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Research Article

Stress, Coping Strategies and Life Satisfaction of Guidance Practitioners in Private Secondary Schools in the Province of Cavite

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ABSTRACT

The main purpose of this study was to investigate the mediating role of coping strategies on the perceived stress and life satisfaction of Guidance Practitioners in Private Secondary Schools in the Province of Cavite. The study utilized descriptive-correlational design. The participants in this study were fifty three (53) guidance practitioners from private secondary schools in the province of Cavite that were determined through the use of purposive sampling technique. Majority of the participants were affiliated in non-sectarian private secondary schools. Most of them were guidance advocates and guidance associates. There were only few registered guidance counselors participated in the study. In addition, majority of them were 4-6 years in service as guidance practitioners. An online survey was conducted through google forms to the participants to measure the three main variables of the study: Perceived Stress Scale by Sheldon Cohen, Brief-COPE by Charles Carver, and Satisfaction with Life Scale by Ed Diener.

The findings revealed that most of the participants have a moderate level of perceived stress. The participants were also obtained a high level of coping strategies. And, most of them are satisfied with their lives at present. The results also showed that there was moderate small negative relationship between perceived stress and life satisfaction level of the participants. However, there was no significant relationship between the perceived stress and coping strategies in terms of problem-focused coping and emotion-focused coping except to the avoidant coping that was significantly related to the perceived stress. Overall, the perceived stress and coping strategies were not significantly related. Also, the coping strategies and life satisfaction

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were not significantly related. Furthermore, the findings revealed that coping strategies did not serve as mediator on the relationship of perceived stress and life satisfaction. However, the perceived stress is negatively significant predictor of life satisfaction.

With all of this, the study recommends that the Department of Education, Philippine Guidance and Counseling Association and future researchers utilize the findings of this study as a guide and to further enhance this study for the benefit of the guidance practitioners.

Keywords: *Stress, Coping Strategies, Life Satisfaction*

Background

People are vulnerable of experiencing stress regardless of status and occupation in life. Stress excuses no one because even mental health professionals including the Guidance Counselors are prone to experience it. Their stress may be brought on by personal or professional circumstances like personality disorders, family problems, or life events. Perceived stress can significantly affect the delivery of services of guidance counselors to the students. As counselors operate in extremely stressful environments due to the nature of their profession, several earlier research have concentrated on the elements that contribute to burnout McCarthy, Kerne, Calfa, Lambart, & Guzman, 2010; Wilkerson & Bellini, 2006). Counselors are supposed to attend to their clients' psychological problems and to adeptly address them with little concern for their own private issues. Mateo & Reyes (2015) noted that counselors are also obliged to balance their clients' diverse needs and concerns, those of the institution they were employed, and the profession in general.

Counselors' dilemma in the Philippines is adversely affected by role conflict, a lack of supervision, increasing severity of problems, low compensation, and a heavy workload. These have negative consequences, such as decreased well-being and efficiency in providing basic counseling services. Worse, counselors may be prone to severe stress and exhaustion (Mateo & Salanga, 2018). Counselors who are not functioning optimally will not be able to provide the best possible services to their clients. Counselors who are stressed are less likely to engage in work-related activities (Gutierrez & Mullen, 2016).

These findings highlight the importance of investigating the positive impact of life satisfaction on counseling practice. Counselors must know how to handle the different demands of life which can be overwhelming and stressful (Lambie, and Marcel 2002). It is essential for them to sustain their professional vitality and self-care for them to continually be effective in their chosen profession. If a counselor is unable to maintain a healthy balance of self-care and stress management, it can have devastating impact with them personally and professionally.

It is only through the process of coping can people overcome stress and prevent it from worsening. Coping is the deliberate effort to reduce, bear, or manage stress (Krohne, 2002). Coping refers to the mental and emotional responses that people use to deal with stress or everyday problems (Freydenberg & Lewis, 2009). Problem-solving, information seeking, cognitive restructuring, emotional release, physical activities, distraction, distancing, avoidance, self-criticism, blaming others, wishful thinking, humor, suppression, social withdrawal, denial, alcohol or drug use, seeking social support, or practicing religion are just a few examples of coping mechanisms used by people (Compas, et al., 2001).

