percent complain on percent aching neck and shoulder muscles, 39 percent have lower back pain, 34 percent have sleep disturbances and insomnia, and 22 percent suffered migraine headaches and menstrual distress or irregularities (22%). Furthermore, she stated that complaints on aching neck and shoulders and lower back pain are associated with the nature of the work.

Moreover, high levels of stress and anxiety are not only harmful to teachers but may also impact students' achievement and well-being. Supporting teachers is therefore not only important from the perspective of human dignity and good labor policy. Given the importance of teacher well-being for the success of education systems, it has become a prominent topic in policy debate worldwide in recent years (Viac and Fraser, 2020).

Meanwhile, research already supports a positive relationship between psychological capital and well-being. Some remarkable research results in recent years have demonstrated the relationship between psychological capital and well-being. For example, Culbertson et al.(2010) found that Psychological Cap was related to both (hedonic and eudemonic) types of well-being. This finding suggests that psychological capital may be a core element in the application of positive psychology in organizations, and that improving employees' psychological capital may be one of the most effective ways to enhance workplace well-being.

On the other hand, stress is one of the most common problems of the modern world, viewed as a disease of the century (Leka, S.; Cox, T.; Griffiths, A.) It is also observed that occupational stress is a very frequent issue among employees and its detrimental impacts on human wellbeing are increasing rapidly nowadays as compared to previous decades (WHO, 2022). According to a recent report by the Education Support in Partnership (ESP), 78% of all educational specialists experience behavioral, psychological, or physical symptoms due to work.

However, teachers' psychological well-being and coping are multifaceted challenges. The third sustainable development goals 2021 also emphasize healthy lives to promote well-being. Existing literature focuses primarily on negative influences related to teachers' work, with only a few thematic analyses of the identified literature revealing a range of issues related to teachers' coping strategies, well-being, and the required social-emotional competence, McCallum F. (2021).

Meanwhile, in the process of researching literature related to the present study, are a few studies carried out in the area of understanding the coping skills adopted by the school teachers, (Guddattu V.)

The researcher failed to come across studies using mixed methods approaches that focus on the mediating role of coping strategies on the relationship between psychological capital and wellbeing of teachers. Thus, this suggests a gap that prompted the researcher and gave her the desire to conduct the study that deals with the role of coping strategies using mixed methods approach, specifically convergent design design.

This study shall provide relevant information that may be utilized as a basis by school leaders to formulate programs and activities that may improve their employees' psychological capital and well-being status. Furthermore, the results of this study can be used by employees to take personal intervention and coping strategies specifically on those areas that can be addressed in their personal capacity.

FRAMEWORK

This study was anchored on the Conservation of Resources theory. The COR theory is one of the best resource-oriented approaches, emphasizing the importance of people's motivation to retain, defend, and accumulate resources when threatened with the actual loss of valued resources (Hobfoll, 1989). It predicts that the accumulation of resources results in positive individual outcomes like commitment (Hobfoll, 1989) and the maintenance of well-being and useful, balanced resources (Zhao & You, 2019).

In addition, the study is also anchored in Behavioral Based Performance Excellence Theory (BBPE). The BBPE theory emphasizes that the most vital resources that boost well-being and build positive effects are personal and social capital (Fredrickson, 2004). The BBPE approach is essential for teachers to use personal, positive, and social capital to cope successfully with problems, adapt to difficulties, enjoy a flourishing life, optimal functioning and a higher level of teaching satisfaction, and minimize stress (Fredrickson, 2004). Therefore, the conservation of resources and the broaden-and-build theory were considered appropriate and alternative explanations of PsyCap's functions and outcomes (Avey, Luthans, & Youssef, 2010).

Moreover, the COR theory has been linked to coping with stress and PsyCap. Thus, stress and coping theory provide a practical framework and testing hypotheses about stress coping strategies and their relationship with mental wellbeing (Folkman, 2013) and PsyCap (Rabenu et al., 2016). For instance, the COR theory can be viewed as an essential personal resource that helps attain goals because individuals with many potential resources can cope better with the difficulty they face in the workplace and move towards nurturing and optimizing their resources.

