



## **Role of Cognitive Appraisal in Coping, Adapting and Psychological Well-Being of Chinese Teachers: A Concept Paper**

**Zhao Xiaoli<sup>1</sup> & Arsaythamby Veloo<sup>2</sup>**

*<sup>1,2</sup>Faculty of Education & Liberal Sciences, City University Malaysia, Malaysia.*

**Corresponding Author: Zhao Xiaoli, Email: 202109060011@student-city.edu.my**

**Received: 10<sup>th</sup> May 2024**

**Accepted: 15<sup>th</sup> July 2024**

**Published: 5<sup>th</sup> August 2024**

### **ABSTRACT**

Teachers are considered a nucleus of educational institutes, their dire efforts act as the accelerating engine of the students' minds that nurture their minds with the best, most incumbent, authentic, resilient and creative thoughts, knowledge, reasoning and information that play a back-supporting role to the future emperors of the countries in their professional life. To do such a huge and exhaustive job, teachers often encounter various challenging situations and circumstances in which stress can be placed at the top among all other issues. This delicate issue has been identified as common among Chinese university lecturers and this issue has been influencing their mental states causing a damaging effect on their job performance. To understand this deliberate scenario, this study has reviewed the previous literature to explore the level of stress and psychological well-being and some helping strategies to sustain psychological well-being and stress adaptation as it is a part of every job and propose a conceptual framework. This proposed framework will have many useful settings for the literature scholars and the targeted units which have been illustrated in the concluding remarks section.

**Keywords:** Psychological well-being, adaptation to stress, coping strategies, Cognitive appraisal, Chinese universities, teachers.

## INTRODUCTION

Teaching is a job that requires extensive effort and hard work. This consistent hard work and struggle sometimes create exhaustive situations for the teachers. As a consequence of this, Teachers often experience stressors that stem from different sources such as heavy workloads, the pressure of time, duties of administration, challenges of student behavior or the expectations of society (TAMAT, 2023). More adversely, a study used cross-temporal meta-analysis techniques to identify teachers' mental health in China from 1998 to 2013 and 100 groups of 116 groups made a clear distinction between teacher types (Yang et al., 2019), and to the shock identified that depression score and neurosis in teachers in China was higher than 1.5 and the score of terror was the lowest. The similarity index of psychological capital in professional teachers was more than different but sub-group teachers were observed with more pressure of work requirements and depression of workload. Similarly, the online cross-sectional and national survey was conducted between 10 to 17 April 2020 in China for mental disorders and a total of 1096 teachers in China were enrolled with a median age of 41 years or 20-65 age in the survey. The survey disclosed the shock that 624 teachers suffered from depression (approximately 56.9%), and 177 teachers suffered from moderate to severe depression (approximately 16.1%). Results also declare that 1053 teachers with high perceived stress (approximately 96.1%) and 117 teachers in China had poor mental resilience (approximately 10.7%) (Dhir et al., 2018; Diamantopoulos & Siguwaw, 2006; Diana & Wen, 2013; Zhou et al., 2021).

To overcome these alarming dilemmas in the teachers of China, different factors like cognitive appraisal, coping strategies, self-regulation and co-regulation can play a potential role in sustaining this ongoing deliberate situation of the Chinese teachers (Shen & Slater, 2021). The aspects of stress and well-being of persons indicate that stressful conditions and coping strategies both are equally significant for the well-being of persons (Romanowski, 2006; Wang et al., 2015). This dynamic interplay between stress appraisal and coping response leads to a continuous cycle of adaptation and learning. Individuals who regularly engage in reflective practices, such as mindfulness or journaling, can significantly enhance their awareness and understanding of their stress triggers and habitual responses. This increased awareness can enable individuals to intervene in their automatic stress response patterns and choose more deliberate, effective strategies (Hardesty & Bearden, 2004; Hardin & Shain, 2006; Hari et al., 2023). For instance, recognizing a tendency to react defensively to feedback could prompt a

more reflective approach, such as seeking clarification or viewing the feedback as an opportunity for growth (Harrison & Hefner, 2014; Hart et al., 2020; Jensen & Hurley, 2012; Jhanji & Sarin, 2018; Ji et al., 2016; Jian et al., 2020).

Taking into account the importance of the level of stress adoption, coping mechanisms, psychological well-being and cognitive abilities, the present research aims to understand the way Chinese teachers cope with stress and maintain their overall mental well-being (Kessler et al., 2005; Marakas et al., 1998; Marathe et al., 2016; Mares & Woodard, 2001; Marginson, 2022). When facing stress at university, a teacher is likely to respond in distinct ways. In this regard, the present research aims to investigate the connections between stress-coping strategies and cognitive abilities among university teachers in China. It involves understanding the way the individual perceives and responds to stressors. The study has designed its aim based on the previous literature, but in a more pointed view, previously there has been a scarcity of research that has studied cognitive abilities in a similar context i.e., Chinese university teachers. It involves examining the way an individual's cognitive appraisal of stressors influences their ability to adapt and maintain psychological well-being. By fulfilling this aim, this study will suggest a conceptually formulated framework that will be a worthy tool for future studies and practitioners like teachers themselves to understand their underrated job situation. The subsequent sections of the paper will depict a summarized detail on methods, a comprehensive debate on the previous literature, a proposed conceptual framework and a brief conclusion.

## **METHODOLOGY**

The study adopted a review-style research approach and explored the previous literature that has contended and enlightened the psychological well-being of Chinese teachers and different coping and cognitive appraisal strategies to sustain psychological well-being. In this domain, specific queries were designed and utilized to gather relevant data from different search engines through relevant keywords. The main search engines were Scopus, web of Sciences and Google Scholar and the main databases were ScienceDirect, Emerald, Wiley, Researchgate etc. The main keywords and search queries were “Psychological well-being, “Cognitive appraisal,” “Self-regulation,” “Co-regulation, “Stress-coping strategies, ” Chinese teachers' stress, ” and “Mental well-being of teachers”. Boolean operators like AND, OR, and wildcards (“”) were used as effective tools to combine the key terms to ascertain and extract all of the relevant literature. The researcher confined the time frame from 2010 to 2021 to include all studies

related to the context of the study and theses, books, documents and discussions, were excluded from the review as they did not fit into the standard of research articles.

### **Lazarus Stress Theory- An Explanation of The Psychological and Mental State of Teachers**

The Lazarus theory is related to psychological stress (Folkman & Lazarus, 1980). This is also called appraisal theory and transactional theory of stress because of the way how a person feels when appraised of the situation. The Lazarus theory explains different coping strategies to cope with the condition. There are two concepts of psychological stress theory. These are cognitive appraisals and coping. Coping is the efforts of the individual to manage a specific demand through an action. Cognitive appraisal is the evaluation of an individual, and what happens to their well-being (Smith et al., 1993).