Life satisfaction refers to individual's subjective evaluation of all aspects and circumstances of one's life in which their goals, needs and wishes have fulfilled. It is a key indicator of subjective well-being where individual can feel contentment and genuine happiness in life. Based on self-defined standards, life satisfaction is a people's assessment of the quality of all aspects of life, including study, work, experiences,

relationships with others, living environment, and so on. Life satisfaction is a subjective cognitive judgment, and the level reported by an individual may fluctuate in response to certain life events or remain stable throughout their lives (Deniz, 2006). Most people tend to be satisfied with life if they can be able to handle all the stresses that life might bring including their personal, social, and work-related problems. Positive work and family life events have been found to be predictive of higher life satisfaction (Luhmann et al., 2012). Professionals who expressed greater life satisfaction, such as guidance counselors, appear to view the counseling experience as rewarding and are more in tune with their emotions (Mateo & Salanga, 2018). Even in the guidance counseling profession, research has focused on the factors that influence counselors' life satisfaction (Poyrazli, Yesilyaprak, & Milliogullari, 2012).

The study examined the mediating role of coping strategies on the perceived stress and life satisfaction of Guidance Practitioners in Private Secondary Schools in the Province of Cavite.

1. What is the level of perceived stress of the participants?
2. What is the level of coping strategies of the participants in terms of:
 - a. problem-focused coping,
 - b. emotion-focused coping, and
 - c. avoidant coping?
3. What is the level of life satisfaction of the participants?
4. Is there a significant relationship between perceived stress and life satisfaction?
5. Is there a significant relationship between perceived stress and coping strategies?
6. Is there a significant relationship between coping strategies and life satisfaction?
7. What is the mediating role of coping strategies on the perceived stress and life satisfaction? and,
8. What is the predicting role of perceived stress on life satisfaction?

The following null hypothesis were explored in this study:

1. There is no significant relationship between perceived stress and life

satisfaction.

2. There is no significant relationship between perceived stress and coping strategies.
3. There is no significant relationship between coping strategies and life satisfaction.

Methods

In this study, the researcher used descriptive-correlational design. The descriptive research design was used to describe the level of perceived stress, the level of coping strategies and the level of life satisfaction and their extent of use. The correlational design used to determine the extent to which different variables such as perceived stress, coping strategies and life satisfaction are related to each other. Consequently, this study aimed to determine the mediating role of coping strategies on the perceived stress and life satisfaction of Guidance Practitioners in Private Secondary Schools in the Province of Cavite.

Transactional Theories of Stress and Coping (Lazarus & Folkman, 1984) and Bottom-up and Top-down theories of Life Satisfaction (Diener, 1984) served as the foundation in structuring the baseline of the study. Then, the researchers determined if there is a significant relationship between perceived stress and coping strategies. The researchers determined also if there is a significant relationship between coping strategies and life satisfaction. The researcher determined if coping strategies mediate on the perceived stress and life satisfaction. Lastly, the researcher determined if perceived stress predicts life satisfaction of the participants.

Statistical Treatment

To determine the profile of the participants in terms of perceived stress, coping strategies and life satisfaction the percentage formula was used with regards to frequency. To determine the significant difference between, perceived stress and coping strategies on life satisfaction, the Multiple Regression Analysis was used. Sobel test, was used to determine the mediating role of coping strategies on the

perceived stress and life satisfaction. Moreover, to determine the predicting role of perceived stress and coping strategies on life satisfaction, the Multiple Regression Analysis was used.

Participants of the Study

The participants of the study were the guidance practitioners who, at the time of the study, were employed in private secondary schools either in sectarian and non-sectarian in the province of Cavite with at least one year (1) year experience in the counseling field. The 53 sample participants were: 35 guidance practitioners from non-sectarian schools and 18 guidance practitioners from sectarian schools.

Fifty three guidance practitioners coming from different private secondary schools in the province of Cavite were able to participate in the study. The demographic profile of the participants were collected for reference in the

study such as type of school affiliated, position/designation, length of service and email address.