With the above theories as the framework, it is conceptualized that psychological capital and coping strategies will really affect the wellbeing of teachers. Furthermore, it has provided an adequate perspective of how the independent variables and dependent variables correlate with each other.

Adding on, the above theories are important in this research because they will explain or predict the events or situations by specifying relations among variables in the study. They will define the variables, specify the domain, and build internally consistent relationships.

METHOD

Research design

This study used a convergent mixed-methods design, which, according to Creswell et al. (2018), is a one-phase design where both qualitative and quantitative data are gathered and evaluated, then compared to see if the results confirmed or disconfirmed each other.

Respondents

Selected private school teachers in Davao City were the respondents of this study. A total of 103 teachers were surveyed using the purposive sampling technique because it allowed the researcher to decide what needs to be known and with this, the researcher set out to find people who could and are willing to provide the information by knowledge or experience (Lewis & Sheppard, 2006).

Instrument

Two sets of instruments were used in this study: one for the quantitative strand and one for the qualitative strand. In the quantitative strand three adapted questionnaires were used. The first adapted questionnaire is the well-being questionnaires. It was originally designed in 1982 to evaluate depression, anxiety, and different kinds of positive wellbeing. The second adapted questionnaire is the Psychological Capital. The third adapted questionnaire is the Coping Strategies Questionnaire (CSQ) (Rosenstiel and Keefe 1983), the most widely used measure of pain coping strategies.

Statistical Tools

Mean and Standard Deviation are used to determine the level and standard deviation of well-being, psychological capital and coping strategies. Descriptive Statistics were used in the collection, presentation, analysis and interpretation of data. It comprises those methods concerned with collecting and describing a set of data so as to yield meaningful information.

Multiple Regression Analysis refers to a statistical technique that can be used to analyze the relationship between a single dependent variable and several independent variables. It was used to measure the influence of coping strategies, psychological capital and well-being of teachers.

Thematic Analysis involves examining the data to identify common themes – topic, ideas, and patterns (Caufield, 2021). In doing the thematic analysis, the researcher read and reread the transcripts to familiarize the data. The data was then organized to generate initial codes. These codes were reduced into smaller chunks of meaning. After which, examining and grouping together of codes according to patterns followed. The themes were formed and reviewed, modified, and developed. The researcher analyzed then whether the themes were coherent and distinct from one another.

RESULTS AND DISCUSSION

This chapter presents the results of the study with the quantitative descriptive results of the independent and dependent variables. It also includes the thematic analysis of the lived experiences of teachers in selected private school institutions in in Davao City.

The first part discussed the levels of psychological capital, well-being and coping strategies. The second part shows the relationship between the independent variables and the dependent variable. The third part presents the variables that best predict well-being. Lastly, the fourth part is the presentation of best model fit analysis.

Level of Psychological Capital

Shown in Table 1 below was the level of psychological capital of teachers in private school in Davao City, which was measured in terms of hope, optimism, resiliency, and efficacy. Computations yielded an overall mean of 4.30 with a description of high. This is interpreted oftentimes evident among educators in private schools in Davao City. More so, the overall standard deviation is .484, which was less than 1, indicative of a minimal range of dispersion.

