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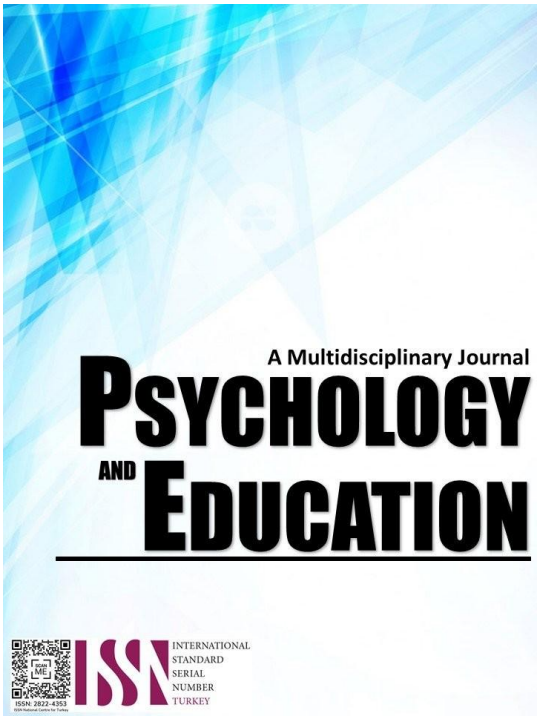

PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 51
Issue 10
Pages: 1328-1358
Document ID: 2026PEMJ5030
DOI: 10.70838/pemj.511004
Manuscript Accepted: 01-21-2026

Psych Educ, 2025, **51**(10): 1328-1358, Document ID:2025PEMJ5030, doi:10.70838/pemj.511004, ISSN 2822-4353

Research Article

A Path Analysis of Occupational Well-Being of Guidance Advocates as Predicted by Emotional Intelligence, Workplace Expectation, and Coping Strategies

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Abstract

Occupational well-being indicates the overall mental and emotional engagement and professional fulfillment of individuals in their workplace. However, existing reports show increasing emotional labor and limited institutional support, but no study has measured this yet. This quantitative study aimed to explore a best-fit model that predicts the occupational well-being of guidance advocates in Region XII using path analysis. The study involved guidance advocates from various public secondary schools, and data were gathered through adapted and validated survey instruments using systematic random sampling. The findings revealed very high emotional intelligence, slightly high workplace expectations, slightly high coping strategies, and very high occupational well-being. The best-fit model with acceptable goodness-of-fit indices pointed directly to emotional intelligence as the determining factor for occupational well-being. Furthermore, coping strategies and workplace expectations acted as mediating variables. Subsequently, the practical applications to support the occupational well-being of the guidance advocates were very clearly defined.

Keywords: *emotional intelligence, workplace expectations, coping strategies, occupational well-being, structural equation modeling, Philippines*

Introduction

Occupational well-being is a person's overall mental and emotional health at work, reflected in their energy, active engagement, and professional growth (Collie, 2023). Research into occupational well-being has thrived in various areas, with a specific focus on therapy-related professions such as counseling and guidance services (Rantanen et al., 2023). In the foreground of these professionals are the guidance counselors performing as frontline mental health employees, where they provide serious support to their clients educationally, mentally, and in professional matters (Feng et al., 2024). A percentage of their responsibilities bring contentment but also considerable stress, as they regularly handle emotional distress, undertake interpersonal circumstances, and simplify personal growth (Beaumont et al., 2016). The occupation itself has psychological demands, which call for further study into occupational well-being variables. Among these, emotional intelligence (EI), workplace expectations, and coping strategies have become progressively documented as factors that uphold professional resilience and overall well-being (Zeidner et al., 2002; Chong et al., 2020).

Globally, Rantanen et al. (2023) conducted a two-wave study (2019–2021) in Finland, revealing three definite occupational well-being reports among educational guidance counsellors. Importantly, well-being deteriorated, indicating a meaningful negative change in occupational well-being, according to Feng et al. (2024), who surveyed 1,443 Chinese school counselors and found that poor organizational and inter-personal assistance significantly undermined occupational well-being, decreasing work engagement, increasing observed pressure, and lowering job satisfaction. Organizational help and occupational encouragement were among the greatest positive impacts. Cox et al. (2016) surveyed 353 genetic counselors globally via three professional organizations. Over 40 percent had considered leaving due to burnout, with occupational stress explaining 43–59 percent of the variance in fatigue, distrust, and professional effectiveness.

In the Philippines, the Department of Education (DepEd) acknowledged that 44 percent of teachers work over 50 hours per week, averaging 17.8 hours on ancillary duties and 8.1 hours on program-related tasks, leading to threatening workloads that compromise both occupational well-being and teaching quality (Department of Education, 2024). Additionally, from 2011 to 2017, around 1,500 teachers per year left the Philippines to work abroad, citing overload, low pay, and burnout (Chan & Walker, 2024). In Quezon City, a survey of 233 elementary teachers exposed a significant inverse relationship between work-related burnout and occupational well-being (Orines et al., 2023). Also, 82.5 percent of educator members at Ifugao State University experienced moderate levels of stress, especially associated with work and health concerns (Ngohayon & Culimay, 2023). Locally, an inquiry conducted in Kidapawan City revealed a strong correlation between 109 public school teachers' emotional exhaustion and high workplace expectations, with many of them having low self-efficacy (Villarejo et al., 2022).

Moreover, according to the World Health Organization (WHO, 2022), negative coping strategies and stress at work are now two of the biggest problems in the world when it comes to occupational well-being. This is especially true for people who work in human services jobs like teaching and counseling. Occupational well-being is becoming more widely recognized around the world as the key to long-term mental health and productivity. In line with this, the report urged member states to incorporate mental health into labor policy, highlighting that occupational well-being risks in the workplace are just as essential as physical ones International Labour Organization (ILO, 2022). According to Ray (2022), overall personal occupational well-being is significantly affected by job satisfaction and work-related well-being, underscoring the relevance of work across diverse professional contexts beyond mere employment status or financial

compensation.