Sampling Technique

In selecting the participants for this study, random sampling technique was utilized taking into where each member of a population has an equal opportunity to become part of the sample. As all members of the population have an equal chance of becoming a research participant, this is said to be the most efficient sampling procedure. Participants are selected according to the needs of the study. Fifty three guidance practitioners coming from different private secondary schools in the province of Cavite were able to participate in the study. The demographic profile of the participants were collected for reference in the study such as type of school affiliated, position/designation, length of service and email address.

Table 1. Level of perceived stress

ITEMS	MEAN	STANDARD ERROR	VERBAL INTERPRETATION
1. In the last month, how often have you been upset because of something that happened unexpectedly?	2.55	0.128	Often
2. In the last month, how often have you felt that you were unable to control the important things in your life?	2.25	0.123	Sometimes
3. In the last month, how often have you felt nervous and "stressed"?	2.75	0.114	Often
4. In the last month, how often have you felt confident about your ability to handle your personal problems?	2.85	0.116	Often
5. In the last month, how often have you felt that things were going your way?	2.51	0.099	Often
6. In the last month, how often have you found that you could not cope with all the things that you had to do?	1.77	0.161	Sometimes
7. In the last month, how often have you been able to control irritations in your life?	2.43	0.131	Often
8. In the last month, how often have you felt that you were on top of things?	2.02	0.122	Sometimes
9. In the last month, how often have you been angered because of things that were outside of your control?	2.21	0.127	Sometimes

ITEMS	MEAN	STANDARD ERROR	VERBAL INTERPRETATION
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	2.13	0.143	Sometimes
TOTAL	19.85	0.774	MODERATE
Legend:			
0.00 – 0.79	Never	0 – 13	Low
0.80 – 1.59	Seldom	14 – 26	Moderate
1.60 – 2.39	Sometimes	27 – 40	High
2.40 – 3.19	Often	3.20 – 4.00	Always

Table 1 shows the level of perceived stress of the participants with an average score of 19.85 which indicates a moderate level of perceived stress. The result shows that majority of the participants experienced a moderate level of stress in the last month which says that they have a normal perception when it comes to stress.

This implies that they perceived stress but they do not overlook it. Most of the participants often experienced being upset because of something that happened unexpectedly in the last month. Sometimes they found that they could not cope with all the things that they had to do but still confident about their ability to handle their personal problems.

This finding is consistent with the previous result cited in the study of Lent (2010) that several counselors experience a moderate amount of difficulty in handling their own stress. Despite of experiencing stressful situations, the participants can still manage to overcome it. Recognizing stressful counseling experiences and learning how to effectively respond are critical areas of foci because unmanaged emotional stress responses can increase the risk of empathic occupational hazards, identity confusion, and counselor impairment (ACA, 2014).

Table 2. Level of coping strategies

ITEMS	MEAN	STANDARD ERROR	VERBAL INTERPRETATION
Problem-Focused			
2. I've been concentrating my efforts on doing something about the situation I'm in.	3.23	0.103	A Medium Amt.
7. I've been taking action to try to make the situation better.	3.42	0.099	I've Been Doing
10. I've been getting help and advice from other people.	3.02	0.119	A Medium Amt.
12. I've been trying to see it in a different light, to make it seem more positive.	3.32	0.100	I've Been Doing
14. I've been trying to come up with a strategy about what to do.	3.28	0.109	I've Been Doing
17. I've been looking for something good in what is happening.	3.36	0.101	I've Been Doing
23. I've been trying to get advice or help from other people about what.	2.81	0.135	A Medium Amt.
25. I've been thinking hard about what steps to take.	3.09	0.098	A Medium Amt.
Total	3.19	0.066	High

