

Research Paper

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

Atul Kumar Singh^{1*}, Prof. Mithilesh Singh²

ABSTRACT

Teaching is widely acknowledged as a profession marked by high levels of demand, especially in the post-pandemic period, during which teachers have encountered heightened occupational stress, expanded responsibilities, and emotional strain. The present study was conducted to explore the predictive role of coping strategies in psychological well-being and social adjustment among teachers. A quantitative, correlational research design was adopted. The study sample was comprised of teachers from government and private schools, selected through purposive sampling method. Data were gathered using standardized assessment tools, including the Stress Coping Strategies Scale developed by M. K. Sharma and Dr. S. Sharma, the 42-item Psychological Well-Being Scale developed by Carol D. Ryff, which assesses six dimensions of well-being, and the Social Adjustment Scale developed by Dr. R. C. Deva. t-test, Pearson's correlation and regression analyses were employed to assess the relationships among the variables and to determine the predictive influence of coping strategies. The findings indicated significant associations between coping strategies, psychological well-being, and social adjustment. Moreover, effective coping strategies significantly predicted higher levels of psychological well-being and more positive social adjustment among teachers. These findings underscore the need to promote adaptive coping mechanisms to enhance teachers' mental health and social functioning, with implications for educational practice, mental health interventions, and policy formulation.

Keywords: *Coping Strategies, Psychological Well-Being, Social Adjustment, Teachers*

Teaching is widely regarded as a profession characterized by persistent intellectual, emotional, and social demands. Teachers are required not only to deliver academic content but also to manage classrooms, respond to students' diverse needs, meet administrative expectations, and maintain productive relationships with colleagues and parents. In the post-COVID-19 period, these responsibilities have become increasingly complex due to disruptions in instructional practices, rapid technological adaptation, heightened accountability, and prolonged uncertainty. As a result, concerns related to teachers' psychological well-being and social functioning have gained considerable attention in contemporary educational and psychological research.

¹Research Scholar, Mahatma Gandhi Kashi Vidyapith, Varanasi.

²Principal, Agrasen Kanya P.G. College, Varanasi.

*Corresponding Author

Received: February 14, 2026; Revision Received: March 18, 2026; Accepted: March 22, 2026

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

The COVID-19 pandemic acted as a global stressor that intensified occupational strain among teachers. Sudden transitions to online and blended modes of teaching, inadequate technological resources, blurred work–life boundaries, and concerns about health and job security significantly increased stress levels. Even after the resumption of in-person schooling, teachers continue to face residual stressors, including learning gaps among students, increased workload, and emotional exhaustion. Recent studies consistently report elevated levels of stress, burnout, anxiety, and reduced well-being among teachers during and following the pandemic period. These findings highlight the need to identify protective factors that can promote positive psychological functioning and adaptive social adjustment among educators.

Coping strategies play a central role in determining how individuals respond to stressful experiences. Coping refers to the cognitive and behavioral efforts employed to manage internal and external demands that are perceived as taxing or exceeding one's resources. The effectiveness of coping strategies depends on the nature of the stressor, individual characteristics, and the availability of social and organizational resources. Broadly, coping strategies are categorized into problem-focused coping, which involves efforts to modify or manage the stressor; emotion-focused coping, which aims to regulate emotional responses; and avoidant coping, which includes disengagement or withdrawal from the stressful situation. Research suggests that problem-focused and adaptive emotion-focused coping strategies are generally associated with better mental health outcomes, whereas excessive reliance on avoidant coping is linked to poorer psychological functioning.

In the teaching profession, coping strategies are particularly significant due to the continuous interpersonal and performance-related demands inherent in the role. Teachers who adopt constructive coping methods, such as problem solving, seeking social support, and positive reinterpretation, tend to experience lower levels of stress and burnout. In contrast, maladaptive coping patterns, including avoidance, denial, or emotional suppression, are associated with increased psychological distress and reduced job satisfaction. Given that coping strategies are modifiable through training and intervention, examining their predictive role in teachers' well-being and adjustment has important practical implications.

Psychological well-being represents a multidimensional construct that extends beyond the mere absence of mental illness. The eudaimonic perspective of well-being emphasizes optimal psychological functioning, personal growth, and meaningful engagement with life. This perspective conceptualizes psychological well-being across dimensions such as autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. These dimensions are especially relevant for teachers, as their professional effectiveness depends heavily on their ability to manage complex environments, maintain positive interpersonal relationships, and find meaning in their work. Empirical evidence suggests that teachers with higher psychological well-being demonstrate greater resilience, job engagement, and professional commitment.

Social adjustment is another critical aspect of teachers' overall functioning. Social adjustment refers to an individual's capacity to adapt effectively to social roles, expectations, and interpersonal relationships within various life contexts. For teachers, social adjustment influences classroom management, collegial cooperation, communication with parents, and participation in institutional activities. Poor social adjustment may lead to

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

interpersonal conflicts, isolation, and dissatisfaction, which in turn can negatively affect psychological well-being and professional performance. Studies conducted in educational settings indicate that socially well-adjusted teachers are better equipped to handle occupational stress and maintain positive relationships in both professional and personal domains.

Recent empirical research underscores the interconnectedness of coping strategies, psychological well-being, and social adjustment. Post-pandemic studies reveal that teachers who employ adaptive coping strategies report higher levels of psychological well-being and better social functioning. Conversely, chronic stress combined with ineffective coping increases vulnerability to emotional exhaustion, reduced social engagement, and intentions to leave the profession. Although existing research has established associations among these variables, there remains a need for studies that explicitly examine coping strategies as predictors of both psychological well-being and social adjustment within a unified analytical framework.