Recent research by Pilvera et al. (2024) has shown that emotional intelligence is generally recognized in the Philippines as one of the most desirable attributes for job success, particularly in education and counseling, because it significantly increases instructors' instructional efficacy. Similarly, Miao et al. (2017) discovered a positive correlation between emotional intelligence and job satisfaction, while identifying a negative relationship with burnout across diverse professional categories. They contended that emotional intelligence facilitates emotional regulation in the workplace, hence enhancing long-term occupational well-being. Moreover, research showed that emotional control, an important part of emotional intelligence, helps workers handle problems at work better, which makes them happier and better at their occupational well-being (Côté, 2014).

Additionally, several interrelated institutional policies or government regulations, along with cultural elements like bayanihan (communal cooperation) and pakikisama (smooth interpersonal relationships), influence workplace expectations in the Philippines, which have an impact on workers' occupational well-being (De Guzman et al., 2022). Thus, studies show that high emotional intelligence among Filipino professionals translates into greater flexibility, enhanced problem-solving skills, and improved interpersonal relationships in the workplace (Garcia & Bautista, 2022). In addition to the above, some coping mechanisms adopted by Filipino professionals include social support networks, faith-based resilience strategies, and formal mental health interventions (Santos & Del Rosario, 2021). Conversely, maladaptive strategies like avoidance or denial were associated with increased burnout and lower occupational well-being (Gan et al., 2020).

Despite increasing attention to counselor stress, there is limited empirical evidence on the occupational well-being of guidance advocates in Region XII. Existing reports suggest rising emotional labor (Alcantara & Ramos, 2023) and insufficient institutional support, yet no study has measured how these conditions affect their occupational well-being. The absence of local data makes it unclear whether guidance advocates are thriving, struggling, or at risk of burnout. This gap highlights the need to examine occupational well-being directly and identify which factors, such as emotional intelligence, workplace expectations, and coping strategies, serve as significant predictors.

This study is significant because it will examine emotional intelligence as an important factor in intrapersonal and interpersonal relationships between people in schools and workplaces in the region. Expectations of an individual regarding their workplace in Region 12 vary, viewing the person through the lens of policy, administrative structures, and accessibility to resources, thereby impacting satisfaction at the workplace and opportunities for professional growth. Support systems by peers, professional development training, and involvement in community-based mental health initiatives form the coping mechanisms adopted by guidance advocates in the region. Additionally, the above may facilitate policy proposals that will embellish and support a conducive work setting, prevention of burnout, and improvement in overall job satisfaction among guidance professionals.

The results will be disseminated to stakeholders, and organizations may set up training programs to equip employees with the skills to manage their emotions better, develop realistic workplace expectations, and arm them with coping techniques. The views derived from this research can be a source for administrators and policymakers in creating work environments that blend professional growth and occupational well-being in guidance advocates. Moreover, with the global increase in awareness of mental health, the wave of change continues to increase. Guidance advocates, as key players in mental health and career support services, must also receive the necessary institutional support with ethical considerations to maintain their well-being.

Research Questions

The purpose of this study was to examine a best-fit model that predicts the occupational well-being of guidance advocates in Region 12 by analyzing the causal relationships among emotional intelligence, workplace expectations, and coping strategies using adapted survey questionnaires. Specifically, the study sought answers from the following questionnaires:

1. What are the levels of emotional intelligence, workplace expectations, coping strategies, and occupational well-being?
2. Is there a significant interrelationship between the exogenous and endogenous variables?
3. What model best-fits the occupational well-being of guidance advocates?

Methodology

Research Design

This study employed a quantitative research method. This quantitative study utilized a descriptive-correlational research design that involves gathering data without altering the research environment and identifying relationships between variables (Aggarwal & Ranganathan, 2019). Moreover, this design enables researchers to document the status of variables at a specific point in time while simultaneously examining the nature and strength of relationships among them. Such a design is particularly effective for studies aiming to identify patterns and explore potential underlying causal mechanisms without manipulating variables (Subedi, 2016).

Also, a descriptive research design was a quantitative approach employed to characterize a population, situation, or trends methodically. It sought to precisely and transparently represent the attributes of a group or condition without altering variables (Siedlecki, 2020). This strategy frequently entailed gathering data via surveys or existing records in order to provide a detailed snapshot of the issue under

study (Bhandari, 2020).

Meanwhile, the correlational aspect of the design investigates the relationship between two quantitative variables, which includes the strength of the relationship and the direction (Cataldo et al., 2019). So, this will give important information about how all these things interact, which can help form hypotheses about potential mechanisms underlying observed effects (Cresswell, 2019).

Respondents

The respondents in this research included 210 guidance advocates from public secondary schools across Region 12. A total of 210 respondents participated in the study, representing various divisions. Specifically, 13 respondents (6.19%) were from General Santos City, 10 respondents (4.76%) from Kidapawan City, and 7 respondents (3.33%) from Koronadal City. Cotabato Province had the highest representation with 60 respondents (28.57%), followed by South Cotabato with 49 respondents (23.33%), Sultan Kudarat with 35 respondents (16.67%), and Sarangani Province with 31 respondents (14.76%). Tacurong City had the lowest number of respondents with 5 (2.38%).

To select the respondents, the research made use of a systematic random sampling approach while ensuring confidentiality of the data. The systematic random sampling method relied on choosing units within a specified interval called the sample interval (Martínez-Mesa et al., 2016). A complete list of the 456 public secondary schools served as the sampling frame, from which a random starting point was identified. Using systematic random sampling, every second school on the list was selected to ensure equal probability of inclusion. Each qualifying respondent received a unique code instead of using a list of names for safeguarding the confidentiality of guidance advocates.