In terms of **hope**, “*When I set goals and plan to work, I will be concentrated to achieve the goal*” this statement obtained a highest mean ($M = 4.48$, $SD = .541$) with a description of *High*. The statement “*Now, I feel I am energetic to accomplish the work goal*” has the lowest mean ($M = 4.33$, $SD = .650$) described as *High* and interpreted as *oftentimes evident*. This means that hope was oftentimes evident among teachers in private institutions in Davao City. This conformed that people with high hope, experience a sense that they are able to develop some ways to obtain the things they want, which provides them with the ability to generate alternative pathways towards accomplishing their goals in case the initiative ways get blocked (Luthans and Youssef, 2004; Snyder, 2002). The **optimism**, the statement “*I believe that success in the current work will occur in the future*” has the highest mean ($M = 4.57$, $SD = .536$) described as *Very High* and interpreted as *always evident*. Meanwhile, the item, “*I always stuck with the problem and found that the problem cannot do anything people to speak up when they disagree*”, got a mean rating of ($M = 3.74$, $SD = 1.278$) with a description of high. This means that optimism is oftentimes evident among teachers in private school institutions in Davao City. This conformed that flexible optimist can enjoy and learn from various life courses and workplace events (or what we call trigger moments) to the fullest (Avolio & Luthans, 2006). The **resiliency**, the statement “*Although my work is failed, I will try to make it successful again*” has the highest mean ($M = 4.39$, $SD = .632$) described as *High* and interpreted as *oftentimes evident*. The statement “*I am discouraged and ready to face difficulties at work.*” has the lowest mean ($M = 3.82$, $SD = 1.057$) described as *High* and interpreted as *oftentimes evident*. This means that resilience is oftentimes evident among teachers in private school institutions in Davao City. This conformed that resilience is a kind of growing state which enables individuals to keep on trying and doing their best when they face failures, calamities, life paradoxes, and even positive events, progresses or more responsibility (Larson & Luthans, 2006). Moreover, the **efficacy** with the statement “*Although the supervisor assigns me an extra job which I never had done, I still believe in my ability that I can do it*” has the highest mean ($M = 4.31$, $SD = .675$) described as *High* and interpreted as *oftentimes evident*. The statement “*I feel confident contacting people outside the company (e.g., suppliers, customers) to discuss problems*” has the lowest mean ($M = 4.04$, $SD = .843$) described as *High* and interpreted as *oftentimes evident*. This means that efficacy is oftentimes evident among educators in private school institutions in Davao City. This conformed to the idea that besides performance outcomes, self-efficacy has also been shown to relate to work attitudes across cultures (Luthans et al., 2006) and to enhanced health and psychosocial capacities (Holden,

1991; Holden, et al., 1990). Moreover, efficacy has often been supported as a significant contributor to effective functioning under stress.

Table 1
Level of Psychological Capital

Table 1. Level of Psychological Capital			
INDICATOR	MEAN	SD	DESCRIPTION
HOPE			
1 At the present time, I am energetically pursuing my work goals.	4.43	.554	High
2 I have several ways to accomplish the work goal.	4.41	.569	High
3 When I found that my performance appraisal was less than the expected goal, I am trying to find ways to improve, and then start to do better.	4.48	.558	High
4 Now, I feel I am energetic to accomplish the work goal	4.33	.650	High
5 When I set goals and plan to work, I will be concentrated to achieve the goal.	4.48	.541	High
6 I work as the goals set by the belief that "Where there is a will, there is a way".	4.47	.715	High
Category Mean	4.43	.511	High
OPTIMISM			
1 I'm optimistic about what will happen to me in the future as it pertains to work.	4.39	.647	High
2 At work, I always find that every problem has a solution.	4.54	.557	Very High
3 I believe that all the problems occurring at work always have a bright future.	4.46	.699	High
4 If I have to face with a bad situation, I believe that everything will change for the better.	4.53	.593	Very High
5 I believe that success in the current work will occur in the future.	4.57	.536	Very High
6 I always stuck with the problem and found that the problem cannot do anything.	3.74	1.278	High
Category Mean	4.37	.528	High
RESILIENCY			

1 I usually manage difficulties one way or another at work	4.27	.677	High
2 I usually take stressful things at work in stride.	3.98	.965	High
3 Although my work is failed, I will try to make it successful again.	4.39	.632	High
4 Although too much responsibility at work makes me feel awkward, I can go through to work successfully	4.29	.639	High
5 I am discouraged and ready to face difficulties at work	3.82	1.057	High
6 When I faced with disappointed at work, "I feel but I could quickly get through".	4.12	.775	High
Category Mean	4.15	.613	High
EFFICACY			
1 I feel confident in analyzing a long-term problem to find a solution.	4.18	.789	High
2 I feel confident contacting people outside the company (e.g., suppliers, customers) to discuss problems	4.04	.843	High
3 Although the supervisor assigns me an extra job which I never had done, I still believe in my ability that I can do it.	4.31	.675	High
4 I am confident in my performance and that I can work under pressure and challenging circumstances.	4.26	.730	High
5 I feel confident that I can accomplish my work goals.	4.28	.788	High
6 If organizations transform new working systems which is difficult to understand, I am still confident that I can learn new things from this system.	4.29	7.39	High
Category Mean	4.23	.631	High
Overall Mean	4.30	4.84	High