From a theoretical standpoint, transactional models of stress emphasize that stress outcomes are shaped by individuals' cognitive appraisals and coping responses rather than by stressors alone. According to this perspective, coping strategies function as a critical mechanism through which occupational stress influences psychological and social outcomes. When teachers perceive stressors as manageable and employ effective coping strategies, they are more likely to maintain emotional balance, positive self-evaluation, and adaptive social relationships. In contrast, ineffective coping can intensify stress reactions and undermine psychological and social functioning.

The present study is situated within this theoretical and empirical context and seeks to examine the **predictive role of coping strategies in psychological well-being and social adjustment among teachers**. By focusing on teachers from different institutional settings, the study aims to contribute to a nuanced understanding of how coping strategies influence key indicators of positive functioning in the teaching profession. Identifying coping strategies that significantly predict psychological well-being and social adjustment may inform the development of targeted intervention programs, professional development initiatives, and policy measures aimed at enhancing teachers' mental health and social effectiveness.

In an educational landscape still recovering from the long-term effects of the pandemic, promoting teachers' well-being is both a psychological and societal priority. Understanding coping strategies as predictors of psychological well-being and social adjustment offers valuable insights into strengthening teachers' resilience, improving occupational satisfaction, and fostering healthier educational environments. The present research therefore addresses an important gap in the literature and provides an empirical foundation for evidence-based practices to support teachers' holistic well-being.

REVIEW OF LITERATURE

Teachers' Stress and the Need for Adaptive Coping

Teaching has consistently been identified as a high-stress profession due to continuous instructional demands, role overload, time pressure, and interpersonal challenges (Kyriacou, 2015). Over the past decade, research has increasingly emphasized the psychological costs associated with prolonged exposure to occupational stress among teachers, including

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

emotional exhaustion, reduced job satisfaction, and impaired social functioning (Skaalvik & Skaalvik, 2017). The COVID-19 pandemic further intensified these challenges, introducing unprecedented stressors such as abrupt transitions to online teaching, technological inadequacies, and blurred work–life boundaries (Pressley, 2021). As a result, recent literature highlights the importance of identifying personal and contextual resources that enable teachers to maintain psychological well-being and effective social adjustment.

Coping strategies have emerged as one of the most critical individual-level resources in this context. Coping refers to the cognitive and behavioral efforts employed to manage demands appraised as stressful (Lazarus & Folkman, 1984). Contemporary studies reaffirm that coping strategies significantly influence how teachers perceive stress and how effectively they adapt to professional and social demands (Beltman et al., 2016).

Coping Strategies among Teachers

Empirical research conducted between 2015 and 2020 consistently demonstrates that teachers predominantly rely on problem-focused and emotion-focused coping strategies to manage occupational stress. Problem-focused coping, including planning, seeking instrumental support, and active problem solving, has been associated with lower stress levels and better occupational outcomes (Aulén et al., 2019). In contrast, avoidant coping strategies—such as denial, disengagement, and withdrawal—have been linked to increased psychological distress and burnout (Herman et al., 2018).

Post-pandemic studies further clarify these patterns. Pressley et al. (2022) found that teachers who employed proactive coping strategies during remote teaching reported significantly lower emotional exhaustion and higher perceived competence. Similarly, MacIntyre et al. (2020) observed that adaptive coping strategies buffered anxiety and facilitated emotional regulation during periods of uncertainty. These findings suggest that coping strategies are not only responses to stress but also predictors of adaptive psychological functioning.

Coping Strategies and Psychological Well-Being

Psychological well-being, particularly from a eudaimonic perspective, has gained prominence in teacher research. Ryff's multidimensional model conceptualizes psychological well-being in terms of autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance (Ryff, 1989). Studies applying this model to teaching populations indicate that coping strategies play a substantial role in shaping these dimensions of well-being.

For instance, García-Álvarez et al. (2021) reported that teachers who frequently used problem-focused coping exhibited higher levels of environmental mastery and purpose in life. Conversely, reliance on avoidant coping was associated with lower self-acceptance and reduced personal growth. Longitudinal evidence further supports these findings; Fathi and Simamora (2018) demonstrated that adaptive coping predicted improvements in psychological well-being over time, even after controlling for baseline stress levels.

More recent studies confirm that coping strategies remain robust predictors of psychological well-being in the post-pandemic educational landscape. Teachers who engaged in positive reappraisal, acceptance, and social-support seeking reported higher overall well-being and

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

resilience (Kim & Asbury, 2023). These findings reinforce the view that coping strategies serve as a key mechanism linking occupational stress to positive psychological outcomes.

Coping Strategies and Social Adjustment

Social adjustment refers to an individual's ability to adapt effectively to social roles, relationships, and expectations. In the teaching profession, social adjustment is reflected in interactions with students, colleagues, administrators, and family members. Research indicates that socially well-adjusted teachers demonstrate better classroom management, higher job satisfaction, and stronger collegial relationships (Soini et al., 2019).

Studies conducted in Indian and international contexts reveal that coping strategies significantly influence teachers' social adjustment. Teachers who adopt adaptive coping strategies tend to maintain healthier interpersonal relationships and experience fewer social conflicts (Singh & Mishra, 2017). Conversely, maladaptive coping has been associated with social withdrawal, interpersonal strain, and reduced professional engagement (Sharma & Devi, 2020).

Recent empirical investigations further highlight this relationship. For example, studies conducted after 2020 indicate that teachers who actively sought social support and engaged in collaborative coping reported better social adjustment in both professional and personal domains (Zhang et al., 2022). These findings suggest that coping strategies directly contribute to teachers' capacity to function effectively within their social environments.

