

## Original Research

# Coping Strategy for Female Workers with Maternal Status: A Study of Lecturer at Sangga Buana University

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## ABSTRACT

**Background:** A coping strategy is an individual's effort to reduce demands or stress. Lecturers at Sangga Buana University utilize various coping strategies. This study aims to measure and describe coping strategies based on two dimensions and eight types outlined by Lazarus & Folkman, namely problem-focused strategies and emotion-focused strategies.

**Methods:** This study employs a mixed-method approach with a concurrent nested design and identical sampling. The qualitative approach explores in depth the coping strategy selection process among two female lecturers with maternal status, based on statistical measurements using Lazarus & Folkman's (1984) instrument from the quantitative phase. Qualitative data analysis includes transcription, classification, and drawing conclusions.

**Results:** The findings present quantitative data in tabular form and describe the coping strategies used by the research subjects. Both subjects applied strategies from both coping dimensions but in different forms. These coping strategies could either facilitate or hinder each other in the coping process.

**Conclusion:** The study reveals that lecturers who are also mothers at Sangga Buana University employ both problem-focused and emotion-focused coping strategies to manage stress. These strategies influence their social functioning and role performance. The subjects adaptively utilize all coping dimensions, adjusting to environmental demands and available resources, with the aim of restoring balance and mitigating psychological and environmental stressors.

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## INTRODUCTION

The Central Bureau of Statistics (2022) reports that Indonesia has a significant number of female workers, approximately 51.79 million, marking an increase of about 1.09 million from the previous year. Data also indicates that Bandung is among the regions with a large number of female workers, totaling 405,000. This rise reflects increased gender equality in the workforce. Notably, many of these women are mothers, as the data focuses on the productive age group (15 years and older).

Working mothers are expected to balance their professional responsibilities with childcare, requiring multitasking skills (Pedrosa, Bitencourt, Froes, Cazumba, Campos, Brito, & Silva, 2020; Putri, 2020). According to Shockley, as cited in Putri (2020), working women face higher levels of dual-role conflict compared to men. Rokhani's study in Putri (2020) further found that 87.5% of work distractions originate from family interactions, leading to stress among female educators, particularly those juggling dual roles (Putri, 2020; Zielke, Komor, & Schlober, 2023).

Chandola's research in Alifah (2021) found that stress levels in working mothers with two children increased by 40%. Similarly, Power in Alifah (2021) discovered that parents in the U.S. with children under 18 experienced higher stress due to their dual roles. Moreover, 57% of working mothers reported declining mental health due to uneven spousal responsibilities. Chairani in Alifah (2021) noted that in Indonesia, many women work because of patriarchal cultural expectations that housework and childcare are women's primary responsibilities, leading married women and mothers to experience higher stress levels (Alifah, 2021). Apperson, as cited by Muniya & Hidayati (2013) and Rante (2013), highlighted that formal managerial jobs, which typically involve long hours and heavy workloads, often cause family conflicts, with working women being more susceptible to these conflicts. To cope with stress, individuals use coping strategies. According to Lazarus & Folkman in Maryam (2017), stress can negatively impact physical and mental health, and cultural background, experience, environment, personality, and social factors influence coping strategies.

Lazarus & Folkman in Maryam (2017) describe two coping strategies, problem-focused and emotion-focused. Problem-focused coping is used when the issue can be controlled and resolved with available resources, while stress may lead to negative behaviors like substance abuse (Utaminingtias, 2015). Studies by Chung, Chan, Lanier, & Ju (2020) and Sihombing (2021) compared stress management in stay-at-home mothers and working mothers, showing that stay-at-home mothers experienced lower stress levels. Working mothers averaged 106.71, while stay-at-home mothers averaged 105.68. Another study by Hairina & Fadhila (2019) found that all three research subjects used both problem-focused and emotion-focused coping strategies. Research by Hidayat & Adri (2021) on 107 subjects examining stress management in mothers revealed that many parents struggled to guide their children due to their responsibilities. Delegating tasks to others, such as educators or family members, taking breaks, and participating in religious activities were found to reduce stress.

Based on the previous discussion, the potential for stress among women in Bandung is quite high. According to data from the Central Bureau of Statistics (2022), the city has a significant number of working women who are also mothers. These women face additional responsibilities such as childcare, which can act as stressors. Similarly, female educators who are mothers may experience significant stress, affecting their physical and mental health, teaching quality, research productivity, and personal lives (Sweeney & Wilson, 2023; Zampetakis, 2023). It is, therefore, essential for institutions,

social workers, and female educators who are mothers to recognize the signs of stress and seek solutions to reduce it and improve their well-being.