According to past studies, the Lazarus stress theory has to undergo many essential revisions (Smith & Kirby, 2011). As a relational concept, stress is considered in the latest version (Lazarus, 1991). Stress is not the specific pattern of subjective, behavioral, and psychological reaction and nor an external stimulation of any specific kind. Between the environment and individuals, the transaction relationship is viewed as stressful. The environment in which individual demands exceed available coping resources and tax as his/her well-being and the person appraises, this relationship can refer to psychological stress (Krohne, 2002).

As a central mediator, this definition points toward two processes within environment and person transaction, known as coping and cognitive appraisal. According to a researcher, the concept of appraisal concerning stress is a key factor for understanding stress (processes by Launier and Lazarus) and relevant transactions that can introduce emotions (Arnold, 1960). By a specific pattern of appraisal, it is assumed to be maintained, generated, and eventually altered in the resulting state. In turn, these appraisals are determined by several situational factors and personal factors. Generalized expectancies, values, goals, and motivational dispositions are the most important factors on the personal side. These are primary appraisal and secondary appraisal (Biggs et al., 2017). On the different sources of information, these two forms rely. Individual well-being is concerned with primary appraisal and coping options are concerned with secondary appraisal. Primary assessment consists of three components: goal relevance, goal congruence, and ego involvement. Primary assessment considers a person's dedication to

an encounter, whereas secondary appraisal focuses on credit results, coping ability, and future expectations.

Stress may be generated by either primary or secondary assessment, which includes difficulties, dangers, and injury (Lim et al., 2023). Emotions are classified into positive, negative, and mixed valence. Anxiety reactions require goal relevance to occur, yet personal objectives are impeded when goal incongruence is strong. Ego identity is threatened, and personal meaning is protected by ego participation. Core relationship themes, such as worry and release, are defined by unique emotional reactions and stress-related assessment patterns. Cognitive appraisal is intimately tied to coping. Coping comprises behavioral efforts to accept and master internal demands (Zajdel & Helgeson, 2020).

## **OVERVIEW OF THE KEY FACTORS**

### **Cognitive Appraisal**

Cognitive appraisal is a process through which the person evaluates whether a particular encounter with the environment is relevant to his or her well-being, and how it is so. In primary appraisal, the person is appraised if he or she has anything at stake in this encounter (control perception). In secondary appraisal, the person evaluates what if anything can be done to overcome or avoid the threat, harm, or damage, or to improve the prospects for benefit (challenge perception). Primary and secondary appraisals collectively determine whether the person-environment transaction is considered crucial for well-being. Afterward, it is considered, whether the situation is primarily threatening (containing the possibility of harm or loss), or challenging (holding the possibility of mastery or benefit). Physiological and emotional reactions to stress are led by coping strategies that ultimately influence the long-term impacts of stress on the individual (Goh et al., 2010; Lazarus, 1990).

Coping mechanisms drive the physiological and emotional responses to stress, which in turn affect the stressor's long-term effects on the person. In this myriad, first, the coping potential has been identified. A coping potential is an individual capacity through which he or she exerts control over an outcome if the probability of the outcome given a response is different from the probability of the outcome. An individual can develop sentiments of mastery and confidence, high self-esteem, and flexible coping mechanisms when he or she believes they have personal control over the events in their life (Pahwa & Khan, 2022). For both mental and physical health, this idea is essential. The contingency between responses and outcomes, or the

efficacy of replies, are two ways to describe control. Disturbances in perceived control have been linked to improved job performance and career possibilities, but they can also cause psychological problems including despair and anxiety (Sirois & Owens, 2021). Control has been associated with the demand for proficiency, the drive for self-motivation, the impulse to survive, and the desire for superiority (Nguyen, 2023). Research has indicated that people including teachers have a strong tendency to influence their surroundings (Marais-Opperman et al., 2021).

In the secondary type of cognitive appraisal, challenge perception also has an incumbent role in an individual life. A person faces challenges when they encounter circumstances that exceed their capacity, yet they remain deeply involved in the hopes of seizing a chance to benefit. Challenge evaluations contain positive feelings of enthusiasm, excitement, and exhilaration and center on the opportunity for gain or progress inherent in an interaction (Nguyen, 2023). Research has been conducted on coping potential using a stress-and-coping model of forgiveness as the framework for the research. Another research examined the dyadic coping model to determine the outcomes of a challenge stimulus (Strelan, 2019). Both researchers finalized that a challenge perception is assertive and supportive for an individual and teacher to sustain a robust status and maintain a strong grip on his or her designation or job.

In cognitive appraisal types, the last type of threat perception exists. Threat perception is analyzed with strategic culture theories. A case study was conducted in Russia to study the cyber threat perception in the strategic culture by applying strategic theories to it (Pynnöniemi, 2019). Researchers in the past have worked on threat perception along with other determinants to conclude it. (Croucher, 2017) conducted a study of immigration and along with the threats that are faced in the process. Explaining four types of threats, the study concluded that dominance of the prevailing culture, a threat to one's culture, discrimination and survival difficulty as major threats and these stated types are relevant to any organizational culture like education institutes where the teachers face these issues and have to work under these threats.

### **Adaption to Stress**

On any occasion, adaptation is considered a normal response to extraordinary and adverse events, though it includes complex processes that require further attention from investigators. This lookout is reinforced via the movement of positive psychology initiated by (Seligman &

Csikszentmihalyi, 2014), which grants special importance to seeking factors to endorse people's adaptation when experiencing negative events (Jiménez Ambriz et al., 2012).

Adaptation happens by changes within allele frequencies as a consequence of selection pressure exerted via an environment. This process is considered an 'evolutionary or genotypic' adaptation. As the plasticity occurrence and possibly also the plasticity degree are based genetically, both these phenomena are significant from an evolutionary perspective (Bijlsma & Loeschcke, 2013; David et al., 2005). These changes happen phenotypically in a genotype set, where the phenotypic adaptation occurs due to 'phenotypic plasticity, the genotype's capability to change based on prevailing conditions of the environment (Sokolova, 2021). Being resilient in adulthood to stress underscores the capacity for later-life interventions to foster significant positive changes in mental and physical health outcomes. Programs designed to enhance social support networks, promote physical activity, and provide access to mental health services can all contribute to improved quality of life for the elderly. (Ahmed & Skoric, 2014; Chin et al., 2003; Dimitrova & Bystrom, 2013; Dimitrova et al., 2014; Gilardi et al., 2022).

### **Psychological Well-Being**

Scholars stated psychological well-being is the "absence of psychological ill-being and it considers a broader spectrum of constructs than what is traditionally conceived of as happiness (Akram, 2019)." Studies have stated that individuals who are found to be suffering from any type of mental disorder are less likely to experience psychological well-being (Barbora, 2021). Even the absence of such disorders does not ensure any psychological flourishing. Health is defined by the "World Health Organization" as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." Studies are of the view that by taking into account the positive mental health studies, the well-being concept is a complex construct and it is found to have two major approaches which are known as: "subjective well-being" and "psychological well-being (Kennedy et al., 2021)."