Level of Well-being

Shown in Table 2 below is the level of **well-being** of teachers in private school in Davao City, which was measured in terms of depression, anxiety, energy, and positive well-being. It yielded an overall mean of 3.38 with a description of Moderate. This was interpreted *sometimes manifested* among educators in private schools in Davao City. More so, the overall standard deviation is .417, which was less than 1, indicative of a minimal range of dispersion.

In terms of **depression**, “*I feel that I am useful and needed*” this statement obtained a highest mean ($M = 4.27$, $SD = .798$) with a description of *High* interpreted as *oftentimes manifested*. The statement “*I feel downhearted and blue*” has the lowest mean ($M = 2.78$, $SD = 1.248$) described as *Moderate* and interpreted as *sometimes manifested*. This indicates that depression was sometimes manifested among educators in private school education institutions in Davao City.

The **anxiety**, the statement, *I feel calm and can sit still easily*, got a highest mean rating of 3.18 with a description of moderate. While item, *I fall afraid for no reason at all* got a lowest mean rating of 2.20 with a description of low. This means that anxiety is seldom manifested among educators in private school institutions in Davao City. The **energy**, the statement “*I feel energetic, active, or vigorous*”, got a highest mean rating of 4.31 with a description of *moderate* interpreted as *sometimes manifested*. While item, “*I feel dull or sluggish*” got a mean rating of 2.55 with a description of *Moderate*. This means that energy was sometimes manifested among educators in private school institutions in Davao City.

Moreover, the **positive well-being** with the statement “*I have been happy, satisfied, or pleased with my personal life*” has the highest mean ($M = 4.31$, $SD = .758$) described as *High* and interpreted as *oftentimes manifested*. The statement “*My daily life has been full of things that were interesting to me*” has the lowest mean ($M = 3.60$, $SD = 1.180$) described as *High* and interpreted as *oftentimes manifested*. This means that efficacy was oftentimes manifested among educators in private school institutions in Davao City.

Table 2. Level of Well-being

Level of Coping Strategy

WELL-BEING	MEAN	SD	Description
DEPRESSION			
I feel that I am useful and needed	4.27	.798	High
I have crying spells or feel like it	3.02	1.703	Moderate
I find I can think quite clearly	4.08	.699	High
My life is pretty full	3.98	.832	High
I feel downhearted and blue	2.78	1.248	Moderate
I enjoy the things I do	4.12	.926	High
<i>Category mean</i>	<i>3.71</i>	<i>.376</i>	<i>Hgh</i>
ANXIETY			
I feel nervous and anxious	2.56	1.199	Moderate
I feel afraid for no reason at all	2.20	1.169	Low
I get upset easily or feel panicky	2.36	1.150	Low
I feel like I'm falling apart and going to pieces	2.21	1.172	Low
I feel calm and can sit still easily	3.18	1.331	Moderate
I fall asleep easily and get a good night's rest	3.00	1.364	Moderate
<i>Category mean</i>	<i>2.58</i>	<i>.949</i>	<i>Moderate</i>
ENERGY			
I feel energetic, active, or vigorous	4.31	.758	high
I feel dull or sluggish	2.55	1.166	Moderate
I feel tired, worn out, used up, or exhausted	2.68	1.236	Moderate
I have been waking up feeling fresh and rested	3.71	1.117	High
<i>Category mean</i>	<i>3.23</i>	<i>.615</i>	<i>Moderate</i>
POSITIVE WELL-BEING			
I have been happy, satisfied, or pleased with my personal life	4.31	.758	High
I have felt well-adjusted to my life situation	4.13	.796	High
I have felt I could easily handle or cope with any serious problem or major change in my life	4.04	.807	High
I have felt eager to tackle my daily tasks or make new decisions	4.02	.758	High
My daily life has been full of things that were interesting to me	4.01	.843	High
<i>Category mean</i>	<i>4.02</i>	<i>.593</i>	<i>High</i>
OVERALL MEAN	3.38	.417	Moderate