According to Sweeney & Wilson (2023) and Zampetakis (2023), several factors contribute to the stress experienced by female lecturers with maternal status. One key factor is their high workload, as they must balance teaching, research, and student supervision, which places significant demands on their time and energy, often leading to stress. Additionally, the demands from students, such as requests for guidance or grade revisions, further increase the pressure, adding to their workload and stress levels. Female lecturers with maternal status also face the challenge of managing childcare responsibilities while fulfilling their professional duties, which creates a difficult balancing act between work and home life. Administrative tasks, such as preparing research reports, submitting proposals, and handling student assessments, also contribute to the stress experienced by these individuals.

Moreover, academic pressure is another significant factor, as female lecturers with maternal status are expected to maintain high academic performance, including publishing in international journals and reviewing for conferences. The constant need for innovation and research excellence exacerbates the stress they face. Lastly, institutional pressure can further intensify stress, as universities often impose targets related to research, teaching quality, and community service, which female lecturers with maternal status must meet.

Sangga Buana University is a private sector in Bandung with a considerable number of female educators, many of whom are also mothers. The significant presence of female lecturer with maternal status is one reason this university was chosen as the research site, as it aligns with the research's objectives and needs.

## MATERIALS AND METHOD

This study employs a mixed method approach with a concurrent nested design based on Creswell (2003) and identical sampling guided by Onwuegbuzie & Collins (2007). Identical sampling in non-parametric quantitative analysis refers to the sampling from populations that are considered similar or identical in certain characteristics, without requiring assumptions about distribution or specific parameters, as in parametric approaches (Onwuegbuzie & Collins, 2007).

The qualitative approach is used to deepen understanding of the coping strategy selection process among female lecturers with maternal status, which is derived from statistical measurements using Lazarus & Folkman's (1984) standard instrument in the quantitative phase. Qualitative data analysis includes data reduction, data classification, and conclusion drawing to ensure a comprehensive exploration of the coping mechanisms utilized.

The subjects of the study are two female lecturers with maternal status who have children aged 6 to 12 years. Data was collected through interviews that based on questions from the questionnaire (listed in score table in the results), questionnaires, and literature. Both primary and secondary data were used, with primary data coming directly from the research subjects and secondary data obtained indirectly from profiles.

The study was conducted over two months, from March to April 2024. After data collection, analysis was carried out through interviews and questionnaires regarding the coping strategies used by the subjects. For the quantitative data analysis, the researchers used a modified version of the Lazarus & Folkman Ways of Coping Questionnaire on a likert scale, where 0 indicated "never," 1 "rarely," 2 "sometimes," and

3 "often." The process of qualitative data analysis begins with transcription, which involves converting verbal data into text. Next, classification is performed, where the data is categorized into themes or codes to identify key patterns. These codes are then grouped into broader themes during the theme development stage, which helps to address the research questions. Finally, the data is interpreted by analyzing the patterns and themes to draw meaningful conclusions that provide insights into the research topic.

## RESULTS

### Problem-Focused Strategies

According to research, problem-focused coping strategies divided into three types; planned problem-solving, confrontational coping, and seeking social support. The following is an explanation of the aspects of problem-focused coping strategies expressed by the research subjects.

### Planned Problem Solving

One aspect of a focused problem-solving approach is that a person reacts directly to a problem and strives to solve it directly. Some aspects of the problem-solving approach include concentrating on solving problems, making plans, learning from previous experiences, and changing the way they act in order for problems to be resolved. The results of the study are as follows:

**Table 1. Number of Scores for Planned Problem Solving**

Research Subject	Planned Problem Solving						Number of Score
	I stay focused on the activities or work I have to do next	I made an action plan and followed it	I change my pattern of activities at home or at work so that everything is fine	I learned from experience and felt like I had experienced a similar job or activity before	I know what to do, so I have to be persistent to get the activity or work done	I feel like I have a solution even though I'm facing a problem	
S1	2	0	1	0	2	2	7
S2	3	2	2	0	3	2	12

Source: Primary data processed, 2024

Based on number of score for planned problem-solving, the first subject scored 7 and the second scored 12, reflecting the intensity of coping strategy use based on their experiences. In problem-solving, the first subject followed established procedures and divided tasks with the help of a housekeeper and spouse. The second subject balanced home and campus duties, focusing on childcare at home with her husband's assistance and adhering to work procedures at the campus. For planning, the first subject always prepared daily plans to manage responsibilities, while the second created plans only when necessary. Here is the interview:

*“I always prepare daily plans to manage my work and family duties. I find it helps me stay organized and ensure that nothing is overlooked.” (first subject, interviews, 2024).*

*“I focus on childcare at home, with the help of my husband. When it comes to duties, I make sure to follow work procedures and manage my time efficiently.” (second subject, interviews, 2024).*

In terms of learning from past experiences, neither subject had dealt with a similar situation before (i.e., having a child), so they are still adapting. The first subject worried about her child's supervision due to her husband's long absences for work, while the second focused on keeping her child safe when both parents are away. Here is the interview:

*“I worry about my child's supervision, especially with my husband's frequent work-related absences. It's hard to manage everything when he's not around to help.” (first subject, interviews, 2024).*

*“My main concern is keeping my child safe, especially when both my husband and I are away. We try to make sure we have everything in place to keep him secure.” (second subject, interviews, 2024).*

Lastly, the first subject made behavioral changes, becoming more disciplined due to the uncertainties of the situation, ensuring a balance between work and family. The second subject, however, did not change her behavior, maintaining her usual routines and planning to manage her dual roles as a mother and educator. Here is the interview:

*“Yes, I've become more disciplined. The uncertainty of balancing everything has pushed me to adopt more structured routines to ensure I manage both work and family effectively.” (first subject, interviews, 2024).*

*“I haven't changed my routine much. I've just maintained my usual approach, planning as needed, and continuing my daily activities to manage both my roles as a mother and an educator.” (second subject, interviews, 2024).*

## **Confrontational Coping**

In the dimension of problem-focused coping strategies, confrontational coping involves risky things or using an aggressive approach to cope with problems and stress. Some aspects of confrontational coping include talking to or meeting directly with the source of the problem, talking about their feelings about the source of the problem, and being unyielding. The results of the study are as follows:



**Table 2. Number of Scores for Confrontational Coping**

Research Subject	Confrontational Coping						Number of Score
	I continue to do activities or work even though there are changes in conditions	I try to meet with the responsible parties to discuss my situation at home and at work	I told the responsible parties about my stress triggers	I let my emotions run so that I cry, get angry, or get upset	I took a great opportunity so I added to the workload	I always try my best to get my work done	
S1	3	0	1	2	0	2	8
S2	2	3	2	1	0	3	11

Source: Primary data processed, 2024

Based on number of score for confrontational coping, the first subject scored 8 and the second scored 11, indicating both subjects engage in confrontational coping, but at different intensities. For the first aspect, directly addressing the source of the problem, the first subject never approached responsible parties at work or home, while the second actively initiated discussions, showing a more proactive approach. Here is the interview:

*“I tend to avoid directly approaching the responsible parties, whether at work or at home. I prefer to handle things on my own and figure them out without involving others directly.” (first subject, interviews, 2024).*

*“I actively initiate discussions when issues come up. I believe it's important to address the problem directly and communicate with the responsible parties to find a solution.” (second subject, interviews, 2024).*

The second aspect, expressing feelings to relevant parties, revealed both subjects do so, but with varying frequency. The first subject rarely shares feelings and does so in a light, non-detailed manner to avoid conflict. The second subject is more detailed but still cautious. Here is the interview:

*“I do express my feelings, but not very often. When I do, I keep it light and non-detailed to avoid causing any conflict. I prefer to keep things simple and not delve too deeply into my emotions.” (first subject, interviews, 2024).*

*“I do express my feelings, but I try to be more detailed when I do so. However, I'm still cautious about how I communicate, as I want to make sure it's constructive and doesn't escalate into conflict.” (second subject, interviews, 2024).*

The third aspect, perseverance, showed both subjects remain committed to their dual roles. The first subject maintains discipline by managing time efficiently, relying on a housekeeper for household tasks. The second subject, without a housekeeper, manages

both work and household tasks with her husband's help, ensuring no work is left unfinished. Here is the interview:

*“I remain committed by maintaining discipline and managing my time efficiently. I also rely on a housekeeper to help with household tasks, which allows me to focus more on my work and other responsibilities.” (first subject, interviews, 2024).*

*“I don't have a housekeeper, but I manage both work and household tasks with my husband's help. We work together to ensure that no task is left unfinished, and we support each other to keep everything running smoothly.” (second subject, interviews, 2024).*