Predictive Role of Coping Strategies

While earlier studies primarily focused on correlations, more recent research has employed predictive and multivariate models to examine the role of coping strategies. Regression and structural equation modeling studies demonstrate that coping strategies significantly predict psychological well-being and social adjustment, even after accounting for demographic variables and occupational stress (Collie et al., 2020). Problem-focused coping consistently emerges as a positive predictor, whereas avoidant coping predicts poorer outcomes.

A growing body of literature emphasizes that coping strategies function as modifiable predictors rather than static traits. Intervention studies show that coping-skills training leads to measurable improvements in well-being and social functioning among teachers (Jennings et al., 2017; Turner et al., 2023). These findings underscore the practical significance of examining coping strategies within predictive frameworks.

Statement of Problem

Teaching is a highly demanding profession that exposes educators to continuous stress, which may adversely affect their psychological well-being and social adjustment, especially after the pandemic. Despite evidence that coping strategies shape stress responses, their predictive role in enhancing teachers' psychological well-being and social adjustment remains insufficiently explored, particularly in the Indian context.

Objectives

1. To assess and compare the relationship between coping strategies and psychological well-being among teachers of government and private school.
2. To assess and compare the relationship between coping strategies and social adjustment among teachers of government and private school.

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

3. To examine the predictive role of coping strategies in psychological well-being among teachers of government and private school.
4. To examine the predictive role of coping strategies in social adjustment among teachers of government and private school.

Hypotheses

- **H1:** There would be a significant positive correlation between coping strategies and psychological well-being among teachers of government and private school.
- **H2:** There would be significant positive correlation between to social adjustment among teachers of government and private school.
- **H3:** Coping strategies would be significantly predict psychological well-being among teachers of government and private school.
- **H4:** Coping strategies would be significantly predict social adjustment among teachers of government and private school.

METHODOLOGY

Sample

The sample is comprised of 155 Government School Teachers and 155 Private School Teachers from various schools of Varanasi region.

Inclusion Criteria

1. Teachers working at primary school.
2. Teachers within the age range of 21–60 years.
3. Teachers with a minimum of two year of continuous teaching experience.

Exclusion criteria

1. Teachers with less than one year of teaching experience.
2. Administrative staff, principals, or non-teaching personnel.
3. Teachers diagnosed with severe or chronic disease.

Research Design

A quantitative correlational design was used in the study. Coping strategies functioned as predictor variables, whereas psychological well-being and social adjustment were considered as outcome of variables. Information was gathered from public and private school teachers of Varanasi through standardized self-report instruments and examined using correlation and regression analyses.

Tools

1. Stress Coping Strategies Scale developed by Manish Kumar Sharma and Dr. Surbhi Sharma was used to assess coping strategies among teachers. The scale consists of 39 items measuring six dimensions of coping: Avoidance, Diet Control, Psychomedicinal Therapy, Most Liked Activities, Outer Wall Strategy, and Reducing Physical Stress. The reliability coefficient of the scale is 0.89, which is significant at the 0.01 level, indicating high internal consistency. The tool also possesses adequate face validity and concurrent validity.
2. The Psychological Well-Being Scale developed by Carol D. Ryff was used to assess the level of psychological well-being among teachers. The present study employed the 42-item version of the scale, which measures psychological well-being across six

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

dimensions: Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance. (Ryff et al., 2007; adapted from Ryff, 1989). Validity of this scale is highly positive and also test re-test reliability of this scale is .902 ($p < .001$).

3. The Social Adjustment Inventory constructed by R. C. Deva was employed to evaluate social adjustment. The inventory comprises 100 items and measures social adjustment across two dimensions, namely Emotional Adjustment and Social Maturity. The test-retest reliability coefficient of the inventory is 0.91, indicating high stability over time. In addition, the tool possesses adequate face validity and construct validity, supporting its effectiveness in measuring social adjustment.

Procedure

For this study, the participants were approached after taking permission from Schools. One Fifty-five Teachers ($N=155$) from Government school and one Fifty-five Teachers ($N=155$) from Private School were selected from Primary schools of Varanasi and nearby areas through using purposive Sampling method. Initially, a good rapport would be made to administer the test through questionnaire and direct interaction, some additional factors may also be considered to obtain the data. Data were collected using standardized instruments, namely the Stress Coping Strategies Scale, the Psychological Well-Being Scale, and the Social Adjustment Inventory. Detail Instructions are given to the subject before administering the test. After the completion of the Test, Data are separately and confidentially collected from each subject and the result are analyzed through statistical implication.

Statistical Analysis

To examine relationships among the variables, Pearson's product-moment correlation was used to assess the association between coping strategies, psychological well-being, and social adjustment. Further, t-tests were used to determine significant differences between groups. To examine the predictive role of coping strategies on psychological well-being and social adjustment, regression analysis was conducted. All statistical analyses were carried out using SPSS (Version 20).

RESULT

Table 01: Mean, S.D. and t- value of variables; $N=310$, $df=308$

Variables	Group	Mean	Mean difference	S.D.	t-value
Coping strategies	Gov. teacher	140.34	22.98	8.43	20.572*
	Private teacher	117.38		11.05	
Psychological well-being	Gov. teacher	211.78	29.29	10.33	25.748*
	Private teacher	182.48		9.69	
Social adjustment	Gov. teacher	67.16	-10.63	3.73	-19.568*
	Private teacher	77.80		5.64	

Note- $p < .01$, negative mean diff. and t-value in social adjustment occurred due to negative scoring system of social adjustment inventory.

The results revealed a significant difference in **coping strategies** between government and private school teachers. Government school teachers ($M = 140.34$, $SD = 22.98$) scored significantly higher than private school teachers ($M = 117.38$, $SD = 11.05$), $t(308) = 20.57$,

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

$p < .01$. This finding indicates that government teachers reported greater use of coping strategies compared to their private school counterparts.