To ensure statistical reliability and accurate representation, the study used an online sample size calculator to determine the appropriate number of respondents from the total population of 456 guidance advocates in Region 12. Based on a 95 percent confidence level, a 5 percent margin of error, and a 50 percent response distribution, 210 guidance advocates were determined to be the best sample size. In determining the sample size for social science research, this formula followed the recommendations made by Raosoft (2025).

For the inclusion criteria, guidance advocates were identified as school personnel assigned to perform guidance functions despite not holding a bachelor's degree in guidance and counseling, regardless of gender, with permanent status positions. Guidance advocates operating outside the region, personnel from private institutions, and registered guidance counselors regulated by the Philippine Regulatory Commission were excluded.

The target respondents were not frequently classified as vulnerable, though they could experience indirect vulnerability due to employment status and perceptions of professional obligation. To address this, the study informed all participants of their right to voluntary participation and their right to withdraw at any point without negative consequences. The researcher also acknowledged a potential conflict of interest as a licensed guidance counselor in the same region; however, licensed guidance counselors are not included as respondents. To mitigate potential bias or undue influence, data collection was conducted through face-to-face surveys administered by a neutral third-party facilitator, particularly if respondents were from the same division as the researcher.

Instrument

Four adapted survey questionnaires were used: Wong and Law Emotional Intelligence Scale (WLEIS), Demand-Control-Support (DCS) Model, Simplified Coping Style Questionnaire (SCSQ), and Tripartite Occupational Well-Being Scale. Using these reliable questionnaires ensured that valid and reliable measurement tools were employed, thus increasing the reliability of measurement between subjects, which is suitable for measuring occupational well-being among guidance advocates.

In addition, the content validity of these instruments was assessed by technical experts, and their evaluation results, written comments, marked corrections, and suggestions were considered in the process of questionnaire finalization. After the evaluation, pilot testing was conducted to assess the reliability and clarity of the research instruments, involving 32 occupational well-being guidance advocates with characteristics like those of the primary study respondents. Cronbach's alpha is a measure used to assess the reliability, or internal consistency, of a set of scales or test items (Gofforth, 2015).

The WLEIS by Wong and Law (2002) was used to generate data about emotional intelligence, focusing on four dimensions: self-emotion appraisal, others' emotion appraisal, use of emotion, and regulation of emotion. This scale comprises 16 items equally distributed among the four dimensions. Items were organized under each domain in the revised questionnaire, and responses were scored using a 5-point Likert scale where 1 indicated strongly disagree, 2 indicated disagree, 3 represented a neutral response, 4 signified agree, and 5 corresponded to strongly agree. The WLEIS demonstrated excellent reliability, with a Cronbach's alpha of 0.91, indicating strong internal consistency.

For generating data about workplace expectations, the Demand Control Support (DCS) Model by Karasek (1979) was utilized. This scale comprises 17 items distributed across three factors: job demands (5 items), job control (6 items), and social support (6 items). This questionnaire demonstrated good construct validity and reliability, as confirmed by CFA, and had acceptable fit rates: N = 910; CFI=0.970, RMSEA=0.061. The DCS Model was demonstrated to be an excellent research instrument and was expected to have a Cronbach's alpha value of 0.72. Items were organized under each domain in the revised questionnaire, and responses were scored using

a 4-point Likert scale, where a score of 4 indicated always, 3 indicated often, 2 represented rarely, and 1 corresponded to never.

For generating data about coping strategies, the Simplified Coping Style Questionnaire (SCSQ) by Xie (1998) was used. This scale comprises 20 items distributed among two factors: positive coping (12 items) and negative coping (8 items). The SCSQ scale has been used in the Philippines to assess educators and has demonstrated satisfactory reliability and validity. The Cronbach's α coefficients for positive coping styles and negative coping styles were 0.90 and 0.92, respectively, indicating high internal validity and reliability. Further, items were organized under each domain in the revised questionnaire, and responses were scored using a 4-point Likert scale wherein a score of 4 indicated often, 3 signified sometimes, 2 denoted occasionally, and 1 corresponded to never.

For generating data about occupational well-being, the Tripartite Occupational Well-being Scale by Collie (2023) was used to assess subjective vitality, behavioral engagement, and professional growth. The instrument consists of twelve items, distributed equally among the three domains. This questionnaire was demonstrated very satisfactory validity and reliability; CFA had excellent fit indices: N=387; ($X2 = 514.22$, $P < .001$, $RMSEA = 0.08$, $CFI = 0.98$). Moreover, TOWS also served as an excellent instrument for research, with expectations of a Cronbach's alpha around 0.89. Further, items were organized under each domain in the revised questionnaire, and responses were scored using a 5-point Likert scale where a rating of 5 indicated always, 4 signified often, 3 represented sometimes, 2 denoted rarely, and 1 corresponded to never.

Procedure

The researcher conducted particular steps in the data collection and information procedure. Before conducting the research study, the researcher participated in a series of data collection activities by following the data collection standards and sought approval from the Research Ethics Committee of the University of the Immaculate Conception.

Before beginning the data collection for the study, the researcher obtained the necessary permits from relevant authorities by securing endorsements from the Dean of the Graduate School and approvals from the Regional Director, Schools Division Superintendents, and School Heads. In conducting the research, the researcher complied with all ethical considerations, and the study underwent a research ethics review through the UIC-REC, particularly addressing data privacy and its provisions.