### Seeking Social Support

One form of seeking social support in the dimension of dealing with problems is to seek the help of others to solve their problems with their help, both physically and non-physically, so that they can overcome their problems and stress. Individuals seeking social assistance through their spouses, family, co-workers, and co-workers are the visible parts of seeking social support. Physical assistance can include sharing roles over the problem at hand, asking for help completing a specific task, or additional assistance such as financial aid. On the other hand, non-physical help can include emotional support from people such as a partner, family, co-workers, or professionals to help cope with stress. The results of the study are as follows:

**Table 3. Number of Scores for Seeking Social Support**

Seeking Social Support							
Research Subject	I talk to my partner or friends about my condition	I receive sympathy from family, partner, or friends regarding my condition	I am looking for a professional to convey my condition	I discuss with family, partner, or friends to help me	I ask for advice from friends rather than others	I pour my heart out to my family or partner regarding my condition	Number of Score
S1	3	3	0	2	1	1	10
S2	2	1	0	3	1	2	9

Source: Primary data processed, 2024

Based on number of score for seeking social support, the first subject scored 10 and the second 9, indicating both seek social support with similar intensity. For the first aspect, seeking physical assistance, both subjects sought help with household and work tasks. The first subject had a housekeeper to share household duties and frequently asked family or friends for help with teaching tasks. The second subject shared household responsibilities and regularly discussed work matters with family or friends. Here is the interview:

*“I do seek help when needed. I have a housekeeper who assists with household duties, and I often ask family or friends to help with teaching tasks, especially when I'm feeling overwhelmed.” (first subject, interviews, 2024).*

*“Yes, I share household responsibilities with my husband, and we both work together on that. I also regularly discuss work matters with family or friends to get their input and support when needed.” (second subject, interviews, 2024).*

For the second aspect, seeking emotional support, both subjects sought emotional support from partners, family, and friends but did not seek professional help. The first subject often received sympathy and rarely asked for advice unless feeling overwhelmed. The second subject also received emotional support, but to a lesser extent than the first. Here is the interview:

*“Yes, I seek emotional support from my partner, family, and friends. I usually receive sympathy and only ask for advice when I'm feeling overwhelmed. I don't tend to reach out for professional help.” (first subject, interviews, 2024).*

*“I also seek emotional support from my partner, family, and friends, but I still avoid seeking professional help and mostly rely on those close to me for emotional support when needed.” (second subject, interviews, 2024).*

## Emotion-Focused Strategies

The five types of coping strategies that focus on emotions or feelings are as follows, positive reappraisal, acknowledgment of responsibility, self-control, distancing, and escape avoidance. The following is a description of the results of research conducted by the research subjects on behavioral aspects that focus on emotions.

### Positive Reappraisal

Positive reappraisal related to aspects of emotional-focused coping strategies is an attempt to accept the problems and stressful situations that occur and see them from a spiritual point of view and as a means of self-development. Positive reappraisal includes trying to be a better person, participating in rewarding activities, and becoming more religious when thinking about problems. The results of the study are as follows:

**Table 4. Number of Scores for Positive Reappraisal**

Positive Reappraisal							
Research Subject	I like to do new things	I have always been a better person than ever	I choose not to experience a change in conditions	I discovered new rules both at home and at work	I am grateful for the change in conditions	I always think positively	I always pray for myself and my family
Number of Score							
S1	1	2	3	2	2	1	3
S2	2	0	3	0	1	3	3

Source: Primary data processed, 2024



Based on number of score for positive reappraisal, the first subject scored 14 and the second scored 12, indicating both use positive re-evaluation with similar intensity. For the first aspect, becoming a better person, the first subject found new principles for self-development and felt that the changing circumstances fostered gratitude and positivity. The second subject, while not discovering new principles, also emphasized gratitude and positive thinking to improve well-being. Here is the interview:

*“The changing circumstances have really helped me find new principles for self-development. I feel like I’ve grown a lot, and these changes have fostered a sense of gratitude and positivity in my life.” (first subject, interviews, 2024).*

*“I haven’t discovered any new principles, but I’ve definitely emphasized gratitude and positive thinking. These practices have been important in improving my well-being and helping me stay balanced during challenging times.” (second subject, interviews, 2024).*

For the second aspect, engaging in new activities, the first subject regularly started new activities like exercising and trying new recipes. In contrast, the second subject had only planned new activities due to a lack of free time. Here is the interview:

*“I’ve regularly started new activities, like exercising and trying new recipes. I find these activities help me relax and stay energized while balancing my duties.” (first subject, interviews, 2024).*

*“I’ve planned some new activities, but I haven’t had the time to actually start them yet. With everything going on, it’s been hard to find the time, but I hope to get to them soon.” (second subject, interviews, 2024).*