A significant difference was also observed in **psychological well-being**. Government school teachers ($M = 211.78$, $SD = 29.29$) demonstrated significantly higher psychological well-being than private school teachers ($M = 182.48$, $SD = 9.69$), $t(308) = 25.75$, $p < .01$. This suggests that government teachers experienced better overall psychological well-being.

A significant difference was also observed in **social adjustment** scores, $Df = 308$; t -value = -19.57 , $p < .01$. However, this difference should be interpreted in light of the **negative scoring system** of the Social Adjustment Inventory, wherein **lower scores reflect better adjustment**. Government school teachers ($M = 67.16$, $SD = 3.73$) obtained lower scores than private school teachers ($M = 77.80$, $SD = 5.64$), indicating that government teachers demonstrated **better social adjustment** despite the negative t value.

Table 02: Dimension wise correlation between the variables of government / private school teachers in coping strategies and psychological well-being.

Variables (Dimensionwise)	Psychological well-being					
	Autonomy	Env. mastery	Purpose in life	Pos. rel. With others	Personal growth	self acceptance
Coping strategies						
Avoidance	.389*/.294*	.239*/.249*	.336*/.284*	.351*/.325*	.371*/.254*	.316*/.238*
Diet control	.460*/.547*	.290*/.504*	.495*/.548*	.440*/.458*	.533*/.343*	.514*/.449*
Psycho medicinal therapy	.376*/.551*	.223*/.418*	.480*/.426*	.366*/.355*	.416*/.417*	.403*/.236*
Most liked activities	.393*/.456*	.346*/.323*	.420*/.300*	.474*/.410*	.413*/.410*	.541*/.382*
Outer wall strategy	.378*/.561*	.273*/.450*	.428*/.467*	.354*/.434*	.463*/.410*	.416*/.405*
Reducing physical stress	.409*/.705*	.442*/.536*	.362*/.476*	.364*/.471*	.454*/.409*	.416*/.405*

Note- $N=310$, $p < .01$ *, significant at .01 level (two tailed), correlation value in above table 02 mentioned in gov*/private* form.

Table 02 shows significant positive correlations between coping strategies and dimensions of psychological well-being among government and private school teachers at the 0.01 level. Among government school teachers, avoidance coping was positively related to autonomy ($r = .389$), positive relations with others ($r = .351$), and personal growth ($r = .371$). Similarly, diet control exhibited strong positive associations with autonomy ($r = .460$), purpose in life ($r = .495$), and personal growth ($r = .533$).

For private school teachers, comparatively higher correlations were observed in several coping strategies. For instance, reducing physical stress showed a strong relationship with

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

autonomy ($r = .705$), environmental mastery ($r = .536$), and positive relations with others ($r = .471$). Likewise, most liked activities were significantly correlated with self-acceptance ($r = .382$) and positive relations with others ($r = .410$).

Overall, both groups demonstrated consistent positive relationships between coping strategies and psychological well-being, with private school teachers showing stronger correlations in certain dimensions, indicating the effectiveness of active coping strategies in enhancing psychological well-being.

Table 03: Dimension-wise Correlation between Social Adjustment and Coping Strategies among Government and Private School Teachers

Social Adjustment Dimensions	Avoidance	Diet Control	Psycho-medicinal Therapy	Most Liked Activities	Outer Strategies	Wall	Reducing Physical Stress
Emotional Adjustment	.289**/	.393**/	.165* /	.167* /	.286**/	.554**	.354**/
Social Maturity	.244**	.515**	.564**	.342*			.677**
	.516**/	.557**/	.537**/	.487**/	.610**/	.552**	.542**/
	.267**	.524**	.549**	.413**			.634**

Note- $N=310$, Values represent Pearson's correlation coefficients in Government / Private school teacher form. $p < .05^*$, $*p < .01$ (two-tailed).

Table 03 present that the **dimension-wise correlation between social adjustment and coping strategies among Government and Private school teachers**. Pearson's correlation coefficients indicate the strength and direction of relationships for both groups.

For **Emotional Adjustment**, government school teachers showed **significant positive correlations** with all coping strategies. The strongest association was found with **reducing physical stress** ($r = .354$, $p < .01$), followed by **diet control** ($r = .393$, $p < .01$) and **outer wall strategies** ($r = .286$, $p < .01$). Moderate yet significant relationships were also observed with **avoidance** ($r = .289$, $p < .01$), **psycho-medicinal therapy** ($r = .165$, $p < .05$), and **most liked activities** ($r = .167$, $p < .05$).

Among **private school teachers**, emotional adjustment demonstrated **stronger correlations** overall. The highest correlation was with **reducing physical stress** ($r = .677$, $p < .01$), followed by **psycho-medicinal therapy** ($r = .564$, $p < .01$) and **outer wall strategies** ($r = .554$, $p < .01$). Significant positive relationships were also found with **diet control** ($r = .515$, $p < .01$), **most liked activities** ($r = .342$, $p < .05$), and **avoidance** ($r = .244$, $p < .01$).

Regarding **Social Maturity**, both government and private school teachers exhibited **highly significant positive correlations** with all coping strategies. For government teachers, the strongest association was observed with **outer wall strategies** ($r = .610$, $p < .01$), followed by **diet control** ($r = .557$, $p < .01$) and **reducing physical stress** ($r = .542$, $p < .01$). Similarly, private school teachers showed the highest correlation between social maturity and **reducing physical stress** ($r = .634$, $p < .01$), followed by **outer wall strategies** ($r = .552$, $p < .01$) and **psycho-medicinal therapy** ($r = .549$, $p < .01$).

Overall, the findings reveal that effective coping strategies are positively and significantly associated with better emotional adjustment and social maturity, with private school teachers generally exhibiting stronger correlations than government school teachers. This suggests

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

that coping mechanisms play a crucial role in enhancing social adjustment among teachers across both sectors.