Moreover, the researcher conducted a research orientation for the respondents individually or in groups at a suitable location and time. Informed Consent Forms (ICF), which emphasized voluntary participation and the opportunity to decline or withdraw from the study at any time without penalties or negative consequences, were fully explained and distributed. Everyone who wanted to take part was informed that signing the ICF was a must. Particular emphasis was given to obtaining their informed consent and gaining their support for the study. In the event that any respondents were unable to attend the orientation, the researcher followed up via cellphone to explain the study and its protocols.

Data collection was carried out using face-to-face procedures. If the researcher and respondent were situated in the same location or in proximity, a face-to-face survey was organized. Clear instructions and an explanation of each procedure were given to respondents prior to the start of data collection, including the justification for their participation. Respondents were notified that their involvement was completely voluntary and that they could request clarification or ask questions about the questionnaires at any time. Respondents were guaranteed the anonymity of their responses and the confidentiality of all information disclosed. The study presented a low risk to responders as it did not collect personally identifiable information and utilized coded measurements for analysis. However, the length and thoroughness of the questionnaire may have made respondents feel uncomfortable or tired. To fix this, respondents were told to take breaks when they needed to and were reminded that they could skip any question that made them feel bad or stop participating without any penalties or bad effects.

In accordance with the Data Privacy Act of 2012, the researcher guarantees that all gathered data were securely maintained using password-protected digital files and coded documents to safeguard respondent identification. Hard copies, if any, were stored securely in a secure facility accessible solely to the researcher. Data were retained solely for the period required to complete the study. They were securely disposed of through permanent deletion of electronic files and shredding of physical documents upon the study's completion.

Furthermore, a professional statistician was hired to help choose the right statistical tools and understand the data, which ensured that the study was fair. The researcher formulated conclusions and provided recommendations based on the analyzed results, according to ethical research standards throughout the entire process.

Data Analysis

Several statistical tools were used to analyze the data.

Mean was used to measure the guidance advocates' levels of occupational well-being, coping strategies, workplace expectations, and emotional intelligence.

Standard deviation was used to look at how consistent and variable the responses are, which will give us an idea of how spread out the dataset is around its mean.

Path analysis. Further, path analysis was utilized to create the best-fit model for the occupational well-being of guidance advocates. It was a set of statistical approaches that allowed complicated correlations between one or more independent variables and one or more dependent variables to be established. Also, path analysis was employed to illustrate the causal linkages among variables, which was particularly appropriate for examining complex relationships because it enabled the researcher to evaluate both direct and indirect effects within a hypothesized model. Path analysis also assisted in identifying which observed variables serve as suitable indicators of the latent constructs represented in the study.

Ethical Considerations

Following the guidelines provided by the Immaculate Conception Research Ethics Committee (UIC-REC) ensured that all respondents were protected, had their rights respected, and were treated with dignity by the researcher. In order to protect respondents from physical or psychological harm, this study placed a high priority on professional responsibility and ethics. The researcher secured informed consent from the UIC-REC, DepEd offices, and the guidance advocates in Region 12. This ensured that participation was voluntary and that everyone knew what they were getting into. Throughout the procedure, the researcher guaranteed that the environment was respectful and non-threatening, and they were allowed to avoid any item that made them feel uncomfortable. Prior to participation, risks, rewards, and safety protocols were expounded to ensure the well-being of all respondents.

This study provided insight into the relationship between guidance advocates' occupational well-being and factors like emotional intelligence, workplace expectations, and coping strategies. The results of this study helped create programs and guidelines that improved the occupational well-being and job satisfaction of teachers, especially in Region 12. The researcher made use of the University of the Immaculate Conception's institutional resources, such as its library and online journal access, as a Licensed Professional Teacher and Registered Guidance Counselor with advanced academic credentials and a wealth of experience in community engagement. Working together with school leaders, stakeholders, and administrators ensured that the school received support, that stakeholders were included, and that study findings were put into reality.

Results and Discussion

In this section, the presentation and analysis of data and interpretation based on the corresponding literature and studies are presented.

Level of Emotional Intelligence

Table 1.1. *Level of Emotional Intelligence*

Indicators	*Mean*	*SD*	*Description*
Self-Emotions Appraisal			
1. Having a good sense of why they have certain feelings most of the time.	4.29	0.64	Very High
2. Having a good understanding of my own emotions.	4.40	0.60	Very High
3. Understanding what they feel.	4.33	0.67	Very High
4. Knowing whether they are happy.	4.48	0.62	Very High
Category Mean	4.37	0.63	Very High
Others-Emotions Appraisal			
5. Knowing their friends' emotions from their behavior.	3.97	0.71	High
6. Observing others' emotions.	4.22	0.69	Very High
7. Being sensitive to the feelings and emotions of others.	4.36	0.66	Very High
8. Having a good understanding of the emotions of people around them.	4.23	0.61	Very High
Category Mean	4.19	0.67	Very High
Use of Emotion			
9. Being always set goals for themselves and try their best to achieve them.	4.35	0.59	Very High
10. Telling themself they are competent person.	4.01	0.74	High
11. Being a self-motivating person.	4.31	0.67	Very High
12. Always encouraging themselves to try their best.	4.40	0.64	Very High
Category Mean	4.27	0.66	Very High
Regulation of Emotion			
13. Being able to control their temper so that they can handle difficulties rationally.	4.15	0.71	High
14. Being quite capable of controlling my own emotions.	4.20	0.65	Very High
15. Always calming down quickly when they are very angry.	4.02	0.76	High
16. Having good control of my own emotions.	4.15	0.72	High
Category Mean	4.13	0.71	High

Table 1.1 presents the general degree of emotional intelligence of the respondents with a measurement of four main dimensions that include self-emotion appraisal, other-emotion appraisal, emotion use, and emotion control. Every dimension is measured using four indicators, with an overall mean score of 4.24, a very high rating, meaning emotional intelligence is always to be evident. Meanwhile, the overall standard deviation is 0.42, which means that the respondents' responses are very consistent on emotional intelligence, with only small differences from the average score, and this reflects a uniform pattern of responses of guidance advocates across all

indicators.

