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TITLE: Stress and Emotion-Focused Coping as Predictors of Psychological Well-being among Public School Teachers during COVID-19 Pandemic

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ABSTRACT

Teachers' well-being is influenced by experiencing workplace stress and how they cope with stressful situations. Teachers' stress heightened more during the COVID-19 pandemic due to its impact on the education system in their workplace. This study was conducted on 124 Filipino junior high public school teachers to determine if stress and emotion-focused coping can predict their psychological well-being. The results showed significant relationships between stress, emotion-focused coping (i.e., emotional support, acceptance, religion, and self-blame), and psychological well-being. Two regression models using stepwise forward regression analysis were tested. Model 1 suggests that stress is a significant predictor of psychological well-being. Model 2 indicates that stress and emotion-focused coping (i.e., self-blame) is significantly higher in predicting the psychological well-being among junior high public school teachers.

BIOGRAPHY

Richardson Orines is currently taking his PhD in Psychology from De La Salle University, Philippines. He is a behavioral counselor for employee well-being of a private company and an experienced university instructor. He has several publications that have been cited and currently working on different research focusing on well-being, quality of life, and gender. He has been involved in doing peer review from several reputed journals.

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