For the third aspect, religious struggle, both subjects prayed regularly, finding peace and optimism through increased religious devotion, which helped them cope with daily challenges. Here is the interview:

*“I pray regularly, and through my increased devotion, I’ve found a sense of peace and optimism. It really helps me manage the stresses and difficulties I face each day.” (first subject, interviews, 2024).*

*“Yes, I also pray regularly. My religious devotion has brought me a sense of calm and optimism, helping me stay positive and focused as I deal with daily challenges.” (second subject, interviews, 2024).*

### **Acknowledgment of Responsibility**

Acknowledgment of roles and responsibilities for the problems that occur is a way to acknowledge responsibility in the dimension of emotional care. Acknowledging responsibility involves trying to be a better person, trying new things, and trying to be more religious when thinking about problems. The results of the study are as follows:

**Table 5. Number of Score for Acknowledgment of Responsibility**

Research Subject	Acknowledgment of Responsibility				Number of Score
	I criticize myself for always being responsible	I do problem solving at home and at work	I am aware that I am bringing trouble to others	I promise myself that I will always be responsible no matter what the conditions	
S1	2	1	1	3	7
S2	1	2	0	3	6

Source: Primary data processed, 2024

Based on number of score of acknowledgment of responsibility, the first subject scored 7 and the second scored 6, indicating both subjects use this strategy with similar intensity. The first aspect, accepting responsibility for problems, shows that both subjects feel accountable for their roles as mothers and educators. They strive to address issues calmly, focusing on finding rational solutions. Here is the interview:

*“I take full responsibility for the problems that come up in both roles. I try to address issues calmly, focusing on finding rational solutions rather than getting overwhelmed by the situation.” (first subject, interviews, 2024).*

*“I feel very accountable for both my roles as a mother and an educator. I try to approach problems in a calm manner as well, always aiming to find practical and rational solutions to resolve any challenges.” (second subject, interviews, 2024).*

The second aspect, resolving conflicts, reveals that both subjects aim to resolve conflicts. The first subject reflects on personal mistakes and apologizes when necessary, while the second prefers discussion and calm problem-solving. Both subjects are committed to fulfilling their responsibilities and often promise to do their best in both roles. Here is the interview:

*“When conflicts arise, I reflect on my own mistakes and try to learn from them. If needed, I apologize to others. I believe acknowledging my mistakes helps resolve the situation calmly. I always strive to do my best in both roles. I believe in taking responsibility and working through challenges to make sure I meet my obligations.” (first subject, interviews, 2024).*

*“I prefer to discuss the issue openly and focus on calm problem-solving. I think having a conversation and working through the conflict together is the best way to resolve it. I’m committed to doing my best as well. Whenever there’s a conflict, I focus on resolving it and ensuring that I can continue fulfilling my responsibilities as a mother and educator.” (second subject, interviews, 2024).*

## Self-Control

In the emotion-focused coping dimension, self-control means controlling feelings and actions so as not to be hasty and not impulsive in considering a problem or acting to solve it. Aspects of self-control include trying to win over, being careful in acting, guarding, and harboring feelings so as not to get angry, disappointed, or sad, and trying to hear the perspective of others. The results of the study are as follows:

**Table 6. Number of Scores for Self-Control**

Research Subject	Self-Control							Number of Score
	I am always open to advice and careful in making decisions	I hid the stress I experienced	I try not to rush with things that are not necessarily true	I don't tell anyone else about the bad situation	I keep my feelings from interfering with work	I think about others in the face of changing conditions	I'm trying to see things from the other person's point of view	
S1	1	3	1	1	2	1	3	12
S2	2	0	1	2	2	1	2	10

Source: Primary data processed, 2024

Based on number of score for self-control, the first subject scored 12 and the second scored 10, indicating both use self-control with similar intensity. The first aspect, calming down and acting cautiously, shows that the first subject rarely accepts input from others but makes thoughtful decisions. The second subject is more open to advice while still careful in decision-making. Here is the interview:

*“I tend to make decisions on my own, carefully considering all factors before acting. I rarely seek input from others because I prefer to reflect and make thoughtful decisions on my own.” (first subject, interviews, 2024).*

*“I’m more open to receiving advice from others. I find that it can be helpful in making more informed decisions, but I’m still careful and take time to think things through before acting.” (second subject, interviews, 2024).*

The second aspect, managing emotions, reveals that both subjects control their feelings during stress to avoid disrupting work or family life, though the second subject tends to keep stress to themselves. Here is the interview:

*“I try to control my emotions and not let stress affect my work or family life. I understand that showing stress can create disruptions, so I make an effort to stay calm and handle things quietly. It helps me stay focused and prevent stress from affecting my relationships or my performance at work. I believe staying composed is key.” (first subject, interviews, 2024).*

*“I try to manage my emotions carefully. I usually keep my stress to myself and deal with it privately so that it doesn’t impact others. I focus on staying calm, even when things get overwhelming. Keeping stress to myself allows me to*

*manage it more effectively without burdening others, and it helps me stay on track with my responsibilities.” (second subject, interviews, 2024).*

The third aspect, accepting input from others, shows that the first subject often seeks advice from others for perspective, while the second is less likely to do so, believing problem-solving is more personal, although advice can be helpful. Here is the interview:

*“I often seek advice from others. I find that getting different perspectives helps me make better decisions and approach problems more effectively. I think seeking advice helps me see things from multiple angles, which can make problem-solving easier and less stressful.” (first subject, interviews, 2024).*

*“I’m less likely to seek advice. I believe problem-solving is a personal process, and I prefer to work through issues on my own. That said, I do recognize that advice can be helpful at times. For me, working through problems on my own feels more natural. But I agree that getting advice when needed can be helpful in certain situations.” (second subject, interviews, 2024).*

### Distancing

Distancing from the problems is a form of distancing in the dimension of emotional care. One aspect of distancing is trying to avoid problems and simply accepting the situation without making any additional effort to resolve it. The results of the study are as follows:

**Table 7. Number of Scores for Distancing**

Research Subject	Distancing						Number of Score
	I accept my condition	I assume as if nothing has changed	I seek wisdom from changing conditions	I forgot about the stress I experienced	I don't care about changing conditions	I try to alleviate the problem due to the change in conditions	
S1	2	1	2	2	2	2	11
S2	3	1	2	1	3	3	13

Source: Primary data processed, 2024

Based on number of score for distancing, the first subject scored 11 and the second 13, showing both use distancing with similar intensity. The first aspect, trying not to overthink problems, reveals that the first subject sometimes tries to forget stress to lighten their thoughts, relying on prayer and preparedness. The second subject also avoids overthinking, focusing on family to divert attention from stress triggers. Here is the interview:

*“Sometimes, I try to forget about the stress and lighten my thoughts. I rely on prayer and staying prepared for whatever comes my way. It helps me clear my*

*mind and focus on solutions rather than dwelling on the stress. It really helps me stay grounded and focused. Prayer and preparation give me a sense of control over the situation.” (first subject, interviews, 2024).*

*“I try to focus on my family. Spending time with them helps me shift my attention away from stress triggers and keeps my mind from overthinking. Being with my loved ones brings me peace and helps me manage my thoughts. Focusing on family not only diverts my attention from stress but also reminds me of the things that truly matter, which brings me a sense of calm.” (second subject, interviews, 2024).*

The second aspect, accepting fate without extra effort to solve problems, shows both subjects feel that current changes are inevitable. They choose to adapt and remain grateful, believing resistance would only lead to stress. Here is the interview:

*“I believe the changes are inevitable, and rather than resisting them, I’ve chosen to adapt. I stay grateful for what I have, as I think trying to resist the changes would only lead to more stress. Accepting things as they come helps me remain calm and focused. It’s really helped me reduce stress. I’m more focused on adapting and making the best of things, rather than getting frustrated by things I can’t control.” (first subject, interviews, 2024).*

*“I feel the same way. I believe the changes are inevitable, and rather than pushing against them, I try to adapt and remain grateful. I’ve learned that resistance just creates more stress, so it’s better to accept the situation and move forward. Accepting the changes has made it easier to navigate challenges without feeling overwhelmed. Staying grateful also helps me keep a positive perspective.” (second subject, interviews, 2024).*

### Escape Avoidance

In the dimension of emotional control, the form of escape avoidance is trying to avoid a problem and refusing to think about it, even by engaging in activities that can be self-destructive. Another aspect of escapism is the belief that there is a solution to the problem, not to shirk responsibility, and to avoid negative and self-destructive activities. The results of the study are as follows:

**Table 8. Number of Scores for Escape Avoidance**

Research Subject	Escape Avoidance								Number of Score
	I expect miracles	I slept longer than usual	I do negative things to feel better	I avoid others when I'm in trouble	I vent my stress on others	I refuse that condition can get better	I pray for myself and my family when I have trouble	I fantasize about how the problem can be solved	
S1	3	1	0	0	2	0	3	3	12
S2	3	1	0	1	0	3	3	3	14