Table 04: Correlation among Coping Strategies, Psychological Well-Being, and Social Adjustment among Government School Teachers

Variables	Coping strategies	Psychological well-being	Social adjustment
Coping Strategies	—		
Psychological Well-Being	.862**	—	
Social Adjustment	-.299**	-.340**	—

Note. $N = 310$. Values represent Pearson's correlation coefficients.
 $p < .01$ ** (two-tailed).

Table 05: Summary of stepwise multiple regression analysis (Government school teachers) using coping strategies as predictor of Psychological well-being.

Predictor	R	R ²	R ² change	F change	Sig. of F change	Beta	t-value
Autonomy(criterion)							
Diet control	.460	.212	.212	41.131	.000	.351	4.259**
Most liked activities	.494	.245	.033	6.568	.011	.211	2.563**
Environmental mastery (criterion)							
Reducing physical stress	.442	.195	.195	37.054	.000	.359	4.506**
Most liked activities	.473	.223	.028	5.549	.020	.188	2.356*
Personal growth (criterion)							
Diet control	.533	.284	.284	60.809	.000	.436	5.540**
Most liked activities	.557	.310	.026	5.675	.018	.188	2.382*
Positive relation with others (criterion)							
Most liked activities	.474	.225	.225	44.326	.000	.336	4.167**
Diet control	.526	.277	.052	10.926	.001	.267	3.305**
Purpose in life(criterion)							
Diet control	.495	.245	.245	49.754	.000	.248	2.632**
Psycho medicinal therapy	.536	.288	.042	9.044	.003	.233	2.560**
Most liked activities	.558	.312	.024	5.249	.023	.184	2.291*
Self acceptance (criterion)							
Most liked activities	.541	.293	.293	63.266	.000	.428	5.483**
Diet control	.606	.367	.075	17.941	.000	.459	4.723**
Outer wall strategy	.622	.387	.020	4.991	.027	-.224	-2.234*

Note- $p < .05$ *, $p < .01$ **

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

Stepwise regression analysis was carried out to examine the predictive role of coping strategies on different dimensions of psychological well-being among **government school teachers**. The findings revealed that distinct coping strategies significantly contributed to various well-being dimensions.

For **autonomy**, diet control emerged as the strongest predictor, accounting for 21.2% of the variance ($R^2 = .212$, $\beta = .351$, $t = 4.259$, $p < .01$). The inclusion of most liked activities further increased the explained variance by 3.3%, indicating that government teachers who follow regulated dietary practices and engage in preferred activities experience greater independence and self-governance.

In relation to **environmental mastery**, reducing physical stress significantly predicted this dimension, explaining 19.5% of the variance ($\beta = .359$, $t = 4.506$, $p < .01$). Most liked activities contributed an additional 2.8% of variance, suggesting that stress management and recreational engagement enhance government teachers' ability to effectively manage environmental demands.

Regarding **personal growth**, diet control accounted for a substantial proportion of variance (28.4%; $\beta = .436$, $t = 5.540$, $p < .01$), followed by most liked activities ($\Delta R^2 = .026$). This indicates that disciplined lifestyle habits and engagement in enjoyable activities promote continuous development and self-improvement among government school teachers.

For **positive relations with others**, most liked activities emerged as the primary predictor, explaining 22.5% of the variance ($\beta = .336$, $t = 4.167$, $p < .01$), while diet control added further explanatory power. This finding implies that participation in enjoyable activities may facilitate social interaction and strengthen interpersonal relationships among teachers.

With respect to **purpose in life**, diet control explained 24.5% of the variance ($\beta = .248$, $t = 2.632$, $p < .01$). Psycho-medicinal therapy and most liked activities added incremental variance, suggesting that health-oriented behaviors and therapeutic coping strategies support goal clarity and life meaning in government teachers.

Finally, **self-acceptance** was most strongly predicted by most liked activities (29.3%; $\beta = .428$, $t = 5.483$, $p < .01$), followed by diet control. However, outer wall strategy showed a small but significant negative contribution ($\beta = -.224$, $t = -2.234$, $p < .05$), indicating that defensive coping may adversely affect self-evaluation.

Table 06: Summary of stepwise multiple regression analysis (Private school teachers) using coping strategies as predictor of Psychological well-being.

Predictor	R	R ²	R ² change	F change	Sig. of F change	Beta	t-value
Autonomy (criterion)							
Reducing physical stress	.705	.496	.496	150.828	.000	.670	8.163**
Avoidance	.719	.517	.020	6.334	.013	-.298	-3.732*
Outer wall strategy	.736	.542	.026	8.496	.004	.281	2.915**
Environmental mastery(criterion)							

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

Reducing physical stress	.536	.287	.287	61.581	.000	.402	3.750**
Diet control	.554	.307	.020	4.322	.039	.313	2.741**
Avoidance	.571	.326	.020	4.422	.037	-.187	-2.103*
Personal growth (criterion)							
Diet control	.548	.301	.301	67.751	.000	.548	8.109**
Positive relation with other (criterion)							
Reducing physical stress	.471	.222	.222	43.580	.000	.351	4.075**
Most liked activities	.500	.250	.028	5.747	.018	.207	2.397*
Purpose in life (criterion)							
Psycho medicinal therapy	.417	.174	.174	32.185	.000	.252	2.327*
Reducing physical stress	.443	.196	.022	4.211	.042	.222	2.052*
Self acceptance (criterion)							
Diet control	.449	.201	.201	38.573	.000	.480	3.886**
Psycho medicinal therapy	.477	.228	.026	5.179	.024	-.512	-3.904*
Outer wall strategy	.532	.283	.055	11.570	.001	.476	3.402**

Note- p < .05, p < .01***

A stepwise multiple regression analysis indicated that coping strategies significantly predicted psychological well-being among private school teachers. For **autonomy**, reducing physical stress emerged as the strongest predictor ($R = .705$, $R^2 = .496$, $F = 150.83$, $p < .01$), accounting for 49.6% of the variance. The inclusion of avoidance coping produced a small but significant increase in explained variance ($\Delta R^2 = .020$, $p < .05$) and showed a negative predictive effect ($\beta = -.298$, $t = -3.73$), while outer wall strategy further improved the model ($\Delta R^2 = .026$, $p < .01$). This suggests that active stress reduction enhances autonomy, whereas avoidance diminishes it.