The hedonic measures are used to indicate subjective well-being while the eudemonic measures are taken to indicate psychological well-being. Well-being plays a crucial role in indicating "the highest of all goods that humans achieve by their actions and feelings that are consistent with their true selves." So, psychological well-being is framed by the eudemonic approach within optimal functioning, self-actualization as well as meaning. For this approach, the Ryff's

model is considered to be the most famous (Li, 2021). However, subjective well-being is considered to be part of psychological well-being and is defined as “good mental states, including all of the various evaluations, positive and negative, that people make of their lives and the affective reactions of people to their experiences.” At present in psychological literature, the subjective well-being notion is considered to be happiness dominant conception.

Subjective well-being is considered to be a multidimensional concept that refers to various aspects that are found to be distinct but still related in some context. This is later treated as “a single theoretical construct.” Psychological well-being thinks about both emotional and objective proportions of a more extensive arrangement of spaces (McInerney et al., 2018). Psychological well-being is found to go beyond subjective well-being’s three domains. It includes the integration of both eudaemonic as well as hedonic well-being. A set of domains of broader nature including both objective as well as subjective measures, is considered by psychological well-being (Moir & Van den Brink, 2020).

### **Stress Coping Strategies**

Coping is one of the essential parts of dealing with stress well. When a person is in this phase, they are trying to control the external or internal sources of stress in their lives (Väisänen et al., 2018). Understanding stress coping strategies is critical in identifying how individuals, particularly university teachers, manage the multifaceted pressures of their professional and personal lives. Coping strategies are broadly categorized into two types: problem-focused coping and emotion-focused coping. Problem-focused strategies aim to address the cause of stress directly, by seeking solutions, gathering information, and taking actionable steps to mitigate the source of stress. In contrast, emotion-focused coping involves managing the emotional response to stress, such as through relaxation techniques, seeking emotional support, or engaging in distraction activities (Lazarus & Folkman, 1984).

Recent studies underscore the effectiveness of adaptive coping strategies in the academic environment. For example, mindfulness and resilience training can equip university faculty with tools to enhance their emotional and cognitive regulation, helping them to maintain focus and efficiency during stressful periods (Gonzalez et al., 2020). Moreover, collaborative endeavors such as co-regulation—in which colleagues support each other in managing stress—also play a significant role in fostering a supportive workplace culture (Bakhtiar, 2019).



Furthermore, the interaction between individual traits and chosen coping strategies is significant (Kock, 2015; Skeldon, 2014; Sok, 2019; Yaqi, 2020). Teachers with a high degree of self-efficacy tend to employ more adaptive coping mechanisms, such as seeking feedback for improvement and engaging in continuous professional development, which in turn reduces perceived stress levels (Peng & Kievit, 2020).

### **Stress-coping strategies as a predictor of psychological well-being and adaptation to stress**

#### **Self-regulation as a predictor of psychological well-being and adaptation to stress**

Stress is found to be associated with adjusting the problems consistently. Studies have stated that emotionality and self-regulation are important for understanding youngsters' change of pessimistic life occasions since they might assume a part in kids' evaluation and adapting styles in light of pressure. Studies are of the view that the self-regulation behavior of an individual is a variable related to one's personality i.e. "it stems from the characteristics of one's personality (Bakker & de Vries, 2021)." Perry et al. (2018) argue that self-regulation is a crucial area of maturity, vital for young adults to develop as they enter higher education and subsequently, adulthood. Effective self-regulation allows students to balance academic demands, social adjustments, and personal challenges. It enables them to prioritize tasks, manage time efficiently, and maintain focus on long-term goals despite short-term obstacles and temptations. Self-regulation includes the ability to adjust thoughts, behavior as well as emotions to adapt to the changing environment that might trigger various stress factors. It has been observed that individuals who develop effective self-regulation abilities are more likely to thrive in the transitions adapting to the stressful environment. It has also been stated that the adaptation of an individual is quite dependent on the attributes of one's personality (García-Pérez et al., 2021). Another important aspect of self-regulation is the emotional regulation abilities which are found to include "the modulation of one's emotional experiences to attain desired affective states and adaptive outcomes." Scholars have defined emotional regulations as a "fundamental prerequisite of general mental health." Studies have shown the significance of developing such abilities for adaptation to stress especially during the transition periods. Such types of challenges are often observed in every field of the profession (Tsai et al., 2018).

Moreover, self-regulation is found to have an important influence on the psychological well-being as well as the health of an individual. Scholars are of the view that people can adapt their

behavior to the changing environment as well as they can control their own nerves (Abdurrahman & Iswari, 2022). Studies have shown that when people face various issues as well as challenges in achieving their goals, a systematic process is focused with the help of the self-regulation concept which helps the individuals change their thoughts, desires, beliefs and even actions (de la Fuente et al., 2020).

A study was conducted to determine the relationship between psychological well-being, burnout and self-regulation capacity. For this study, 25 physicians as well as 37 medical students from Canada were taken as sample (Fomina et al., 2020). The results obtained from this research study concluded a positive relationship between psychological well-being and self-regulation capacity and a negative relationship was observed between self-regulation capacity and burnout.

### **Co-regulation as a predictor**

Through "Co-Regulation", adults create environments where people can learn regulation skills that will help guide their development positively for their well-being ([Sun et al., 2018](#)). According to the findings of ([Murray et al.](#)), people are more likely to be affected by solid stress and decisions due to changes in their environments. It is based solely on what they believe will occur shortly, rather than considering what may happen in the far future if they do not learn to manage themselves. People could choose to put their short-term happiness and health concerns on the back burner, favoring activities that help them feel more secure and connected to their friends and family. While also engaging in pursuits that bring them closer to the present moment. Nobles and Hamoudi (2019) have looked into how co-regulating coping strategies help teenagers develop stress-adapting effects and learn to control themselves in chronic situations. People who care about the growth and well-being of young people can take advantage of an opportunity for adults who work with young people, like those who teach students about healthy relationships. Scientific research shows how to do this by helping people learn how to self-regulate and cope with stress.

People without co-regulating themselves or who do not have anyone to pamper them have more difficulty stabilizing their mental well-being (Garami et al., 2019). Compared to people with stable co-regulating behavior, people without using strategy were found to have less understanding of how their actions affect others, less ability to plan, and less ability to predict the consequences of their actions. A study investigated how a fictitious stressor (an anagram

puzzle) influenced people's emotional distress (Wan et al., 2022). People with co-regulation and peer support felt more in control of the situation and employed more task-focused coping and less emotion-focused coping. They also reported less anxiety about the state (the measure of psychological distress).