Table 3 shows the of coping

level strategy among educators in private school institutions in Davao City This was measured in terms confrontive coping, distancing, self-controlling, seeking social support, accepting responsibility, escape-avoidance, and planful problem solving. Computations yielded an overall mean of 3.81 with a description of high. This implies that coping strategy was observed among teachers in private school institutions in Davao City. Also, the overall standard deviation is .487 which denotes that the responses are closed to the mean. These findings conformed to many scholars who have investigated the relationship between coping with stress and well-being. For example, Folkman (2012, 2013), Park and Adler (2003), and Rabenu et al. (2016) all found a positive relationship between coping with stress and well-being. In addition, significant positive relationship was also found between coping through change and well-being; however, no significant correlation was found between well-being and coping through acceptance and withdrawal (Rabenu et al., 2016).

Researchers have evidence that coping style can improve physical and psychological health (Park & Adler, 2003).

In terms of confrontive coping, this indicator obtained a category mean of 3.55 which was described as high. Looking at the individual items, the mean ratings ranged from 3.16 to 3.94. The item, *stood my ground and fought for what I wanted* got a mean rating of 3.94 with a description of high. Meanwhile, the item *I did something which I didn't think would work, but at least I was doing something*, got the mean rating of 3.16 with a description of moderate. The results indicate that in terms of confrontive coping, the educator's coping strategy was oftentimes observed in private school institutions in Davao City

In terms of distancing this indicator obtained a category mean of 3.52 which was described as high. The actual mean range is 3.24 to 4.03. The item, *looked at the silver lining, so to speak, tried to look on the bright side of things*, obtained a mean rating of 4.03 which was described as high. Meanwhile, the item *Went on as if nothing had happened*, obtained a mean rating of 3.24 which was described as moderate.

Table 3. Level of Coping Strategy

COPING STRATEGY	MEAN	SD	Description
CONFRONTIVE COPING			
Stood my ground and fought for what I wanted.	3.94	.755	High
Tried to get to the person responsible to change his or her mind	3.77	.843	High
I expressed anger to the person(s) who caused the problem.	3.56	5.194	High
I let my feelings out somehow.	3.41	.968	High
Took a big chance or did something very risky.	3.43	.960	Moderate
I did something which I didn't think would work, but at least I was doing something	3.16	1.217	Moderate
<i>Category mean</i>	3.55	.923	High
DISTANCING			
Made light of the situation; refused to get too serious about it.	3.38	.923	Moderate
Went on as if nothing had happened.	3.24	1.045	Moderate
Didn't let it get me to me; refused to think too much about it.	3.47	.853	Moderate
Tried to forget the whole thing.	3.35	.888	Moderate
Looked for the silver lining, so to speak, tried to look on the bright side of things.	4.03	.714	High
. Went along with fate; sometimes I just have bad luck.	3.68	.909	High
<i>Category mean</i>	3.52	.632	High
SELF-CONTROLLING			
I tried to keep my feelings to myself.	3.84	.837	High
Kept others from knowing how bad things were.	3.75	.783	High
Tried not to burn my bridges, but leave things open somewhat.	3.69	.923	High
I tried not to act hastily or follow my first hunch.	3.89	.751	High
I tried to keep my feelings from interfering with other things too much.	4.22	4.076	High
I thought about how a person I admire would handle this situation and used that as a model.	3.92	.808	High

SEEKING SOCIAL SUPPORT

Talked to someone to find out more about the situation.	4.00	.714	High
Talked to someone who could do something concrete about the problem.	3.99	.671	High
I asked a relative or friend I respected for advice.	4.05	.680	High
Talked to someone about how I was feeling.	3.90	.777	High
I got professional help	3.46	1.096	Moderate
<i>Category mean</i>	3.88	.565	High

ACCEPTING RESPONSIBILITY

Criticized or lectured myself.	4.15	.604	High
Realized I brought the problem on myself.	3.75	.849	High
I made a promise to myself that things would be different next time.	4.05	.654	High
I apologized or did something to make up.	4.05	.669	High
<i>Category mean</i>	4.00	.654	High