This supports the claim using the Wong and Law Emotional Intelligence Scale have reported moderate to high levels of emotional intelligence among educators and guidance professionals, with mean scores typically ranging from 3.4 to 3.9 out of 5 across dimensions which were found to be significantly associated with effective work behavior, role clarity, and adaptive responses to job demands (Wong & Law, 2002). To support the argument, Kafetsios and Zampetakis's meta-analysis of 2020 revealed that 1,197 professionals with higher EI were more satisfied with their jobs, less emotionally drained, and devoted to their professions, which relates to the key factors of occupational well-being among the respondents.

Self-Emotions Appraisal. The first dimension indicates that the self-emotions appraisal, was found to have a category mean of 4.37, which means that it was very high. This result indicates that the respondents have a highly established skill of perceiving and interpreting their emotions. The mean scores are between 4.29 and 4.48 on an item-by-item basis, which implies that there are high levels of self-awareness. The greatest value of the mean is found in the sentence, "knowing whether or not happy," which was a mean of 4.48, indicating that the respondents are sensitive to their affective feelings. In the meantime, the statement of "having a good sense of why having certain feelings most of the time" received a mean of 4.29, suggesting a very high level of awareness of the causes of emotions, which is less strong.

Based on the framework of emotional intelligence given by Goleman (1995), effective emotional regulation and decision making are grounded on such awareness. It is this very high level of self-emotional appraisal that is a sign of a mature degree of intrapersonal intelligence, which allows people to recognize their feelings and determine how these emotions affect their behavior. Accordingly, self-emotion appraisal significantly predicts occupational well-being, with empirical evidence showing moderate to high levels with mean scores of 3.5 - 4.1 on a 5-point scale associated with lower emotional exhaustion and higher job satisfaction (Schutte et al., 2019). Likewise, Fathi et al. (2022) found that respondents with higher emotional intelligence levels demonstrated better emotional balance and adaptive coping, enhancing occupational well-being. Moreover, very high self-emotion appraisal has been linked to improved workplace relationships and sustained job performance, underscoring its importance in emotionally demanding roles (Kafetsios & Zampetakis, 2019).

Others-Emotions Appraisal. The others-emotions appraisal dimension scored a category mean of 4.19, which implies that the respondents have a great ability to be concerned, empathetic, and socially aware. The statement "being sensitive to the feelings and emotions of others" got a mean of 4.36, showing that the respondents are capable of perceiving the emotional gestures others make. Similarly, both the higher level of interpersonal sensitivity, as displayed in terms of "having a good understanding of how people in my surroundings feel," got a mean of 4.23, and "observing others' emotions" got a mean of 4.22. This score of 3.97 on the word "always knowing their friends' emotions from their behavior" is high, meaning this category had high scores, which suggests that the respondents would be understanding and sensitive individuals in the social environment, which makes it easy to have positive interpersonal relationships and effective communication that influenced the occupational well-being of the guidance advocates.

A study by Schlegel et al. (2019) found that individuals who are proficient in identifying emotions in others tend to form meaningful relationships and experience higher occupational well-being. Similarly, Gignac (2020) reported that most respondents demonstrated moderate to high levels of Other Emotions Appraisal, indicating an adequate ability to perceive others' emotions through behavioral cues. However, individuals with lower levels of Other Emotions Appraisal experienced poorer occupational well-being, particularly in interpersonal and emotional functioning. Overall, these findings are consistent with emotional intelligence theory, which emphasizes that understanding others' emotions is essential for building trust, collaboration, and teamwork in the workplace (Salovey & Mayer, 1990). Thus, the relatively smaller difference in values indicates that even though the majority of respondents possess this skill, some of them might need to develop more in reading between-the-lines emotional signs, which can be promoted with the help of social-emotional learning or training in interpersonal skills, which can enhance the occupational well-being (Bar-On, 2021).

Use of Emotion. The category means of the third dimension, use of emotion, was 4.27, which was very high. This dimension shows the capability of the respondents to utilize and direct feelings to inspire themselves and reach their targets. The findings reveal that the highest means are obtained on the highest scores of self-motivation and perseverance, with "being always set goals for myself and try my best to achieve them" with the mean of 4.35, and "always encouraging themselves to try their best" with the mean of 4.40, showing the respondents' strong motivation. In the meantime, this result is supported by the fact that I am a self-motivating person with a mean of 4.31, further demonstrating my consistent drive. The fact that the mean of "always telling themselves they are competent" is high, with a mean of 4.01, indicates that it is possible to consider relatively consistent standard deviations in this group that indicate reasonable variability. However, the majority of respondents are self-driven; some of them might need more reinforcement of self-efficacy.

This finding supports earlier studies showing that not all individuals consistently demonstrate the same level of self-confidence or self-belief, which in turn influences occupational well-being (Wong & Law, 2020). Moreover, empirical evidence indicates that most respondents exhibit moderate to high levels of Use of Emotions, reflecting their capacity to harness emotions to enhance motivation, persistence, and professional growth (Foster, 2016). As a result, individuals who effectively utilize their emotions are better able to cope with work-related challenges and maintain positive engagement in their roles. In contrast, those with lower levels of emotion utilization tend to show reduced resilience and initiative, which may hinder their occupational well-being. Finally, Mayer et al. (2016)

demonstrated through regression analysis that the use of Emotions significantly predicted occupational well-being, suggesting that channeling emotions into cognitive processes such as problem-solving and decision-making plays a meaningful role in promoting sustained occupational well-being.