ITEMS		MEAN	STANDARD ERROR	VERBAL INTERPRETATION
Emotion-Focused				
5. I've been getting emotional support from others.		2.87	0.111	A Medium Amt.
9. I've been saying things to let my unpleasant feelings escape.		2.66	0.147	A Medium Amt.
13. I've been criticizing myself.		2.32	0.123	A Little Bit
15. I've been getting comfort and understanding from someone.		3.00	0.117	A Medium Amt.
18. I've been making jokes about it.		2.47	0.131	A Little Bit
20. I've been accepting the reality of the fact that it has happened.		3.34	0.085	I've Been Doing
21. I've been expressing my negative feelings.		2.85	0.116	A Medium Amt.
22. I've been trying to find comfort in my religion or spiritual beliefs.		3.32	0.123	A Medium Amt.
24. I've been learning to live with it.		3.08	0.097	A Medium Amt.
26. I've been blaming myself for things that happened.		2.04	0.135	A Little Bit
27. I've been praying or meditating.		3.57	0.095	I've Been Doing
28. I've been making fun of the situation.		2.15	0.149	A Little Bit
Total		2.81	0.056	High
Avoidant				
1. I've been turning to work or other activities to take my mind off things.		2.92	0.126	A Medium Amt.
3. I've been saying to myself "this isn't real".		1.66	0.104	Haven't Doing
4. I've been using alcohol or other drugs to make myself feel better.		1.19	0.076	Haven't Doing
6. I've been giving up trying to deal with it.		1.75	0.104	A Little Bit
8. I've been refusing to believe that it has happened.		1.58	0.091	Haven't Doing
11. I've been using alcohol or other drugs to help me get through it.		1.15	0.063	Haven't Doing
16. I've been giving up the attempt to cope.		1.58	0.102	Haven't Doing
19. I've been doing something to think about it less, such as going to movies, watching TV, reading, day-dreaming, sleeping, or shopping.		3.09	0.109	A Medium Amt.
Total		1.87	0.059	Low
GRAND TOTAL		2.62	0.046	HIGH
Legend				
1.00 – 1.74	Haven't Doing This At All	1.00 – 2.49	Low	
1.75 – 2.49	A Little Bit	2.50 – 4.00	High	
2.50 – 3.24	A Medium Amount	3.25 – 4.00	I've been Doing this A Lot	

Table 2 shows the level of coping strategies of the participants in terms of problem-focused coping, emotion-focused coping and avoidant coping.

Based on the results, majority of the participants obtained an average score of 3.19

which indicates high level of problem-focused coping strategy. High scores indicate psychological strength, grit, and a practical approach to problem solving and are predictive of positive outcomes. It is an indication that most of the participants have coping strategies

that are aimed at changing the stressful situation. They tend to have active coping in dealing with problems through taking action to make their situation better. They also tend to see their stressful situation in a positive manner and make strategy on what to do about it. Despite of the struggles they are facing, they can still manage to look for something good in what is happening. Moreover, they seek for social support through getting help and advice to other people.

In terms of emotion-focused coping strategy, most of the participants obtained an average score of 2.81 which indicates high level. It means that majority of the participants are trying to regulate their emotions associated with the stressful situation they are facing. This is an implication that most of them can easily accept the reality of the situations they experienced in life. In times of stressful situation, they tend to pray and try to find comfort from the religious group where they belonged. Moreover, they can manage to live and handle whatever stressful situations they have.

In terms of avoidant coping strategy majority of the participants obtained an average score of 1.87 which indicates low level in this coping strategy which characterised by the facets of self-distraction, denial, substance use, and behavioural disengagement. It indicates that most of the participants have an adaptive coping strategy in dealing with their stressful situation. Because, most of the participants never engaged in drinking and using drugs just to make themselves feel better

after experiencing stress. Moreover, they never tried to deny their stressful situations and give up in coping with the different demands of life. Instead, they are just doing something to think about it less and engage again to solve the stressors.

Overall, the result shows that most of the participants obtained a high level of coping strategies with a grand total mean of 2.62. It indicates that they have an adequate coping skills in facing the different stressful situations and challenges in their personal life and professional career as guidance practitioners.

This result is in accordance with the study of Jordaan et al. (2007) who found out that counselors who actively used the coping strategy reported very low stress levels. His findings suggested that the counselor's coping strategy for work stress could prevent burnout symptoms. He emphasized the importance of understanding coping strategies that could reduce counselors' stress, particularly when faced with work demands. Jones et al. (2016) discovered that coping strategies could help reduce the risk of traumatic stress and maintain the health of professionals, including counselors. Moreover, One possible explanation for this finding may be that professional counselors in this study cultivated robust self-care, coping strategies, and resilience through their graduate training and/or work experiences and were able to successfully implement those skills in ways that served as protective factors to burnout (Litam SDA, Ausloos CD, Harrichand JJS, 2021)