ESCAPE AVOIDANCE

Wished that the situation would go away or somehow be over with.	3.48	1.123	moderate
Hoped a miracle would happen.	3.62	1.034	High
Had fantasies or wishes about how things might turn out.	3.46	1.054	Moderate
Tried to make myself feel better by eating, drinking, smoking, using drugs or medication, etc.	3.05	1.403	Moderate
Avoided being with people in general.	2.98	1.327	Moderate
Refused to believe that it had happened.	3.24	3.141	Moderate
Took it out on other people.	2.83	1.379	Moderate
Slept more than usual.	3.07	1.313	Moderate
<i>Category mean</i>	3.19	1.095	Moderate

PLANFUL PROBLEM-SOLVING			
I knew what had to be done, so I doubled my efforts to make things work.	3.85	.883	High
I made a plan of action and followed it.	4.03	.640	High
Just concentrated on what I had to do next – the next step.	4.04	.702	High
Changed something so things would turn out all right.	4.02	.648	High
Drew on my past experiences; I was in a similar situation before.	4.16	.703	High
Came up with a couple of different solutions to the problem.	4.12	.668	High
<i>Category mean</i>	4.01	.627	High
POSITIVE REAPPRAISAL			
Changed or grew as a person in a good way.	4.44	.592	High
I came out of the experience better than when I went in.	4.37	.703	High
Found new faith.	4.45	.608	High
Rediscovered what is important in life.	4.47	.713	High
I prayed.	4.58	.570	Very High
I changed something about myself.	4.42	.765	High
I was inspired to do something creative.	4.43	.714	High
<i>Category mean</i>	4.43	.651	High
OVERALL MEAN	3.81	.487	High

Based in table 3 above, the level of **well-being** of teachers in private school in Davao City, which was measured in terms of depression, anxiety, energy, and positive well-being. It yielded an overall mean of 3.38 with a description of Moderate. This is interpreted *sometimes manifested* among educators in private schools in Davao City. More so, the overall standard deviation is .417, which was less than 1, indicative of a minimal range of dispersion.

In the area of seeking social support, this indicator obtained a category mean of 3.88 which was described as high. Additionally, the mean ratings of the items ranged from 3.46 to 4.05. The item, *I asked a relative or friend I respected for advice* obtained a mean rating of 4.05 which was described as high. Meanwhile, the item *I got professional help*, obtained a mean rating of 3.46 which was described as high. The results indicate that in terms of seeking social support the educator's coping strategy was oftentimes observed in private school institutions in Davao City.

In the category of accepting responsibility, this indicator obtained a category mean of 4.00 which was described as high. Additionally, the mean ratings of the items ranged from 3.75 to 4.15. The item, *Criticized or lectured myself*, obtained a mean rating of 4.15 which was described as high. Meanwhile, the item *Realized I brought the problem on myself*, obtained a mean rating of 3.75 which was described as high. The results indicated that in terms of accepting responsibility, the educator's coping strategy was oftentimes observed in private school institutions in Davao City.

In escape-avoidance, this indicator obtained a category mean of 3.19 with the description moderate. Additionally, the mean ratings of the items ranged from 2.83 to 3.62. The item *Hoped a miracle would happen*, obtained a mean rating of 3.62 which was described as high. Meanwhile, the item *Avoided being with people in general*, obtained a mean rating of 2.83 which was described as moderate. The results indicate that in terms escape avoidance, the educator's coping strategy was sometimes observed in private school institutions in Davao City.

In terms of planful problem-solving, this indicator obtained a category mean of 4.01 which was described as high. Additionally, the mean ratings of the items ranged from 3.85 to 4.16. The item, *Drew on my past experiences; I was in similar situation before*, obtained a mean rating of 4.16 which was described as high. Meanwhile, the item *I knew what had to be done, so I doubled my efforts to make things work*, obtained a mean rating of 3.85 which is described as high. The results indicate that in terms of planful problem-solving, the educator's coping strategy was oftentimes observed in private school institutions in Davao City

In the area of positive reappraisal, this indicator obtained a category mean of 4.43 which was described as high. Additionally, the mean ratings of the items ranged from 4.37 to 4.58. The item *I prayed*, obtained a mean rating of 4.58 which was described as very high. Meanwhile, the item *I came out of the experience better than when I went in*, obtained a mean rating of 4.37 which was described as high. The results indicate that in terms positive reappraisal, the educator's coping strategy was always observed in private school institutions in Davao City.