Source: Primary data processed, 2024



Based on number of score for escape avoidance, the first subject scored 12 and the second 14, indicating similar use of escape strategies. The first aspect, having confidence in solving problems, shows both subjects believe they can manage current changes. Their hope helps alleviate stress, though excessive reliance may hinder performance and adaptation. Here is the interview:

*“I believe I can manage the changes. I have confidence in my ability to adapt and solve problems. Having hope really helps me cope with the stress. However, I do recognize that relying too much on that confidence could make it harder to adapt or perform well if I don’t take the necessary steps.” (first subject, interviews, 2024).*

*“I believe I can handle the changes. I trust myself to navigate through challenges. Hope definitely alleviates some of the stress, but I understand that overconfidence without action can be counterproductive, so I try to stay balanced.” (second subject, interviews, 2024).*

The second aspect, not shirking responsibilities, reveals both subjects avoid neglecting their duties. They don't significantly extend sleep or avoid social environments when stressed, though the second subject occasionally does so to better focus on stress. Here is the interview:

*“I make sure not to neglect my responsibilities, even when I’m stressed. I don’t try to avoid them by extending sleep or isolating myself. I believe staying committed to my duties helps me stay focused and reduce stress.” (first subject, interviews, 2024).*

*“I try not to shirk my responsibilities, but there are times when I feel the need to retreat a little. I might extend my sleep or withdraw from social environments briefly to help me refocus and manage my stress better. It’s just a way for me to recharge before tackling my duties again.” (second subject, interviews, 2024).*

The third aspect, avoiding negative or self-destructive behaviors, shows both subjects refrain from excessive eating, drinking, smoking, alcohol, or drug use, aligning with their escape avoidance strategies. Here is the interview:

*“No, I avoid those kinds of behaviors. I try to manage stress in healthier ways, like staying focused on my responsibilities or finding peaceful activities. I believe engaging in negative behaviors would only make things worse in the long run.” (first subject, interviews, 2024).*

*“I avoid drinking, smoking, or overeating when stressed. I know that those behaviors may seem like an escape in the moment, but they don’t really help in the long term. I prefer to find other ways to cope and avoid negative habits.” (second subject, interviews, 2024).*

## DISCUSSION

### Problem-Focused Strategies

Problem-focused coping involves efforts to enhance one's resources to handle stressful situations or reduce the demands of the stress-inducing issue. The study reveals that the two subjects use problem-focused coping strategies differently. The first subject tends to seek social support, while the second subject prefers systematic problem-solving. This difference is attributed to the varying resources each subject has, affecting their choice of coping strategies (Lazarus & Folkman, 1984; Folkman, 1984; Parkes, 1986; Folkman, 1988; Mohammad, 2020; Asad, Erum, Churi, & Moreno, 2023).

Transactional processes between individuals and their environments form the basis for selecting coping strategies. To manage stress demands, three problem-focused approaches can be utilized. Changes in conditions help people utilize their resources, as seen in both subjects dealing with daily pressures related to their roles as educators and parents (Lazarus & Folkman, 1984; Shahsavarani, Azad, Abadi, & Kalkhoran, 2015; Santoso, 2016; Rosado, Bevilacqua, Moreira, & Kaster, 2023).

The first subject seeks social support, leveraging external help to increase coping resources. They benefit from having a housekeeper and often consult friends and family, receiving both physical assistance and emotional support, which helps mitigate stress (Lazarus & Folkman, 1984; Shahsavarani, Azad, Abadi, & Kalkhoran, 2015; Ali & Kumar, 2023). In contrast, the second subject employs planned problem-solving, directly addressing and minimizing stressors. They consistently develop plans for their dual roles as a mother and educator, reflecting their proactive approach to managing stress (Lazarus & Folkman, 1984; Folkman, 1988; Ojeda, Bernardi, & Landwehr, 2023). This subject's coping resources include confidence and problem-solving skills, supported by psychological and physical resilience (Lazarus & Folkman, 1984; Folkman, 1984; Parkes, 1986; Folkman 1988; Scherer & Brodzinski, 1990; Gharaibeh, Alrashdan, Shamoun, & Farha, 2023; Ooi, Rabbani, Yahya, Siau, 2023).

