

The Mediating Role of Psychological Resilience in the Effect of Teachers' Stress Coping Styles on Their Subjective Well-Being Levels

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Abstract

This study examines the mediating role of psychological resilience in the effect of teachers' stress-coping styles on their subjective well-being. The population of the study consists of all teachers working in state preschool, primary, secondary, and high schools in Istanbul province in the fall semester of the 2023-2024 academic year. The study population consists of 393 teachers selected by convenience sampling method. Demographic information forms, Stress Coping Styles Scale, Psychological Resilience Scale Short Form, and Teacher Subjective Well-Being Scale were used to collect the research data. Smart PLS 4 and R Studio were used to analyze the research data. Analyses using the partial least squares method with Smart PLS 4 were conducted in two steps: measurement model and structural model analyses. According to the study's findings, teachers' use of logical analysis, positive appraisal, seeking support, and problem-solving strategies, which are coping styles, increases their psychological resilience and subjective well-being. In addition, teachers' level of psychological resilience increases their subjective well-being. On the other hand, the separate mediating roles of psychological resilience in using logical analysis, positive appraisal, support seeking, and problem-solving coping strategies on teachers' subjective well-being were determined. In line with the research findings, recommendations were made to researchers and practitioners.

Keywords: seeking support, problem-solving, positive psychology