Regulation of Emotion. The last dimension, which is the regulation of emotion, had a category mean of 4.13, which is considered high but slightly lower than the other three categories. The findings suggest that the respondents are generally able to control their emotions, although there is still room for improvement. The highest mean of the items was the highest, showing "being quite capable of controlling my own emotions", which received a mean of 4.20, it is closely followed by "being able to control their temper so that they can handle difficulties rationally" with mean of 4.15, and "having good control of their own emotions" with a mean of 4.15. The lack of significance in the lowest mean in the "being always calm down when they are very angry" got the mean of 4.02, which indicates that there is a higher range of variability in the emotional control, that is, emotional stability may vary significantly across individuals.

This supports the finding that although the overall group demonstrates high levels of emotion regulation, a subgroup of respondents still experiences difficulty when facing stressful or emotionally arousing situations (Alcantara & Ramos, 2023). Moreover, empirical evidence indicates that most individuals exhibit moderate to high levels of Regulation of Emotions, while those with lower levels are more vulnerable to emotional strain in the workplace. Similarly, Garcia and Bautista (2022) emphasized that effective emotion regulation is essential for maintaining professional functioning and positive interpersonal relationships. Furthermore, Hong and Lee (2024) found that occupational well-being is influenced not only by individual regulatory ability but also by the interaction between emotional regulation and workplace demands. Consequently, because emotion regulation is a core component of emotional intelligence, interventions such as mindfulness, emotional resilience, and stress management training may help strengthen regulation skills and enhance occupational well-being, particularly among guidance advocates (Villanueva, 2023).

In comparison with the rest of the dimensions, the findings point out that the self-emotions appraisal is the highest dimension of emotional intelligence, use of emotion, others-emotions appraisal, and regulation of emotion. Such a pattern of the match of the ratings of the majority of dimensions to the rating of very high implies that the respondents tend to possess strong emotional intelligence in self-awareness, motivation, and empathy; the slightly lower ratings of emotional regulation indicate that the respondents may improve the management of emotions in the context of pressure (O'Boyle et al., 2021).

These findings have serious implications for individual and career growth. Highly emotionally intelligent individuals have a higher chance of navigating the complexities of social lives and displaying positive relationships as well as acting in a healthy way in collaborative settings (Salovey & Mayer, 2020). Moreover, emotional intelligence has also been associated with effectiveness in leadership, tolerance to stress, and psychological wellness. The results imply that the respondents have the potential to enhance their emotional regulation abilities to supplement their high level of self-awareness and motivation levels. Their overall emotional intelligence picture could be improved with the help of programmes based on emotional self-management and empathy-oriented communication (Mayer et al., 2016).

Level of Workplace Expectations

Table 1.2. *Level of Workplace Expectations*

Indicators	*Mean*	*SD*	*Description*
Psychological Demands			
1. Doing their job require them to work very fast.	2.99	0.70	High
2. Doing their job require them to work very hard.	3.10	0.74	High
3. Doing their job require too great a work effort.	3.28	0.72	High
4. Having sufficient time for all your work tasks.	2.85	0.70	High
5. Doing conflicting demands often occur in your work.	2.94	0.78	High
Category Mean	3.03	0.73	High
Decision Latitude			
6. Having the opportunity to learn new things in your work.	3.56	0.57	Very High
7. Doing their job require creativity.	3.50	0.61	Very High
8. Doing their job skills.	3.65	0.53	Very High
9. Doing their job require doing the same tasks over and over again.	3.32	0.61	High
10. Having the possibility to decide for themselves how to carry out their work.	3.33	0.56	High
11. Having the possibility to decide for themselves what should be done in their work.	3.32	0.54	High
Category Mean	3.45	0.57	High
Social Support			
12. Having a quiet and pleasant atmosphere at my place of work.	3.24	0.68	High
13. Having a good collegiality at work.	3.41	0.65	High
14. Having their co-workers (colleagues) are there for them (support me).	3.41	0.64	High
15. Having people at work understand that they may have a "bad" day	3.05	0.70	High
16. Getting along well with their supervisors.	3.45	0.60	High
17. Getting along well with their co-workers.	3.50	0.58	Very High
Category Mean	3.34	0.64	High

Table 1.2 presents the levels of workplace expectations, which are measured in three key dimensions, namely, psychological demands, decision latitude, and social support. Every dimension is measured using three indicators, with an overall mean score of 3.14, which is a high rating, meaning workplace expectations are often manifested. Meanwhile, the overall standard deviation is 0.27, which indicates that the respondents' responses are consistent on workplace expectations, with minimal differences from the average score, and this reflects a uniform pattern of responses of guidance advocates across all indicators.

This claim supports the findings of studies indicating that workplace dimensions such as job demands, support, and expectations significantly influence work-related stress, job satisfaction, and occupational well-being (Chen et al., 2024). In addition, empirical evidence shows that respondents reported moderate to high levels of workplace expectations, reflecting considerable workload and performance pressure. Notably, regression analyses revealed that high work stress coupled with insufficient workplace support significantly predicted lower occupational well-being among guidance advocates (Gallardo & Chavez, 2022). In the same vein, Jun et al. (2023) found that occupational well-being was negatively associated with high psychological demands and positively associated with workplace support and autonomy. Taken together, these findings are consistent with the Job Demand–Control–Support model, which highlights the interaction between job demands, resources, and occupational well-being.