Table 4. Lived Experiences of participants as Regards to Well-being

Themes	Core Ideas
<p>Theme 1: Coping with Stress and Busy Schedules</p>	<p>Engaging in activities such as eating with friends, taking breaks, and listening to calming music to alleviate stress.</p> <p>Effectively managing time by prioritizing tasks, identifying urgent matters, and focusing on essential responsibilities.</p> <p>Recognizing the importance of taking breaks, relaxing, and engaging in activities that promote well-being to reduce stress levels.</p>
<p>Theme 2: Balancing Personal and Professional Life</p>	<p>Striving to separate work-related tasks and responsibilities from personal time and ensuring that personal life is not overshadowed by professional commitments.</p> <p>Acknowledging the difficulty of completely disconnecting from work and finding ways to limit the amount of work brought home, especially when time management becomes challenging.</p> <p>Navigating the influence of social media platforms on personal life and professional image, considering the balance between professionalism and personal expression in the digital age.</p>
<p>Theme 3: Teacher's Work and Contribution to the Institution</p>	<p>Highlighting the additional tasks teachers undertake, such as submitting documents and reports, as well as taking care of students' well-being within the school environment.</p> <p>Emphasizing the importance of imparting knowledge to students and instilling positive attitudes and behaviors aligned with the rules and regulations of the school.</p>

	Focusing on the role of teachers in shaping students' character, helping them become successful, and contributing to their personal and moral development, in line with the institution's goals.
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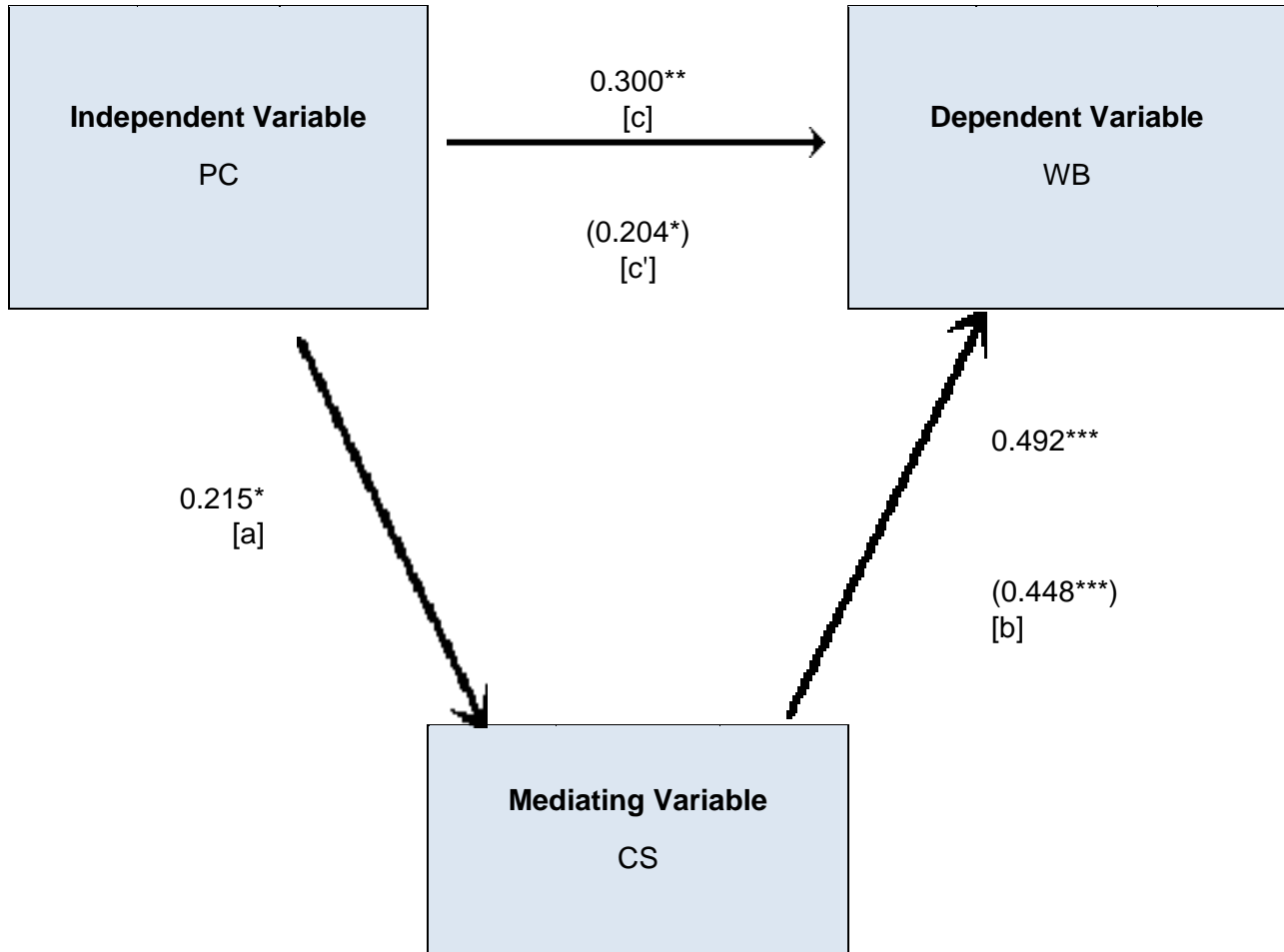
Table 5 displayed the joint display of the relevant quantitative and qualitative results regarding coping strategies, and psychological capital of teachers in private schools in Davao City, and how these variables influenced their well-being. The table has four major parts namely aspect of point, quantitative findings, qualitative findings, and nature of integration. Further, the qualitative data and quantitative data were compared for similarities and differences and integrated to make a comprehensive result relevant to the converging ideas generated from the two strands.