Table 3. Level of life satisfaction

ITEMS	MEAN	STANDARD ERROR	VERBAL INTERPRETATION
1. In most ways my life is close to my ideal.	4.87	0.187	Slightly Agree
2. The conditions of my life are excellent.	4.98	0.169	Slightly Agree
3. I am satisfied with my life.	5.49	0.199	Agree
4. So far I have gotten the important things I want in life.	5.04	0.187	Slightly Agree
5. If I could live my life over, I would change almost nothing.	5.08	0.247	Slightly Agree
TOTAL	25.45	0.882	SATISFIED

Legend

1.00 – 1.85	Strongly Disagree	5 – 9	Extremely Dissatisfied
1.86 – 2.71	Disagree	10 – 14	Dissatisfied
2.72 – 3.57	Slightly Disagree	15 – 19	Slightly Dissatisfied
3.58 – 4.43	Neither	20 – 24	Slightly Satisfied
4.44 – 5.29	Slightly Agree	25 – 29	Satisfied
5.30 – 6.15	Agree	30 – 35	Extremely Satisfied
6.16 – 7.00	Strongly Agree		

As presented in table 3, majority of the participants obtained an average score of 25.45 which is an indication of higher level of life satisfaction. This means that they are satisfied with their lives. It also indicates that the guidance practitioners in private secondary schools in the province Cavite have high level of satisfaction in life which means that they almost fulfilled their ideal life. Since, most of them slightly agreed that most of ways of their life are close to their ideal and the conditions of their life at present are excellent. In addition, they slightly agreed that so far they have gotten the important things they want in life and they would change almost nothing in their life.

Poyrazli et al., (2012) found that guidance counselors experienced a higher level of satisfaction through various factors such as gender, marital status, level of education, fit between

educational background and tasks, number of years in employment, place of employment, type of organization, intrinsic and extrinsic satisfaction.

This result can be supported by Mroczek and Spiro (2005) (as cited by Bard, 2010) who found that life satisfaction increased throughout middle age where the age of the majority of participants belong, but then dropped steadily after the age of 65. Middle-aged individuals are satisfied with their lives, enjoying the things they have and appreciate people surrounds them. This results may imply that, despite having a numbers of problem, people tend to be happy always and often seeing the positive side more than the negative side of life maybe because of the Filipino traits known as being happy and positive thinkers.

Table 4. Relationship between perceived stress and life satisfaction

VARIABLE	SPEARMAN RANKED CORRELATION COEFFICIENT	P-VALUE	REMARKS
Perceived Level of Stress	-0.392	0.004	Reject Ho

Table 4 shows the result of test relationship between the perceived stress and life satisfaction of the participants. The result revealed that perceived stress level had a Spearman Rank Correlation Coefficient of -0.392 with p-value of 0.004. The null hypothesis that there is no significant relationship between perceived stress and life satisfaction are tested.

The result implies that there is a moderate small negative relationship between perceived stress and life satisfaction of the participants. Therefore, the hypothesis that says there is no significant relationship between the perceived stress and life satisfaction is rejected. This means that as perceived stress level increases,

the life satisfaction level of guidance practitioners in private secondary schools in the province of Cavite somehow decreases.

This finding is consistent with the study conducted previously which have found that as perceived stress increases life satisfaction decreases (Civitci, 2015; Alleyne, 2010). Hui & Ramzan (2017) concluded that life satisfaction decreases as perceived stress increases as well.

The result is aligned with the previous study of Kim (2019) found that the higher the level of stress, the lower the satisfaction level of soldier's life. Furthermore, the stress has a direct and negative impact on life satisfaction, with youngsters reporting higher levels of stress reporting lower levels of life satisfaction

(Milas et al., 2021). Moreover, Outside of counseling research, therapeutic ruptures are found to be a source of stress for counselors (Coutinho, Ribeiro, Hill, & Safran, 2011),

although these events are studied as moments of tension to be repaired rather than as ongoing interpersonal stressors.