Psychological Demands. The category mean of the dimension of psychological demands was 3.03, which is a high level. This finding shows that respondents have a high level of mental and emotional work demands. The slightly high scores of the individual items are between 2.85 and 3.28, all being moderately above. Among them, the question "does doing their job require too much work effort" has received the highest mean of 3.28, indicating that the respondents often have an opinion about their workload being too hard and yet manageable. The words "doing their job requires them to work very hard" with the mean of 3.10 and "doing their job requires them to work very fast" with the mean of 2.99, capture similar values of intensity and speed of work. The smallest mean is in "having sufficient time to fulfill all their work responsibilities" with a mean of 2.85, indicating that some employees have time challenges in carrying out their work-related obligations, suggesting that workers are not under excessive work pressure, as they have to deal with the routine work issues and strict timeframes.

The findings claim that in line with the Job Demand-Control (JDC) model of Karasek (1979), which assumes that slightly high levels of job demands could be challenging and potentially lead to productivity, as long as employees have adequate control and support. Besides, the results indicate that respondents reported moderate to high levels of psychological demands, particularly related to time pressure and workload, which were associated with lower occupational well-being scores. Specifically, employees who experienced greater difficulty completing time-related work obligations demonstrated reduced professional functioning, consistent with Ayyashi et al. (2024). Furthermore, empirical evidence suggests that high psychological demands, when not balanced by adequate autonomy and social support, increase the risk of stress and burnout, indicating that excessive psychological demands can undermine occupational well-being unless sufficient workplace resources are available (Slemp et al., 2015).

Decision Latitude. The dimension of decision latitude, also called job control or autonomy, had a category mean of 3.45, which implies a high level. The mean of the highest value is in the statement "doing your job requires skills," which got the mean of 3.65, meaning that the respondents realize that their labor demands some number of skills and expertise. On the same note, the questions "having the opportunity to learn new things in their work" got the mean of 3.56, and "doing their job requires creativity" got the mean of 3.50, also received very high ratings, as their jobs are dynamic and require skills. Meanwhile, high scores were observed in those items that concerned the autonomy of the decision-making process "having the possibility to decide on their own how to fulfill their work" got the mean of 3.33, "having the possibility to decide on their own what to do in their work" got the mean of 3.32, and "doing their job require doing the same things repeatedly" with the mean of M = 3.32. These findings indicate that though the respondents usually enjoy a dynamic, skills-based workplace, their autonomy to choose how to work or what is important to them could be limited by company policies or management to some extent. It means that there is a high level of agreement between the respondents in terms of their perceptions about autonomy and learning opportunities.

This result is noteworthy because research shows that employees typically report moderate to high levels of decision latitude, which acts as a protective factor against job-related stress and diminished occupational well-being (Rios-Risquez et al., 2024). More specifically, increased decision latitude that manifests through greater autonomy and control over work tasks helps mitigate the adverse effects of demanding work conditions. Correspondingly, Nielsen et al. (2017) demonstrated that decision latitude fostered through participatory management, job enrichment, and job enlargement was positively related to occupational well-being. Additionally, Kanfer et al. (2021) reported that employees with higher perceived control exhibit greater job satisfaction, motivation, and resilience, even in challenging circumstances. Overall, consistent evidence indicates that higher levels of decision-making autonomy are linked to lower stress, enhanced job satisfaction, and stronger intrinsic motivation, thereby supporting occupational well-being (Lindahl et al., 2023).

Social Support. The category mean of the social support dimension was 3.34, which is a high level. This finding indicates that respondents generally receive interpersonal support from colleagues and supervisors, although the level of support varies across different aspects. The mean scores were the highest in such items as "getting along well with their co-workers" got a mean of 3.50, "getting along well with their supervisors" got a mean of 3.45, and "having a good collegiality at work" got a mean of 3.41. These show that there exists positive interaction and respect between the members of the team in the work environment. On the same note, the existence of cooperative and supportive peer interactions is further supported by "having coworkers who are there for them," with

a mean of 3.41. However, the statements like "having a quiet and pleasant atmosphere at their place of work" with the mean of 3.24, and " having people at work understand that they may have a bad day" with the mean of 3.05, displaying a high rating suggests that emotional and environmental issues in the workplace may need further improvement and suggesting that while some respondents feel workplace cohesion, others perceive a lack of understanding or empathy from colleagues or employers.

This claim is based on the findings of Khalid et al. (2025), which indicate that respondents generally reported moderate to high levels of social support from colleagues and supervisors. However, this support was not equally strong across all dimensions. In particular, slightly lower ratings in emotional and environmental support suggest areas for improvement that may further enhance occupational well-being (Galanakis & Tsitouri, 2022). Likewise, while some respondents experienced strong workplace cohesion, others reported limited empathy and understanding from peers or employers, reflecting variability in perceived social support (Randstad, 2025). Consequently, although overall social support appears adequate, strengthening interpersonal relationships, emotional sensitivity, and teamwork can help reduce tension and burnout while fostering communication, trust, and morale, thereby further improving occupational well-being and performance (Breevaart & Bakker, 2021).

Comparing them by category, the decision latitude has the highest value, the social support is next, and lastly, psychological demands. This trend indicated that the respondents have high job demands with relatively high levels of autonomy and moderate levels of social support. This balance can be referred to as an active job according to the Karasek model. Active jobs, which have high control and moderate requirements, tend to result in the learning process, motivation, and self-development (Coxen et al., 2021).

These results have implications in regard to organizational management. The slightly high psychological needs show that the workload is manageable and can be maintained without overwhelming the employees. The decision latitude is high, which suggests that the workers feel trusted and empowered, which leads to innovation and job satisfaction (Lindahl et al., 2023). Nonetheless, the high scores of social support indicate the possibility of the enhancement of interpersonal contacts and communication paths. Social support practices, including mentoring, collaborative efforts with peers and supervisors, and feedback from others, may improve emotional well-being and decrease work-related stress (Persson et al., 2023). The findings depict a challenging and autonomous work environment that facilitates engagement and keeps the stress levels under control. The constant organizational plans to enhance emotional support and decision-making participation will serve to maintain the morale, resilience, and long-term productivity of the employees (LaMontagne et al., 2014).

