

Abstract

Despite many studies have been conducted to explore teacher stress, there is not enough emphasis on understanding stress and coping related to teachers who take part in further studies. Given that continuing professional development is indispensable, this study aims at uncovering the relationship between teacher stress and school life, teaching styles and coping responses. 43 primary school teachers who were pursuing part-time professional studies in Hong Kong participated in this study. The findings revealed that relationship with students was a significant predictor of teachers' psychological well being. Teaching styles were unrelated to both psychological well being and perceived health. Coping strategies such as positive reframing, use of emotional support, and self-distraction moderated the effect of stress on teachers, but self-blame exacerbated the effect of stress on them.