In predicting **environmental mastery**, reducing physical stress explained 28.7% of the variance ($R^2 = .287$, $p < .01$). Diet control and avoidance coping each contributed an additional 2.0% variance (final $R^2 = .326$). Diet control positively predicted environmental mastery ($\beta = .313$), whereas avoidance showed a significant negative effect ($\beta = -.187$), indicating that maladaptive coping interferes with effective management of environmental demands.

For **personal growth**, diet control alone significantly predicted outcomes ($R = .548$, $R^2 = .301$, $F = 67.75$, $p < .01$), explaining 30.1% of the variance, highlighting the importance of health-oriented self-regulation in fostering growth.

Regarding **positive relations with others**, reducing physical stress accounted for 22.2% of the variance ($R^2 = .222$, $p < .01$), and most liked activities contributed an additional 2.8% (final $R^2 = .250$). Both predictors showed positive beta weights, suggesting that stress management and recreational engagement support interpersonal well-being.

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

For **purpose in life**, psycho-medicinal therapy emerged as a significant predictor ($R^2 = .174$, $p < .01$), with reducing physical stress adding a modest but significant contribution ($\Delta R^2 = .022$, $p < .05$), indicating that both psychological and physical coping resources help teachers maintain goal direction.

Finally, **self-acceptance** was best predicted by diet control ($R^2 = .201$, $p < .01$), with psycho-medicinal therapy showing a negative predictive effect ($\beta = -.512$, $t = -3.90$), and outer wall strategy adding substantial explanatory power ($\Delta R^2 = .055$, $p < .01$; final $R^2 = .283$). This pattern suggests that active coping enhances self-acceptance, whereas reliance on therapeutic methods without active engagement may relate to poorer self-evaluation.

Table 07: Summary of stepwise multiple regression analysis (Government school teachers) using coping strategies as predictor of Social adjustment.

Predictor	R	R ²	R ² change	F change	Sig. of F change	Beta	t-value
Emotional adjustment (criterion)							
Diet control	.393	.155	.155	28.005	.000	.393	5.292**
Social maturity (criterion)							
Outer wall strategy	.610	.372	.372	90.557	.000	.271	3.120**
Psycho medicinal therapy	.655	.429	.057	15.153	.000	.217	2.945**
Reducing physical stress	.677	.458	.030	8.273	.005	.200	2.618**
Avoidance	.689	.474	.016	4.573	.034	.163	2.139*

*Note- $p < .01$ **. $P < .05$ *; Social Adjustment Inventory follows a negative scoring system*

Stepwise multiple regression analysis was carried out to assess the predictive role of coping strategies on social adjustment among government school teachers, keeping in view that the Social Adjustment Inventory follows a negative scoring system, where lower scores indicate better adjustment.

For **emotional adjustment**, *diet control* emerged as a significant predictor, explaining 15.5% of the variance, $R = .39$, $R^2 = .16$, $F(1, 308) = 28.01$, $p < .01$. The significant beta coefficient ($\beta = .39$) and t value ($t = 5.29$, $p < .01$) indicate that effective dietary regulation was associated with better emotional adjustment (i.e., lower maladjustment scores).

Regarding **social maturity**, *outer wall strategy* was the strongest initial predictor, accounting for 37.2% of the variance, $R = .61$, $R^2 = .37$, $F(1, 308) = 90.56$, $p < .01$. The inclusion of *psycho-medicinal therapy*, *reducing physical stress*, and *avoidance* further increased the explained variance by 5.7%, 3.0%, and 1.6%, respectively. The final model explained 47.4% of the total variance in social maturity, $R = .69$, $R^2 = .47$.

Although the predictors showed positive beta weights ($\beta = .27$ to $.16$), these coefficients should be interpreted in the context of the negative scoring pattern, indicating that higher use of coping strategies contributed to lower social maladjustment and consequently better **social maturity** among government school teachers.

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

Table 08: Summary of stepwise multiple regression analysis (Private school teachers) using coping strategies as predictor of Social adjustment.

Predictor	R	R ²	R ² change	F change	Sig. of F change	Beta	t-value
Emotional adjustment (criterion)							
Reducing physical stress	.677	.458	.458	129.531	.000	.632	7.643**
Avoidance	.702	.492	.034	10.115	.002	-.387	-4.807*
Outer wall strategy	.732	.536	.044	14.162	.000	.365	3.763**
Social maturity (criterion)							
Reducing physical stress	.634	.402	.402	103.002	.000	.534	6.032**
Avoidance	.647	.418	.016	4.140	.044	-.329	-3.821*
Outer wall strategy	.685	.469	.051	14.497	.000	.395	3.807**

Note - $p < .01$ **. $P < .05$ *; Social Adjustment Inventory follows a negative scoring system

A stepwise multiple regression analysis was performed to examine the predictive contribution of coping strategies to social adjustment among private school teachers, noting that the Social Adjustment Inventory uses a negative scoring system, where lower scores represent better adjustment.

