

**ENHANCING THE COPING SKILLS AND THE JOB WELL-BEING OF INTERNATIONAL
SCHOOL TEACHERS IN BANGKOK:
*AN ACTION RESEARCH APPROACH***

AN ABSTRACT
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The four cycles of the action research investigation lead the teachers to comprehend the importance of their job well-being by identifying the impediments to happiness at work or the work stressors. The sources of work stress were perceived as related to the work itself, the students, resource limitations at school, lack of management support, school policy and interpersonal relationships at work. The participants also found that four main areas of impact of work related stress were on self (physical and emotional), on interactions with students, on interpersonal relationships with family, and friends.

The participants went through a strategic planning process to cope effectively on a personal and group level. The teachers developed an understanding that the best coping strategies included a combination of techniques to attain balance on cognitive, emotional and physical dimensions. For the participants another important aspect related to their job well-being was determining the areas of school improvement. They recognized five broad areas which were proper school planning, school policies, professional development, personal development and social support activities.

The findings of this project were shared with the school's head and management. This channelled a significant impact of the research, as they implemented some of the feedbacks generated through the research. Though the school term ended soon there after, the process of school change had been set in motion. This research had been successful in stimulating a transformation process with the participant teachers, the school management and head.