As per some researchers, Haslam et al. (2019), self-control through co-regulation is a significant concern for people suffering from psychological distress. Persons having control over a situation usually get less mental discomfort. Again, how people perceive themselves to be in control is more important than how they are and their psychological well-being. People who believe they have much control over how they react to stress are less likely to struggle with co-regulation. Furthermore, in the light of (Daibin Xie, 2021), co-regulation is a critical component of a human's ability to deal with the ups and downs of daily life psychological stressors. The researcher identifies two separate mechanisms as the cornerstone of coping with mental disturbance.

### **Cognitive appraisal and its dimensions as the predictor of adaptation to stress and psychological well-being**

Strategies are employed by a person for conscious regulation of his physiology, emotion, behavior, and cognition while contending with difficult or stressful situations. Thus, it is important to develop self and co-regulation to the improvement of our ability to respond to any appropriate information in our environment it tunes out irrelevant information, with self-control with the ability to form relationships (Nilsson & Lorentsson, 2020; Xu et al., 2017). In this domain, coping potential differs from coping in terms of dealing with the objectives of successful management. It corresponds to people's reactions toward stressful situations and thus works as a mediator between different variables. In support of the coping potential, previous literature has recommended the mediation of coping strategies between stress-related concepts and emotional regulation capabilities as a viable approach (Sun et al., 2017; Teques et al., 2018).

Co-regulation mediates coping with substantial stressors and negotiates many complex situations in life. They offer responsive and warm interactions for providing modeling, coaching, and support to humans to express, modulate and understand their behavior, feelings, and thoughts. Moreover, co-regulation consults on important decisions and guides solving complex problems (Butler & Randall, 2013). The strategies change based on environmental

stressors or they depend on age, temperament, and co-regulating factors plus several learned responses or social interactions like coping strategies (Nielsen & Knardahl, 2014; Reunamo et al., 2019).

Properly controlled emotions, between people and relationship partners, play a mediating role in making well-being and life better. Therefore, the ability to control emotions can affect psychological well-being and life satisfaction and reduce setbacks in the elderly. The study investigated the relationship between retardation, psychological well-being (PWB, and lifestyle satisfaction (LS) mediated through co-regulation parameters in the elderly (Pirzadeh Nouri, Asheghi, Asheghi, & Hesari, 2021).

Furthermore, previous literature has also debated the importance of the threat perception for the concerned issue of teachers. In this domain, a study conducted by (Niessen, 2016) on the relationship between threat potential, self-regulation and adaptability. The study was based on the threat of resource loss, and the role of self-regulation in adapting task performances. The role of these variables was different, self-regulation worked as a moderating variable between threat and adaptability. Another (Schudy, 2020) explained the mental well-being (psychological well-being) during the pandemic situation. Further studying the role of bias and emotions to regulation strategies in risk perception and response to pandemic. The results show that cognitive bias affects the mental health of the non-clinical population and the psychological well-being of the population may be influenced by the pandemic situation. Moreover, Xie, outlined the importance of co-regulation concerning psychological well-being and threat potential. He concluded that co-regulation is mandatory to overcome the threat potential and increase the psychological well-being of individuals (D. XIE, 2021).

Moving to the next cognitive appraisal strategy i.e., challenge perception, previous literature has contended its importance as an intermediary or internal component of an individual's behavior and mental state. In this domain, individuals identify the risk that exists in canyoning practices that make individuals prepare for future challenges (Brandão et al., 2018). In the confines between the risk zone and the safe zone, the place of learning is the risk zone in the development of new safe zones (Gaggi et al., 2012). Human factors and risk factors are two types of risk factors (Gavira et al., 2018). For balancing attitudes toward risk factors, challenge perception is very helpful. This helps in learning the ways to avoid a counterphobic attitude (give up) and increase self-effectiveness. That self-effectiveness increases the level of self-regulation in teachers and individuals. In educational change, the well-being of the teacher's

team is very necessary. Teachers will not be well-engaged in educational change if the perception of risk is too high (Le Fevre, 2014). The challenge perception induces a positive effect on the self-regulatory mechanism of teachers, in educational organizations. effective self-regulations allow teachers to a key element of educational change, which is professional learning. The constraints of challenge perception include certain benefits. For example, from a specific behavior, teachers believe that a specific positive outcome can be induced.

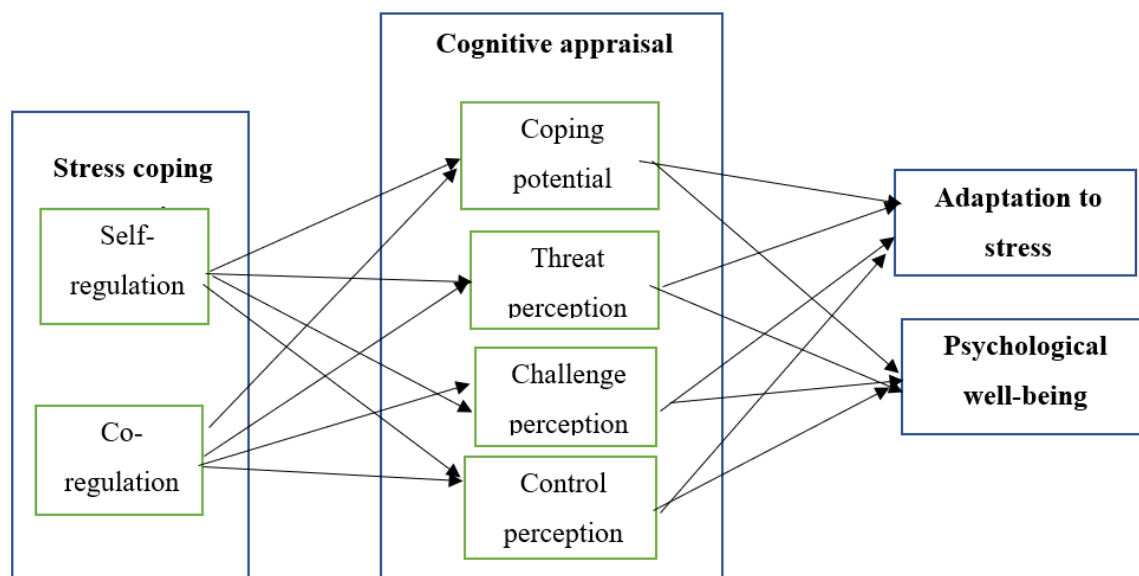
Lastly, the control perception has been also traced as a viable and significant predictor for enhancing the individual's coping strategies to sustain his or her psychological well-being and adaptation to stress. The coping strategies and mental health of the three stress profiles differ significantly. Teachers with self-blame and a disturbed profile who used self-blame as a coping mechanism had worse mental health than teachers with a self-efficacious profile who used religion as a coping mechanism. Positive reframing and low levels of active coping were associated with the disturbed profile's most detrimental effects on mental health (Marais-Opperman et al., 2021). The development of such kinds of feelings can be linked with problematic situations in the lives of people which can lead to a higher level of stress. The practice of self-regulation is very important for individuals to adapted to stressful situations (Doan et al., 2012). Once the perception regarding the control of a particular situation gets developed in the mind of a particular person then it becomes relatively easier to adapt to the stress as compared to those individuals who have a lack of feeling that they can control and deal with a specific kind of situation that is being a source of stress for them (Doan et al., 2012; Ramli et al., 2018). In this way, the ability to control perception helps the individuals and the teachers in developing co-regulation so that the process of adapting to stressful conditions can be fulfilled in a systemized manner (Gettler et al., 2011).