Table 5. Relationship between perceived stress and coping strategies

COPING STRATEGIES	SPEARMAN RANKED CORRELATION COEFFICIENT	P-VALUE	REMARKS
Problem Focused	-0.238	0.086	Accept Ho
Emotion Focused	0.032	0.819	Accept Ho
Avoidant	0.364	0.007	Reject Ho
OVERALL	0.013	0.924	ACCEPT Ho

Table 5 shows the result of test relationship between the perceived stress and coping strategies in terms of problem-focused coping, emotion-focused coping and avoidant coping.

The result revealed that problem-focused coping strategy has a Spearman Rank Correlation Coefficient of -0.238 with p-value of 0.086. The findings implies that there is no significant relationship between the perceived stress and problem-focused coping strategy. Hence, the null hypothesis is accepted. This is an indication that the level of perceived stress of the participants does not affect their ability to cope actively in handling stressful situations.

Moreover, the result in table shows that there is no significant relationship between the perceived stress and coping strategies in terms of emotion-focused coping which has a Spearman Rank Correlation Coefficient of 0.032 with p-value of 0.819. Thus, the null hypothesis is also accepted. This implies that the level of perceived stress of the participants is not significantly related with their ability to easily accept the reality of experiencing stressful situations in life.

Meanwhile, the result reveals that there is moderate significant relationship between the perceived stress and coping strategies in terms of avoidant coping. The Spearman Rank Correlation Coefficient of 0.364 with p-value of 0.007. Therefore, the null hypothesis that says

there is no significant relationship between the perceived stress and coping strategies in terms of avoidant coping is rejected. This implies that as the perceived stress level of the participants increases, the level of avoidant coping somehow increases as well.

Over-all, the findings revealed that there is no significant relationship between the perceived stress and coping strategies which has Spearman Rank Correlation Coefficient of 0.013 with p-value of 0.924. This implies that the relationship between the perceived stress and coping strategies of guidance practitioners in private secondary schools in the province of Cavite is not significantly related. This means that the level of perceived stress of the participants does not affect the various techniques they utilized in handling the different demands of life especially the stressors.

This result is in contrary with the previous research cited in the study of Mahomed et al. (2019), that shows significant relationship between the level of stress and coping strategies where the level coping strategies relies on how much stress is there. If it is high, more coping strategies will be employed by people and these coping strategies will function to offset the negative impacts of stress on people's wellbeing.

Table 6. Relationship between coping strategies and life satisfaction

COPING STRATEGIES	SPEARMAN RANKED CORRELATION COEFFICIENT	P-VALUE	REMARKS
Problem Focused	0.268	0.053	Accept Ho
Emotion Focused	0.210	0.132	Accept Ho
Avoidant	-0.036	0.800	Accept Ho
OVERALL	0.246	0.075	ACCEPT Ho

Table 6 shows the result of test relationship between the coping strategies in terms of problem-focused coping, emotion-focused coping and avoidant coping and life satisfaction.

It was found out that problem-focused coping strategy has Spearman Rank Correlation Coefficient of 0.268 with p-value of 0.053. This means that there is no significant relationship between problem-focused coping strategy and life satisfaction. The result is in contrary with the result of study of MacCann et al. (2012) in a second study of high school students in America that problem-focused coping was associated with increased life satisfaction.

In addition, the result also shows that there is no significant relationship between emotion-focused coping strategy and life satisfaction which has a Spearman Rank Correlation Coefficient of 0.210 with p-value of 0.132. Thus, the null hypothesis is accepted.

Furthermore, the result also shows that the avoidant coping strategy has a Spearman Rank Correlation Coefficient of -0.036 with p-value of 0.800. This indicates that there is no significant relationship between the avoidant coping strategy and life satisfaction. Hence, the null hypothesis is also accepted. The result is adhere with the result of study of MacCann et al. (2012) in a second study of high school students in America that avoidant coping strategy had no relationship with life satisfaction.

As shown in Table 7, overall the coping strategies had Spearman Rank Correlation Coefficient of 0.246 with p-value of 0.075. This means that the coping strategies in terms of problem-focused coping, emotion-focused coping, avoidant coping and life satisfaction of guidance practitioners in private secondary schools in the province of Cavite is not significantly related. This implies that coping strategies of being active in making systematic plan in problem solving and regulating emotions and adaptive coping with the stressful situations does not affect their life satisfaction as guidance practitioners.