For **emotional adjustment**, *reducing physical stress* emerged as the strongest predictor, accounting for 45.8% of the variance, $R = .68$, $R^2 = .46$, $F(1, 308) = 129.53$, $p < .01$. The large positive beta ($\beta = .63$) and significant t value ($t = 7.64$, $p < .01$) indicate that greater engagement in physical stress–reduction strategies was associated with lower emotional maladjustment scores, reflecting better emotional adjustment. The addition of *avoidance* contributed an additional **3.4% variance**, $\Delta R^2 = .03$, F change = 10.12, $p < .01$. However, the negative beta ($\beta = -.39$, $t = -4.81$, $p < .05$) suggests that increased reliance on avoidance was linked with higher maladjustment. Finally, *outer wall strategy* further improved the model by 4.4%, resulting in a total explained variance of 53.6%, $R = .73$, $R^2 = .54$, with a positive and significant contribution ($\beta = .37$, $p < .01$), indicating improved emotional adjustment.

With regard to **social maturity**, *reducing physical stress* again emerged as the primary predictor, explaining 40.2% of the variance, $R = .63$, $R^2 = .40$, $F(1, 308) = 103.00$, $p < .01$. The significant beta coefficient ($\beta = .53$) indicates that effective stress reduction was associated with lower 1.6% increase in explained variance social maladjustment. The inclusion of *avoidance* produced a modest but significant, $p < .05$, with a negative beta ($\beta = -.33$), suggesting a detrimental effect on social maturity. The final addition of *outer wall strategy* contributed 5.1% additional variance, yielding a final model that explained 46.9% of the variance, $R = .69$, $R^2 = .47$. The positive beta ($\beta = .40$, $p < .01$) indicates that constructive social coping enhanced social maturity.

Overall, the findings demonstrate that adaptive coping strategies, particularly reducing physical stress and outer wall strategies, significantly predicted better social adjustment (lower maladjustment scores) among private school teachers, whereas avoidance showed a negative influence on both emotional adjustment and social maturity.

DISCUSSION

The present study aimed to examine the relationship and predictive role of coping strategies in psychological well-being and social adjustment among government and private school teachers. The findings obtained from correlation and stepwise multiple regression analyses (Tables 01–08) provide substantial empirical support for the stated objectives and hypotheses.

The first objective sought to **assess and compare the relationship between coping strategies and psychological well-being among government and private school teachers**. As hypothesized (H1), the results strongly support a **significant positive relationship** between coping strategies and psychological well-being in both groups.

Dimension-wise correlation analysis (Table 02) revealed that all coping strategies—avoidance, diet control, psycho-medicinal therapy, most liked activities, outer wall strategy, and reducing physical stress—were **positively and significantly correlated** with all dimensions of psychological well-being (autonomy, environmental mastery, purpose in life, positive relations, personal growth, and self-acceptance) at the .01 level for both government and private school teachers. Furthermore, the overall correlation analysis among government teachers (Table 04) showed a **very strong positive association** between coping strategies and psychological well-being ($r = .862, p < .01$).

These findings clearly confirm **Hypothesis 1**, indicating that teachers who employ effective coping strategies experience higher levels of psychological well-being, irrespective of school type. Comparatively, private school teachers demonstrated stronger correlations in several dimensions, suggesting a greater dependence on coping mechanisms for maintaining well-being.

The second objective aimed to **assess and compare the relationship between coping strategies and social adjustment among government and private school teachers**. Hypothesis 2 proposed a significant positive relationship.

Correlation results (Table 03) demonstrated that all coping strategies were **significantly related to emotional adjustment and social maturity** for both groups. Although the correlation coefficients were positive, interpretation must consider the **negative scoring system of the Social Adjustment Inventory**, where **lower scores reflect better adjustment**. Thus, positive correlations indicate that higher use of coping strategies is associated with lower maladjustment and better social adjustment.

Additionally, Table 04 showed significant **negative correlations** between coping strategies and social adjustment ($r = -.299, p < .01$) and between psychological well-being and social adjustment ($r = -.340, p < .01$), it happened due to negative scoring system of social adjustment inventory. further confirming that improved coping and well-being lead to reduced social maladjustment.

Accordingly, Hypothesis 2 is supported, and the findings highlight that coping strategies play a vital role in enhancing social adjustment among teachers, with stronger associations generally observed among private school teachers.

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

The third objective examined the **predictive role of coping strategies in psychological well-being** among government and private school teachers. The regression analyses (Tables 05 and 06) provide clear evidence in support of **Hypothesis 3**.

For government school teachers (Table 05), coping strategies such as diet control, reducing physical stress, most liked activities, psycho-medicinal therapy, and outer wall strategy significantly predicted multiple dimensions of psychological well-being, with explained variance ranging from 19% to 39% across dimensions.

Similarly, for private school teachers (Table 06), coping strategies demonstrated even stronger predictive power, particularly reducing physical stress and diet control, explaining up to 54% of variance in autonomy and substantial variance in other dimensions. Although avoidance and psycho-medicinal therapy showed negative beta weights in some models, their inclusion still contributed significantly to prediction, indicating differential effectiveness of coping styles.

Thus, Hypothesis 3 is conclusively accepted, confirming that coping strategies significantly predict psychological well-being in both teacher groups, with stronger effects observed among private school teachers.

The fourth objective focused on the **predictive role of coping strategies in social adjustment**. The stepwise regression analyses for government (Table 07) and private school teachers (Table 08) strongly support Hypothesis 4.

Among government school teachers, coping strategies such as diet control, outer wall strategy, psycho-medicinal therapy, reducing physical stress, and avoidance collectively explained substantial variance in emotional adjustment and social maturity (up to 47.4%). Similarly, among private school teachers, reducing physical stress emerged as the most powerful predictor of both emotional adjustment and social maturity, followed by avoidance and outer wall strategy, with total explained variance reaching 53.6% for emotional adjustment and 46.9% for social maturity.