Control perception also helps in developing self-regulation in people by which they become able to achieve their targeted goals and objectives. Once the targeted objectives are achieved by the individuals then they feel well in psychological terms because of are satisfied with their overall performance in the long run (Declerck et al., 2006). Self-regulation allows the lecturers to gather all the information which is then processed and then appropriate strategies are developed based on which particular targets will be achieved by them. Similarly, the mental state of any individual is linked with the level of stress encountered in different situations but this level can be handled in a better way by collaborating with others and thus maintaining psychological well-being as well, and in this domain, the Chinese university lecturers are most

prominent (Gentsch et al., 2016; Wong, 2008). When the situations are effectively controlled and the performance of individuals like teachers also becomes stringent in this regard, then the psychological health of people also remains maintained (Gentsch et al., 2016).

## CONCEPTUAL FRAMEWORK

Based on the afore-discussed literature review on the concerned topic, this paper has identified that cognitive appraisal and coping strategies have a prominent determination and predicting power to influence the adaptation to stress and psychological well-being of the teachers of Chinese universities. Moreover, the explored dimensions of the coping strategies and the cognitive appraisal have shown significant settings. Based on the above-stated material and discovered knowledge from the previous studies, this study has proposed the following framework:



**Figure 1.1:** Proposed Conceptual Framework

## CONCLUSION

The psychological well-being of a teacher helps in improving the overall education standards and it has been suggested that both the mentioned factors; cognitive appraisals and coping strategies can be considered the key elements in university-level education, (Altbach & Reisberg, 2018; Bourdieu, 1969; Leydesdorff et al., 2014; Mallapaty, 2021; Pilcher, 1994; Shattock, 2017). Referencing the previous research, it has been traced that the identified

different theoretical concepts that are presented have been tested on the different sectors of life, and the significance of the assumed relationships was discovered, moreover, this study is significant as it mostly focused on Chinese Universities. A theory presented by Folkman is known as the Transactional Theory of Stress and Coping. This theory suggests that stress is not just the only independent situation but a continuous association between the working teacher's appraisals and it also aims to manage the developed issues. According to this theory, two major processes are cognitive appraisals and coping strategies.

The continuous development and changes in the working environment cause multiple perspectives of different individuals, leading to conflicts (Bradburn et al., 1979; Church et al., 2019; Eatough & Smith, 2017; Fontana & Frey, 2000). Different scholars presented research dealing with coping strategies and cognitive appraisal through which this research has proposed the ways through which psychological well-being imposes its impact on learning and nurturing a climate of the classroom in providing primitive care, and standard education (Lancet, 2020; Lemke, 2005; Lihua, 2009; Pei et al., 2022; Salzberger et al., 2020). The fact that work environment, self-efficacy of a teacher, and the teacher's level.

This suggests that the development of self-efficacy and teaching competence along with preparing them to deal with stressors at their educational institute so that the psychological burden could be reduced for both the teachers and the students. Additionally, it has been also implied that critical coping strategies that are being used by teachers while teaching play a major role in the development of their psychological well-being. It has been briefly examined in this study and a synergic association between psychological well-being, adaptation to stress coping strategies and cognitive appraisals has been discovered (McQuail, 1992; Sjøvaag & Pedersen, 2019; Thibault, 1994; Van Dijk, 2017). Thus, this study and future studies based on this proposed framework will foster highly incumbent and meaningful insights into the literature and the practitioners like teachers, employees and any working commodity serving his or her expertise in a stressful organizational setting. This study will help the researchers polish and flourish their intellectuals with stress management through coping mechanisms. This study will also depict a positive image in the mind of the unit of the analysis and other beneficiaries of the studies with the green light to deal with challenging and exhaustive situations effectively. This study will add to the body of knowledge about the prevalence of coping and cognitive strategies to enhance the adaptation to stress and psychological well-being.

Lastly, this study can be used as an initial guide and a roadmap by future scholars, potential researchers and new authors to empirically analyze the proposed framework, highlight the significance of this conducted effort and extend the current useful contributions for stress management and psychological well-being.



## REFERENCES

- Abdurrahman, F., & Iswari, M. (2022). Theory of work adjustment related to self regulation and psychological well-being on bk career in higher education. *Literasi Nusantara*, 2(2), 735-749.
- Ahmed, S., & Skoric, M. M. (2014). My name is Khan: the use of Twitter in the campaign for 2013 Pakistan General Election. 2014 47th Hawaii International Conference on System Sciences,
- Akram, M. (2019). Psychological wellbeing of university teachers in Pakistan. *Journal of Education and Educational Development*, 6(2).
- Altbach, P. G., & Reisberg, L. (2018). Global trends and future uncertainties. *Change: The Magazine of Higher Learning*, 50(3-4), 63-67.
- Arnold, M. B. (1960). Emotion and personality.
- Bakker, A. B., & de Vries, J. D. (2021). Job Demands–Resources theory and self-regulation: New explanations and remedies for job burnout. *Anxiety, Stress, & Coping*, 34(1), 1-21.
- Barbora, P. (2021). THE TEACHER' S WELLBEING IN TEACHER-STUDENT INTERACTIONS. *Непрерывное образование: XXI век*(1 (33)), 103-115.
- Biggs, A., Brough, P., & Drummond, S. (2017). Lazarus and Folkman's psychological stress and coping theory. *The handbook of stress and health: A guide to research and practice*, 351-364.
- Bijlsma, K., & Loeschke, V. (2013). *Environmental stress, adaptation and evolution* (Vol. 83). Birkhäuser.
- Bourdieu, P. (1969). Intellectual field and creative project. *Social Science Information*, 8(2), 89-119. <https://doi.org/10.1177/053901846900800205>
- Bradburn, N. M., Sudman, S., Blair, E., Locander, W., Miles, C., Singer, E., & Stocking, C. (1979). *Improving interview method and questionnaire design: Response effects to threatening questions in survey research*. Jossey-Bass San Francisco.
- Brandão, A., Pereira, J., Gonçalves, F., Coelho, E., & Quaresma, L. (2018). Risks in adventure sport activity. Which risks are perceived by experienced canyoneers? *Journal of Physical Education and Sport*, 18(1), 163-169.
- Butler, E. A., & Randall, A. K. J. E. R. (2013). Emotional coregulation in close relationships. 5(2), 202-210.
- Chin, W. W., Marcolin, B. L., & Newsted, P. R. (2003). A partial least squares latent variable modeling approach for measuring interaction effects: Results from a Monte Carlo simulation study and an electronic-mail emotion/adoption study. *Information systems research*, 14(2), 189-217.