These results are in contrast with the result of studies cited in the study of Xu et al. (2017) that coping strategies have been found to be highly correlated with life satisfaction. Individuals who cope with stress in a positive style will feel more hopeful for the future and have a high level of satisfaction with their quality of life.

Moreover, these results is in contrast with the study of adolescent Hindu students from India found differential associations between coping styles and life satisfaction, such that the approach behaviours of problem-solving and seeking social support were positively related to life satisfaction, whereas avoidance was negatively related to life satisfaction (Antaramian et al., 2016).

Table 7. Significance of coping strategies as mediating variables on the relationship between perceived stress level and life satisfaction level

COPING STRATEGIES	PERCEIVED LEVEL OF STRESS		LIFE SATISFACTION		SOBEL STATISTICS	P-VALUE	REMARKS
	Reg. Coef.	S.E	Reg. Coef.	S.E			
Problem-Focused	-0.016	0.012	1.791	1.617	-0.852	0.394	Not Significant
Emotion-Focused	0.000	0.010	3.265	1.860	0.010	0.993	Not Significant
Avoidant	0.021	0.010	2.781	1.838	1.228	0.220	Not Significant

Sobel test statistics was used to determine the significance of the mediating variables coping strategies in terms of problem-focused coping, emotion-focused coping and avoidant coping to the relationship between the perceived stress level and life satisfaction level using 0.05 level. The Sobel test statistics utilizes regression coefficient of the independent variable to the mediating variable and the regression coefficient of the mediating variable to the dependent variable and its corresponding standard errors respectively.

Table 7 presents the regression coefficient of the independent variable (perceived stress) and its standard error to the mediating variables (coping strategies in terms of problem focused, emotion-focused and avoidant coping) and also the regression coefficient and its standard error of the mediating variables to the dependent variable (life satisfaction).

The results of the study show that the Sobel test statistics of problem-focused coping strategy was -0.852 with an associated p-value of 0.394. The fact that the observed p-value falls above the established level of significance of 0.05 indicates that the association between the perceived stress level and life satisfaction level was not affected significantly by the inclusion of the mediating variable which is the problem-focused coping strategy. In other words, it can be concluded that there is no significant evidence of the presence of problem-focused coping strategy as mediating variable. This finding may suggest that problem-focused coping strategy has no significant influence on the perceived stress level and life satisfaction level of guidance practitioners in private secondary schools in the province of Cavite.

Moreover, the results also show that the Sobel test statistics of emotion-focused coping strategy was 0.010 with an associated p-value of 0.993. The fact that the observed p-value falls above the established level of significance of 0.05 indicates that the association between the perceived stress level and life satisfaction level was not affected significantly by the inclusion of the mediating variable which is the emotion-focused coping strategy. In other words, it can be concluded that there is no significant evidence of the presence of emotion-focused coping strategy as mediating variable. This finding may suggest that emotion-focused coping strategy has no significant influence on the perceived stress level and life satisfaction level of guidance practitioners in private secondary schools in the province of Cavite.

In addition, the results also show that the Sobel test statistics of avoidant coping strategy was 1.228 with an associated p-value of 0.220. The fact that the observed p-value falls above the established level of significance of 0.05 indicates that the association between the perceived stress level and life satisfaction level was not affected significantly by the inclusion of the mediating variable which is the avoidant coping strategy. In other words, it can be concluded that there is no significant evidence of the presence of avoidant coping strategy as mediating variable. This finding may suggest that avoidant coping strategy has no significant influence on the perceived stress level and life satisfaction level of guidance practitioners in private secondary schools in the province of Cavite.

The copings strategies were not significantly related as mediating variables on the perceived stress and life satisfaction of the

participants since there is only a moderate small negative correlation between the perceived stress and life satisfaction. Moreover, there is no significant relationship between the perceived stress and coping strategies. And, coping strategies and life satisfaction is not significantly related as well.

These results are not consistent with the findings of the study of Hirschle and Gondim, (2020) concluded that the effect of stress on well-being was positively mediated by a problem-focused coping process, associated with a growth component, leading to improved subjective well-being and on the other hand, stress was negatively mediated by an

avoidance coping process and a distress component, leading to a worsening of subjective well-being.