### Emotion-Focused Strategies

Emotion-focused coping involves efforts to reduce the demands of stress-inducing situations by managing one's emotional responses. The study indicates that both subjects employ the five types of emotional regulation strategies, but they lean towards different types. Specifically, the first subject tends to use positive reappraisal, while the second subject leans towards escapism. These differences are attributed to the distinct resources each subject possesses, influencing their coping strategies (Lazarus & Folkman, 1984; Duvall & Miller, 1985; Folkman, 1988; Sina, 2020).

Coping strategies are part of an ongoing transactional process between individuals and their environment. This process is continuous, influenced by individuals' assessments and re-evaluations of situations. If a positive re-evaluation views a situation as draining, it can be perceived as stressful. Individuals then adjust their coping strategies accordingly, which can involve either problem-focused or emotion-focused approaches (Lazarus & Folkman, 1984; Duvall & Miller, 1985; Folkman, 1988; Sina, 2020; Kubáková, Ganoczyová, & Chylová, 2023).

The first subject shows a preference for positive reappraisal in emotion-focused coping, viewing stress as an opportunity for personal growth. This perspective helps reduce stress by changing their perception of the situation, such as managing dual roles as a mother and educator with a positive outlook. This approach helps the subject to stay

rational and manage stress more effectively (Lazarus & Folkman, 1984; Folkman, 1984; Folkman, 1988; Couderc, Cousson-Gélie, Pernon, Porro, Miot, & Baghdadli, 2023). The environment, psychosocial factors, and personal attributes affect the choice of positive reappraisal. The first subject's supportive environment and mature mindset contribute to their positive re-evaluation, which is further supported by material resources that influence their coping strategy choice (Lazarus & Folkman, 1984; Folkman, 1984; Folkman, 1988; Batungwanayo, Habarugira, Vanclooster, Ndimubandi, Koropitan, & Nkurunziza, 2023; Chaudhary & Dawood, 2023).

In contrast, the second subject leans towards escapism, attempting to avoid stress by not directly addressing stressors. They avoid excessive sleep and focus on resolving stress sources once identified. This strategy reflects their coping resources and psychological approach to managing stress (Lazarus & Folkman, 1984; Folkman, 1984; Folkman, 1988). Additionally, the second subject uses planned problem-solving, focusing on managing responsibilities effectively and resisting overall changes. Their coping strategy involves a blend of problem-focused and emotion-focused methods, which can either facilitate or hinder each other, depending on their approach to stress and expectations (Lazarus & Folkman, 1984; Folkman, 1984; Folkman, 1988; Hurlock, 1997; Karadzhev, 2023; Rzesutek, Pięta, Van Hoy, Zawistowska, Grymowicz, Pięta, Gołoś, & Walicka, 2023).

## CONCLUSION

The results show that both instructors who are also mothers at Sangga Buana University utilize both problem-focused and emotion-focused coping strategies when dealing with stress and issues at home and work. From a social work perspective, an individual's coping strategies are closely linked to their social functioning. Social functioning refers to how well individuals can perform their social roles and functions based on their social status.

Coping strategies aim to reduce stress or pressure, and the choice of strategy can impact one's social functioning. It is important to evaluate both dimensions of coping strategies and their effectiveness in managing stress-inducing situations. Both subjects use all three problem-focused coping dimensions and also employ all five emotion-focused coping dimensions. This comprehensive use of strategies reflects ongoing evaluation and re-evaluation processes between the subjects and their environment.

The study indicates that the coping strategies of both subjects are influenced by their available resources. Each subject's unique resources lead to different coping approaches in both problem-focused and emotion-focused dimensions. Despite their different strategies, the ultimate goal for both subjects is to restore balance and normalize their mental state and environmental pressures, irrespective of their individual coping efforts.

Based on the conclusions and findings of this study, several recommendations are made. Firstly, recognizing that coping strategy selection is influenced by individual factors and resources, Sangga Buana University could establish support groups or forums for faculty members to interact. These interactions could include social activities like casual conversations, planning vacations together, discussions, or sharing experiences. Such forums would not only foster interaction but also enhance positive re-evaluation among faculty in dealing with changes, particularly those related to family and children.

Furthermore, faculty members should seek assistance from family, friends, or colleagues, especially for childcare. Effective time management is also important; faculty

members should prioritize tasks to reduce mental stress. Creating a regular schedule that includes quality time with family and personal time can help manage stress. It is also beneficial for faculty members to engage in hobbies or activities that help relieve stress, such as yoga or meditation. These activities can aid in self-love and finding balance, reminding them not to impose excessive pressure on themselves and to take time for reflection, relaxation, and enjoyment.

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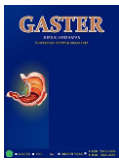
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