Church, S. P., Dunn, M., & Prokopy, L. S. (2019). Benefits to qualitative data quality with multiple coders: Two case studies in multi-coder data analysis. *Journal of Rural Social Sciences*, 34(1), 2.

Croucher, S. M. (2017). *Integrated Threat Theory*. oxford university press.

David, J., Araripe, L., Chakir, M., Legout, H., Lemos, B., Petavy, G., Rohmer, C., Joly, D., & Moreteau, B. J. J. o. e. b. (2005). Male sterility at extreme temperatures: a significant but neglected phenomenon for understanding *Drosophila* climatic adaptations. 18(4), 838-846.

de la Fuente, J., Verónica Paoloni, P., Vera-Martínez, M. M., & Garzón-Umerenkova, A. (2020). Effect of levels of self-regulation and situational stress on achievement emotions in undergraduate students: class, study and testing. *International journal of environmental research and public health*, 17(12), 4293.

Declerck, C. H., Boone, C., & De Brabander, B. (2006). On feeling in control: a biological theory for individual differences in control perception. *Brain and cognition*, 62(2), 143-176.

Dhir, A., Yossatorn, Y., Kaur, P., & Chen, S. (2018). Online social media fatigue and psychological wellbeing—A study of compulsive use, fear of missing out, fatigue, anxiety and depression. *International Journal of Information Management*, 40, 141-152.

Diamantopoulos, A., & Siguaw, J. A. (2006). Formative versus reflective indicators in organizational measure development: A comparison and empirical illustration. *British journal of management*, 17(4), 263-282.

Diana, W., & Wen, O. P. (2013). The globalization of tertiary education and intra-Asian student mobility: Mainland Chinese student mobility to Malaysia. *Asian and Pacific Migration Journal*, 22(1), 55-76.

Dimitrova, D. V., & Bystrom, D. (2013). The effects of social media on political participation and candidate image evaluations in the 2012 Iowa caucuses. *American behavioral scientist*, 57(11), 1568-1583.

Dimitrova, D. V., Shehata, A., Strömbäck, J., & Nord, L. W. (2014). The effects of digital media on political knowledge and participation in election campaigns: Evidence from panel data. *Communication Research*, 41(1), 95-118.

Doan, S. N., Fuller-Rowell, T. E., & Evans, G. W. (2012). Cumulative risk and adolescent's internalizing and externalizing problems: the mediating roles of maternal responsiveness and self-regulation. *Developmental psychology*, 48(6), 1529.

Eatough, V., & Smith, J. A. (2017). Interpretative phenomenological analysis. *The Sage handbook of qualitative research in psychology*, 193-209.

Folkman, S., & Lazarus, R. S. (1980). An analysis of coping in a middle-aged community sample. *Journal of health and social behavior*, 219-239.

Fomina, T., Burmistrova-Savenkova, A., & Morosanova, V. (2020). Self-regulation and psychological well-being in early adolescence: A two-wave longitudinal study. *Behavioral Sciences*, 10(3), 67.

- Fontana, A., & Frey, J. H. (2000). The interview: From structured questions to negotiated text. *Handbook of qualitative research*, 2(6), 645-672.
- Gaggi, O., Galiazzo, G., Palazzi, C., Facoetti, A., & Franceschini, S. (2012). A serious game for predicting the risk of developmental dyslexia in pre-readers children. 2012 21st International Conference on Computer Communications and Networks (ICCCN),
- Garami, J., Valikhani, A., Parkes, D., Haber, P., Mahlberg, J., Misiak, B., Frydecka, D., & Moustafa, A. A. (2019). Examining perceived stress, childhood trauma and interpersonal trauma in individuals with drug addiction. *Psychological reports*, 122(2), 433-450.
- García-Pérez, D., Fraile, J., & Panadero, E. (2021). Learning strategies and self-regulation in context: How higher education students approach different courses, assessments, and challenges. *European Journal of Psychology of Education*, 36(2), 533-550.
- Gavira, J. F., Llerena, A. M., Nicaise, D. M., & García, F. P. (2018). Risk perception evaluation in parents and/or guardians of a group of beginner traceurs before and after parkour practice. *Journal of Physical Education and Sport*, 18(2), 695-702.
- Gentsch, A., Weber, A., Synofzik, M., Vosgerau, G., & Schütz-Bosbach, S. (2016). Towards a common framework of grounded action cognition: Relating motor control, perception and cognition. *Cognition*, 146, 81-89.
- Gettler, L. T., McDade, T. W., & Kuzawa, C. W. (2011). Cortisol and testosterone in Filipino young adult men: Evidence for co-regulation of both hormones by fatherhood and relationship status. *American Journal of Human Biology*, 23(5), 609-620.
- Gilardi, F., Gessler, T., Kubli, M., & Müller, S. (2022). Social media and political agenda setting. *Political Communication*, 39(1), 39-60.
- Goh, Y. W., Sawang, S., & Oei, T. P. (2010). The revised transactional model (RTM) of occupational stress and coping: an improved process approach. *The Australasian Journal of Organisational Psychology*, 3, 13-20.
- Hardesty, D. M., & Bearden, W. O. (2004). The use of expert judges in scale development: Implications for improving face validity of measures of unobservable constructs. *Journal of Business Research*, 57(2), 98-107.
- Hardin, M., & Shain, S. (2006). "Feeling much smaller than you know you are": The fragmented professional identity of female sports journalists. *Critical Studies in Media Communication*, 23(4), 322-338.
- Hari, A., Nardon, L., & Zhang, H. (2023). A transnational lens into international student experiences of the COVID-19 pandemic. *Global Networks*, 23(1), 14-30.
- Harrison, K., & Hefner, V. (2014). Virtually perfect: Image retouching and adolescent body image. *Media Psychology*, 17(2), 134-153.
- Hart, P. S., Chinn, S., & Soroka, S. (2020). <? covid19?> politicization and polarization in COVID-19 news coverage. *Science Communication*, 42(5), 679-697.

Haslam, C., Cruwys, T., Chang, M. X.-L., Bentley, S. V., Haslam, S. A., Dingle, G. A., & Jetten, J. (2019). GROUPS 4 HEALTH reduces loneliness and social anxiety in adults with psychological distress: Findings from a randomized controlled trial. *Journal of consulting and clinical psychology, 87*(9), 787.

Jensen, J. D., & Hurley, R. J. (2012). Conflicting stories about public scientific controversies: Effects of news convergence and divergence on scientists' credibility. *Public Understanding of Science, 21*(6), 689-704.

Jhanji, H., & Sarin, V. (2018). Relationship between environmental consciousness and green purchase behaviour among youth. *International Journal of Green Economics, 12*(3-4), 171-181.