Furthermore, this finding contradicts the findings of Rogowska et al. (2021), who found that coping strategies such as task-oriented, emotion-oriented, and avoidance-oriented coping were statistically significant, confirming the mediating effect of perceived stress on university students' life satisfaction.

There are only few published studies that focuses on the mediating role of coping strategies on the perceived stress and life satisfaction of Guidance Practitioners.

Table 8. Significance of perceived stress as predicting variables on life satisfaction

VARIABLES	REGRESSION COEFFICIENTS	STANDARD ERROR	STANDARDIZED COEFFICIENTS	T COMPUTED	P-VALUE
Constant	37.155	2.813		13.209	0.000
Perceived Stress Level	-0.590	0.136	-0.518	-4.321	0.000
Multiple r	= 0.518		Y = 37.155 - 0.590X₁		
R -square	= 0.268		Y - Life Satisfaction		
Adjusted R-square	= 0.254		X₁ - Perceived Stress		

In this study, regression analysis was used to determine the significant predictors of the level of life satisfaction. Regression analysis is a statistical procedure used to determine the significant predictor (perceived stress) of the dependent variable (life satisfaction).

Table 8 shows the result of the study that the perceived stress has a negative predicting role to life satisfaction. This means that the perceived stress is a negatively significant predictor of life satisfaction.

This result is supported by previous studies Abolghasemi and Varaniyab, (2010) suggest that perceived stress was a significant predictor for a low level of life satisfaction. In addition, this is in accordance with the result of the study of Hui & Ramzan (2017) that perceived stress served as a predictor of life satisfaction among the Malaysian Medical Students.

Conclusion

After careful analysis and interpretation of data based on the findings, the researcher come

up with the following conclusions:

The perceived stress of the majority of participants falls in a moderate levels within the past month, indicating that they had a normal perception of stress and did not ignore it. Additionally, despite the fact that they frequently encountered stressful situations, they are confident in their capacity to handle their problems.

Majority of participants have high levels of problem-focused and emotion-focused coping methods. With the exception of avoidant coping, where they obtained low level. Nevertheless, they still attained a high level of coping strategies overall. This implied that they have effective coping strategies for dealing with stressful situations in life.

Majority of the participants were satisfied in life which suggests that they have fulfillment in their lives as whole. Their lives right now is almost in excellent condition.

There was a moderate small negative relationship between the perceived stress and life satisfaction of the participants. As a result,

the as perceived stress level of the participants increases, the life satisfaction level somehow declines.

There was no significant relationship between the perceived stress and coping strategies in either problem-focused coping or emotion-focused coping strategies. However, there is a significant relationship between the perceived stress and avoidant coping strategy. Overall, there was no significant correlation between perceived stress and coping strategies.

The coping strategies in terms of problem-focused coping, emotion-focused coping, avoidant coping and life satisfaction did not significantly correlate with one another. Therefore, the coping strategies and life satisfaction were not significantly related.

The relationship between perceived stress and life satisfaction is not affected or mediated by the coping strategies in terms of problem-focused coping, emotion-focused coping, or avoidant coping. As a result, the relationship between perceived stress and life satisfaction is not directly affected by their coping strategies. This means that coping strategies do not immediately affect how the participants perceived stress and how satisfied they are with their lives.

The perceived stress negatively predicts life satisfaction of the participants. As a result, participants' perceived stress may have a detrimental impact on their level of life satisfaction.

Recommendation

Based on the findings revealed in this study, the following recommendations are given:

1. The guidance practitioners may maintain and enhance their coping strategies in facing the different stressful situations in their lives to increase more their well-being.
2. The Department of Education may use the results of this study for further assessment of the status of guidance practitioners in terms of their perceived stress, coping strategies and life satisfaction.
2. The Philippine Guidance and Counseling Association may utilize the results of this study as basis in formulating wellness programs to enhance the well-being of the

guidance practitioners in private secondary schools in Cavite.

3. The future researchers may use this as reference for further study that will examine the mediating role of coping strategies on the perceived stress and life satisfaction of guidance practitioners.
4. The future researchers may also consider other domains of stress and coping strategies and utilize other instruments that will measure the same variables in this study.
5. The future researchers may increase the number of participants and consider conducting qualitative research method to validate the present findings and for the enhancement of the study.

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