Table 5. Joint Display of the Salient Qualitative and Quantitative Findings

Aspect or Focal Point	Quantitative Findings	Qualitative Findings	Nature of Integration
Relationship of coping strategies, psychological capital and well-being of teachers	The quantitative results indicate that coping strategies significantly mediate the relationship between psychological capital and well-being of teachers	Teachers in the qualitative data mentioned various coping mechanisms such as eating with friends, time management, and rest to combat stress and manage busy schedules.	Merging-Converging
Relationship of coping strategies on the relationship between psychological capital and well-being of teachers	The quantitative results show that coping strategies partially mediate the relationship between psychological capital and well-being of teachers.	Teachers in the qualitative data expressed their roles and contributions as educators, imparting knowledge, shaping students' attitudes, and instilling moral character.	Merging-converging

Mediating Effect of coping strategies on the relationship between psychological capital and well-being of teachers

Figure 6 shows the test of mediation to determine the mediating effect of coping strategies on the relationship between psychological capital and well-being of teachers. The results revealed that coping strategies significantly mediate the relationship between coping strategies on the relationship between psychological capital and well-being of teachers ($z=2.03, p<.05$). Further, the findings indicate that coping strategies play a significant role in mediating the connection between psychological capital and the well-being of teachers ($z=2.03, p<.05$). Additionally, when the coping strategies were included in the model, the impact of psychological capital decreased from a beta value of .300 to .204. This suggests partial mediation, indicating that coping strategies partially account for the influence of psychological capital on teachers' well-being.



Sobel z-value=2.03, p=.04

CONCLUSION

Based on the summary of findings on the quantitative and qualitative results of this study conclusions were derived below.

1. The psychological capital is high and oftentimes evident.
2. The well-being is high and oftentimes manifested.
3. The coping strategies is high and oftentimes observed.
4. Coping strategies significantly mediate between psychological capital and well-being of teachers.
5. There are three themes derived in the study such as coping with stress and busy schedules, balancing personal and professional life, and teachers' work and contribution to the institution.

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