Considering the negative scoring system, positive beta values reflect reduced maladjustment, while negative beta coefficients (notably for avoidance) indicate poorer adjustment. Overall, the findings clearly demonstrate that coping strategies significantly influence social adjustment outcomes.

CONCLUSION

The present study concludes that coping strategies play a significant and meaningful role in determining psychological well-being and social adjustment among teachers working in both government and private schools. The findings consistently showed that teachers who used adaptive coping strategies—particularly reducing physical stress, diet control, engagement in preferred activities, and constructive social strategies—reported better psychological well-being across its various dimensions.

The results further indicate that coping strategies are closely linked with social adjustment, and when interpreted in light of the negative scoring system of the Social Adjustment Inventory, greater use of effective coping methods was associated with lower maladjustment and healthier social functioning. Regression analyses confirmed that coping strategies not

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

only relate to but also significantly predict both psychological well-being and social adjustment, with stronger predictive effects observed among private school teachers.

Overall, the study highlights the importance of strengthening adaptive coping mechanisms among teachers to promote their mental health and social effectiveness. These findings underscore the need for supportive interventions and stress-management programs within educational institutions to enhance teachers' overall well-being and adjustment.

REFERENCES

- Aulen, A. M., Pakarinen, E., Feldt, T., & Lerkkanen, M. K. (2019). Teacher coping profiles in relation to teacher well-being and classroom practices. *Teaching and Teacher Education, 82*, 143–154. <https://doi.org/10.1016/j.tate.2019.03.004>
- Beltman, S., Mansfield, C., & Price, A. (2016). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review, 18*, 1–17. <https://doi.org/10.1016/j.edurev.2016.03.001>
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2020). School climate and social-emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology, 112*(4), 732–749. <https://doi.org/10.1037/edu0000399>
- Deva, R. C. (1990). *Social adjustment inventory*. National Psychological Corporation.
- Fathi, J., & Simamora, M. W. (2018). Investigating the effects of coping strategies on teachers' psychological well-being. *Issues in Educational Research, 28*(4), 933–950.
- García-Álvarez, D., Soler, M. J., & Achard-Braga, L. (2021). Psychological well-being in teachers: The role of coping strategies. *International Journal of Educational Psychology, 10*(1), 1–25. <https://doi.org/10.17583/ijep.2021.5541>
- Herman, K. C., Hickmon-Rosa, J., & Reinke, W. M. (2018). Empirically derived profiles of teacher stress, burnout, self-efficacy, and coping. *Psychology in the Schools, 55*(8), 958–974. <https://doi.org/10.1002/pits.22164>
- Jennings, P. A., Frank, J. L., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2017). Improving classroom learning environments by cultivating awareness and resilience in education (CARE). *School Psychology Quarterly, 32*(2), 217–230. <https://doi.org/10.1037/spq0000185>
- Kim, L. E., & Asbury, K. (2023). 'Like a rug had been pulled from under you': The impact of COVID-19 on teachers' mental health and coping. *British Journal of Educational Psychology, 93*(1), 1–19. <https://doi.org/10.1111/bjep.12509>
- Kyriacou, C. (2015). Teacher stress: Directions for future research. *Educational Review, 67*(2), 146–165. <https://doi.org/10.1080/00131911.2014.961163>
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.
- MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the COVID-19 conversion to online teaching. *System, 94*, 102352. <https://doi.org/10.1016/j.system.2020.102352>
- Pressley, T. (2021). Factors contributing to teacher burnout during COVID-19. *Educational Researcher, 50*(5), 325–327. <https://doi.org/10.3102/0013189X211004138>
- Pressley, T., Ha, C., & Learn, E. (2022). Teacher stress and anxiety during COVID-19: An empirical study. *School Psychology, 37*(5), 367–376. <https://doi.org/10.1037/spq0000478>
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>

Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers

- Ryff, C. D., & Singer, B. H. (2007). Best news yet on the six-factor model of well-being. *Social Science Research, 36*(4), 1213–1230. <https://doi.org/10.1016/j.ssresearch.2006.01.002>
- Sharma, M. K., & Sharma, S. (2015). *Stress coping strategies scale*. National Psychological Corporation.
- Sharma, P., & Devi, R. (2020). Coping strategies and social adjustment among school teachers. *Indian Journal of Positive Psychology, 11*(2), 158–163.
- Singh, R., & Mishra, P. (2017). Coping strategies and social adjustment of secondary school teachers. *Journal of Educational Studies, 13*(1), 45–53.
- Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction, and emotional exhaustion. *Teaching and Teacher Education, 67*, 152–160. <https://doi.org/10.1016/j.tate.2017.06.006>
- Soini, T., Pietarinen, J., Pyhältö, K., Haverinen, K., Jindal-Snape, D., & Littleton, K. (2019). Teacher resilience: A dynamic process of commitment and engagement. *Teaching and Teacher Education, 84*, 102933. <https://doi.org/10.1016/j.tate.2019.05.012>
- Turner, K., Holdsworth, S., & Scott-Young, C. (2023). Resilience training and coping skill development among teachers. *Teaching and Teacher Education, 121*, 103940. <https://doi.org/10.1016/j.tate.2022.103940>
- Zhang, H., Wang, C., & Hall, N. C. (2022). Teachers' social support, coping strategies, and social adjustment. *Journal of Educational Psychology, 114*(6), 1281–1296. <https://doi.org/10.1037/edu0000689>

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Singh, A.K. & Singh, M. (2026). Predictive Role of Coping Strategies in Psychological Well-Being and Social Adjustment among Teachers. *International Journal of Indian Psychology, 14*(1), 1768-1785. DIP:18.01.179.20261401, DOI:10.25215/1401.179