Ji, D., Hu, Z., & Muhammad, Y. (2016). Neighboring competitor? Indian image in Chinese media [Article]. *Global Media and China, 1*(3), 234-250. <https://doi.org/10.1177/2059436416668186>

Jian, Y., Yu, I. Y., Yang, M. X., & Zeng, K. J. (2020). The Impacts of Fear and Uncertainty of COVID-19 on Environmental Concerns, Brand Trust, and Behavioral Intentions toward Green Hotels. *Sustainability, 12*(20), 8688.

Jiménez Ambriz, M. G., Izal, M., & Montorio, I. J. J. o. H. S. (2012). Psychological and social factors that promote positive adaptation to stress and adversity in the adult life cycle. *13*(5), 833-848.

Kennedy, Y., Flynn, N., O'Brien, E., & Greene, G. (2021). Exploring the impact of Incredible Years Teacher Classroom Management training on teacher psychological outcomes. *Educational psychology in practice, 37*(2), 150-168.

Kessler, R. C., Adler, L., Ames, M., Demler, O., Faraone, S., Hiripi, E., Howes, M. J., Jin, R., Secnik, K., & Spencer, T. (2005). The World Health Organization Adult ADHD Self-Report Scale (ASRS): a short screening scale for use in the general population. *Psychological medicine, 35*(2), 245-256.

Kock, N. (2015). Common method bias in PLS-SEM: A full collinearity assessment approach. *International Journal of e-Collaboration (ijec), 11*(4), 1-10.

Krohne, H. W. (2002). Stress and coping theories. *International Encyclopedia of the Social Behavioral Sciences, 22*, 15163-15170.

Lancet, T. (2020). COVID-19: too little, too late? *Lancet (London, England), 395*(10226), 755.

Lazarus, R. S. (1990). Theory-Based Stress Measurement. *Psychological Inquiry, 1*(1), 3-13. [https://doi.org/10.1207/s15327965pli0101\\_1](https://doi.org/10.1207/s15327965pli0101_1)

Lazarus, R. S. (1991). Cognition and motivation in emotion. *American psychologist, 46*(4), 352.

Le Fevre, D. M. (2014). Barriers to implementing pedagogical change: The role of teachers' perceptions of risk. *Teaching and Teacher Education, 38*, 56-64.

Lemke, J. L. (2005). Textual politics: Discourse and social dynamics. Taylor & Francis.

Leydesdorff, L., Wagner, C. S., & Bornmann, L. (2014). The European Union, China, and the United States in the top-1% and top-10% layers of most-frequently cited publications: Competition and collaborations. *Journal of Informetrics*, 8(3), 606-617.

Li, S. (2021). Psychological wellbeing, mindfulness, and immunity of teachers in second or foreign language education: a theoretical review. *Frontiers in Psychology*, 12.

Lihua, L. (2009). Discourse construction of social power: interpersonal rhetoric in editorials of the China Daily. *Discourse studies*, 11(1), 59-78.

Lim, T., Thompson, J., Tian, L., & Beck, B. (2023). A transactional model of stress and coping applied to cyclist subjective experiences. *Transportation research part F: traffic psychology and behaviour*, 96, 155-170.

Mallapaty, S. (2021). KILLING AT CHINESE UNIVERSITY HIGHLIGHTS TENSIONS OVER TENURE. In: NATURE RESEARCH HEIDELBERGER PLATZ 3, BERLIN, 14197, GERMANY.

Marais-Opperman, V., van Eeden, C., & Rothmann, S. (2021). Perceived stress, coping and mental health of teachers: A latent profile analysis. *Journal of Psychology in Africa*, 31(1), 1-11.

Marakas, G. M., Yi, M. Y., & Johnson, R. D. (1998). The multilevel and multifaceted character of computer self-efficacy: Toward clarification of the construct and an integrative framework for research. *Information systems research*, 9(2), 126-163.

Marathe, M., O'Neill, J., Pain, P., Thies, W., & Acm. (2016, Jun 03-06). ICT-Enabled Grievance Redressal in Central India: A Comparative Analysis. [Proceedings of the eighth international conference on information and communication technologies and development (ictd 2016)]. 8th International Conference on Information and Communication Technologies and Development (ICTD), Univ Michigan, Sch Informat, Ann Arbor, MI.

Mares, M.-L., & Woodard, E. H. (2001). Prosocial effects on children's social interactions. *Handbook of children and the media*, 1, 183-206.

Marginson, S. (2022). 'All things are in flux': China in global science. *Higher Education*, 83(4), 881-910. <https://doi.org/10.1007/s10734-021-00712-9>

McInerney, D. M., Korpershoek, H., Wang, H., & Morin, A. J. (2018). Teachers' occupational attributes and their psychological wellbeing, job satisfaction, occupational self-concept and quitting intentions. *Teaching and teacher education*, 71, 145-158.

McQuail, D. (1992). *Media performance: Mass communication and the public interest* (Vol. 144). Sage London.

Moir, F., & Van den Brink, A. (2020). Current insights in veterinarians' psychological wellbeing. *New Zealand veterinary journal*, 68(1), 3-12.

Murray, D. W., Sepulveda, K., & Rackers, H. Building Co-Regulation Capacity to Support Positive Development for Youth with Foster Care Experience.

- Nguyen, N. T. L. (2023). How to develop four competencies for teacher educators. *Frontiers in Education*,
- Nielsen, M. B., & Knardahl, S. J. S. J. o. P. (2014). Coping strategies: A prospective study of patterns, stability, and relationships with psychological distress. *55(2)*, 142-150.
- Niessen, C., & Jimmieson, N. L. (2016). Threat of resource loss: The role of self-regulation in adaptive task performance. *Journal of Applied Psychology*.
- Nilsson, E., & Lorentsson, S. (2020). "Man får gråta på jobbet. Det är okej.": En kvalitativ studie om socialarbetarens upplevelse av socialt stöd vid emotionellt påfrestande arbete. In.
- Nobles, J., & Hamoudi, A. (2019). Detecting the effects of early-life exposures: why fecundity matters. *Population research and policy review*, *38(6)*, 783-809.
- Pahwa, S., & Khan, N. (2022). Factors affecting emotional resilience in adults. *Management and Labour Studies*, *47(2)*, 216-232.
- Pei, J., Li, D., & Cheng, L. (2022). Media portrayal of hackers in China Daily and The New York Times: A corpus-based critical discourse analysis. *Discourse & Communication*, *16(5)*, 598-618.
- Pilcher, J. (1994). Mannheim's sociology of generations: an undervalued legacy. *British Journal of sociology*, 481-495.
- Pynnöniemi, M. J. K. K. (2019). Theory of strategic culture: An analytical framework for Russian cyber threat perception. *journal of strategic studies*.
- Ramli, N. H., Alavi, M., Mehrihezad, S. A., & Ahmadi, A. (2018). Academic stress and self-regulation among university students in Malaysia: Mediator role of mindfulness. *Behavioral Sciences*, *8(1)*, 12.
- Reunamo, J., Veijalainen, J., Suhonen, E., & Sajaniemi, N. J. S. A. J. o. C. E. (2019). Children's self-regulation and coping strategies in a frustrated context in early education. *9(1)*, 1-8.
- Romanowski, M. H. (2006). A Changing Nation: Issues Facing Chinese Teachers: In the Midst of a Nation Undergoing Great Change, Chinese Teachers Encounter New Challenges as They Face the Task of Educating the Nation's Youth. *Kappa Delta Pi Record*, *42(2)*, 76-81.
- Salzberger, B., Glück, T., & Ehrenstein, B. (2020). Successful containment of COVID-19: the WHO-Report on the COVID-19 outbreak in China. In (Vol. 48, pp. 151-153): Springer.
- Schudy, A. (2020). Mental Well-Being During Pandemic: The Role of Cognitive Biases and Emotion Regulation Strategies in Risk Perception and Affective Response to COVID-19. *Psychiatry*.
- Seligman, M. E., & Csikszentmihalyi, M. (2014). Positive psychology: An introduction. In *Flow and the foundations of positive psychology* (pp. 279-298). Springer.
- Shattock, M. (2017). The 'world class' university and international ranking systems: What are the policy implications for governments and institutions? *Policy Reviews in Higher Education*, *1(1)*, 4-21.

Shen, P., & Slater, P. F. (2021). The effect of occupational stress and coping strategies on mental health and emotional well-being among university academic staff during the COVID-19 outbreak. *International Education Studies*, *14*(3), 82-95.

Sirois, F. M., & Owens, J. (2021). Factors associated with psychological distress in health-care workers during an infectious disease outbreak: a rapid systematic review of the evidence. *Frontiers in psychiatry*, *11*, 589545.

Sjøvaag, H., & Pedersen, T. A. (2019). Female voices in the news: Structural conditions of gender representations in Norwegian newspapers. *Journalism & mass communication quarterly*, *96*(1), 215-238.

Skeldon, R. (2014). *Migration and development: A global perspective*. Routledge.

Smith, C. A., Haynes, K. N., Lazarus, R. S., & Pope, L. K. (1993). In search of the "hot" cognitions: attributions, appraisals, and their relation to emotion. *Journal of personality and social psychology*, *65*(5), 916.

Smith, C. A., & Kirby, L. D. (2011). The role of appraisal and emotion in coping and adaptation. *The handbook of stress science: Biology, psychology, and health*, 195-208.

Sok, S. (2019). Challenges and constraints in achieving appropriate working and living conditions for Cambodian temporary migrant workers in Malaysia. *South East Asia Research*, *27*(4), 361-377.

Sokolova, I. J. J. o. E. B. (2021). Bioenergetics in environmental adaptation and stress tolerance of aquatic ectotherms: linking physiology and ecology in a multi-stressor landscape. *224*(Suppl\_1), jeb236802.

Strelan, P. (2019). Theory, Research, and the Potential of Dyadic Coping. In *The Stress-and-Coping Model of Forgiveness*. Routledge.

Sun, P., Chen, J. J., & Jiang, H. J. J. o. P. P. (2017). Coping humor as a mediator between emotional intelligence and job satisfaction.

Sun, X.-M., Ren, L.-J., Zhao, Q.-Y., Ji, X.-J., & Huang, H. (2018). Microalgae for the production of lipid and carotenoids: a review with focus on stress regulation and adaptation. *Biotechnology for biofuels*, *11*(1), 1-16.

TAMAT, M. I. B. (2023). ROLE STRESSORS, WORKLOAD AND JOB STRESS AMONG TEACHERS IN PUTRAJAYA, MALAYSIA.

Teques, P., Calmeiro, L., Martins, H., Duarte, D., Holt, N. L. J. J. o. S., & Psychology, E. (2018). Mediating effects of parents' coping strategies on the relationship between parents' emotional intelligence and sideline verbal behaviors in youth soccer. *40*(3), 153-162.

Thibault, P. J. (1994). Intertextuality. *The Encyclopedia of language and linguistics*, 4.

Tsai, L.-Y., Lee, S.-C., Wang, K.-L., Tsay, S.-L., & Tsai, J.-M. (2018). A correlation study of fear of cancer recurrence, illness representation, self-regulation, and quality of life among gynecologic cancer survivors in Taiwan. *Taiwanese Journal of Obstetrics and Gynecology*, *57*(6), 846-852.

- Väisänen, S., Pietarinen, J., Pyhältö, K., Toom, A., & Soini, T. (2018). Student teachers' proactive strategies for avoiding study-related burnout during teacher education. *European Journal of Teacher Education*, 41(3), 301-317.
- Van Dijk, T. A. (2017). How global media manipulated the impeachment of Brazilian president Dilma Rousseff. *Discourse & Communication*, 11(2), 199-229.
- Wan, S., Lin, S., Li, S., Tu, S., & Qin, G. (2022). The relationship between perfectionism and test anxiety of junior high school students: the mediating role of self-efficacy and trait anxiety. *Educational Studies*, 1-16.
- Wang, C., Ni, H., Ding, Y., & Yi, C. (2015). Chinese teachers' perceptions of the roles and functions of school psychological service providers in Beijing. *School Psychology International*, 36(1), 77-93.
- Wong, M. M. (2008). Perceptions of parental involvement and autonomy support: their relations with self-regulation, academic performance, substance use and resilience among adolescents. *North American Journal of Psychology*, 10(3).
- Xie, D. (2021). Two-Process Theory of Perceived Control: Changing the workspace and changing the self. In *A Handbook of Theories on Designing Alignment between People and the Office Environment* (pp. 124-131). Routledge.
- XIE, D. (2021). Two-Process Theory of Perceived Control: Changing the workspace and changing the self. *A Handbook of Theories on Designing Alignment between People and the Office Environment*. . Routledge.
- Xu, L., Liu, R.-D., Ding, Y., Mou, X., Wang, J., & Liu, Y. J. F. i. p. (2017). The mediation effect of coping style on the relations between personality and life satisfaction in Chinese adolescents. 8, 1076.
- Yang, R., You, X., Zhang, Y., Lian, L., & Feng, W. (2019). Teachers' mental health becoming worse: the case of China. *International Journal of Educational Development*, 70, 102077.
- Yaqi, L. y. Z. (2020). Information dissemination and media performance in COVID-19 reports. *The Press*, 02.
- Zajdel, M., & Helgeson, V. S. (2020). Communal coping: A multi-method approach with links to relationships and health. *Journal of Social and Personal Relationships*, 37(5), 1700-1721.
- Zhou, J., Yuan, X., Huang, H., Li, Y., Yu, H., Chen, X., & Luo, J. (2021). The prevalence and correlative factors of depression among Chinese teachers during the COVID-19 outbreak. *Frontiers in Psychiatry*, 12, 1054.