Level of Coping Strategies

Table 1.3. *Level of Coping Strategies*

Indicators	*Mean*	*SD*	*Description*
Positive			
1. Trying to make themselves better by working, studying, etc.	3.70	0.49	Very High
2. Asking for advice from a relative, friend or classmate.	3.34	0.72	High
3. Trying to look on the bright side of things.	3.77	0.42	Very High
4. Changing something about myself.	3.31	0.58	High
5. Not taking it too seriously.	2.99	0.64	High
6. Making a plan of action and followed it.	3.31	0.61	High
7. Finding new faiths to solve the problem.	3.44	0.59	High
8. Confiding their troubles to their family, friends or colleagues.	3.18	0.77	High
9. Changing or growing as a person in a good way.	3.60	0.56	Very High
10. Drawing on others experiences in the similar situation.	3.37	0.57	High
11. Trying to make themselves feel better by engaging hobbies, leisure activities, and recreation.	3.66	0.50	Very High
12. Trying to keep their feelings (e.g., sadness and anger) to themselves.	3.07	0.77	High
Category Mean	3.39	0.60	High
Negative			
13. trying to get away from it for a while by resting or taking vacation.	3.02	0.73	High
14. Trying to get away from it by eating, drinking, smoking, using drugs or medicine, etc.	2.37	1.13	Moderate
15. Waiting for time to change the situation.	2.58	0.82	High
16. Refusing to think too much about it.	2.77	0.77	High
17. Relying on others to solve the problem.	1.88	0.87	Moderate
18. Accepting this situation because there is nothing they can do to change it.	2.73	0.85	High
19. Having fantasies or wishes about how things might turn out.	2.81	0.85	High
20. Going along with fate, sometimes I just have bad luck.	2.41	0.98	Moderate
Category Mean	2.57	0.87	High

Table 1.3 presents the information on the coping strategies used by respondents, which are characterized as positive and negative strategies. Every dimension is measured using two indicators, the overall mean scores of 2.91, with a slightly high rating, meaning the coping strategies are sometimes observed. The overall standard deviation is 0.29, which means that the responses indicate that the respondent's scores are closer to the mean. It is a reasonable description of coping strategies among guidance advocates' occupational

well-being.

It was explained in the study that coping strategies are the psychological and behavioral reactions that individuals adopt to handle the stress, difficulties, and emotional hardships to manage occupational well-being of the guidance advocates (Zhou et al., 2022). Moreover, the results indicate that respondents demonstrated moderate to high levels of coping strategies and emotion regulation, which were associated with higher occupational well-being scores. Specifically, individuals who frequently used adaptive coping strategies such as problem-focused coping and emotional regulation that reported better professional functioning and greater resilience, supporting the findings of Pilvera et al. (2024). In contrast, empirical evidence from high-stress educational settings shows that lower levels of adaptive coping and greater reliance on negative coping strategies are significantly related to burnout and reduced work engagement among guidance advocates (Wilkerson & Bellini, 2006). Furthermore, occupational well-being was positively correlated with the availability of personal, social, and professional resources, while it was negatively correlated with resource loss or perceived threat. This pattern is consistent with the Conservation of Resources theory, which asserts that stress occurs when valued resources are threatened or depleted. In contrast, the accumulation and protection of resources promote well-being (Hobfoll et al., 2018).

Positive Coping. The positive coping category was found to have a mean score of 3.39, which is within the range of description of a high level. The item level shows that there are some trends. The greatest score is found in the statement "trying to see something positive in the situation," which got a mean of 3.77, which states that the respondents tend to engage in a positive strategy, which is a crucial element of occupational well-being. On the contrary, high scores were observed in such items as "making e a plan of action and followed it" got the mean of 3.31, "confiding their troubles with their family, friends, or colleagues" got the mean of 3.18, and "trying to keep my feelings to themselves" got the mean of 3.07 that show that the positive coping strategies of the respondents are fairly consistent.

This corroborates the claim of Parker et al. (2020) that this study indicates that the respondents tend to employ positive, problem-oriented coping strategies in case of stress or misfortune that improve occupational well-being. Also, the results suggest that the majority of the respondents cope with problems and use emotional support to increase occupational well-being; however, others can be restrained or internalize their emotions when experiencing difficulties (Gonzales et al., 2023). Correspondingly, proactive self-development and self-care behaviors were positively correlated with occupational well-being. The very high ratings on these indicators suggest that respondents who actively invest in personal growth and self-care report higher occupational well-being (Chang et al., 2022). Further, the results show that respondents demonstrated moderate to high levels of positive coping strategies, indicating a tendency toward coping behaviors that promote self-efficacy, self-development, and emotional stability. Essentially, respondents did not avoid their problems or deny the presence of stressors; instead, they adapted constructively to the issues they encountered (Anderson et al., 2023). Moreover, individuals who reported higher use of positive coping strategies also showed higher occupational well-being scores, reflecting greater resilience and effective stress management. These findings are consistent with the transactional model of stress and coping proposed by Lazarus and Folkman (1984), which emphasizes that positive coping is associated with more favorable emotional outcomes and sustained resilience to stress, thereby enhancing the occupational well-being of guidance advocates.

Negative Coping. Conversely, the negative coping category had a mean of 2.57, which can be understood as somewhat high. This means that generally, the respondents sometimes use maladaptive or avoidance-based coping strategies. Some of the slightly high-scoring items among the items included, "trying to get away with it a bit by resting or taking a vacation" with the mean of 3.02, and "refusing to think too much about it" with the mean of 2.77, indicating that brief disengagement or distraction is a short-term stress relief strategy. Nevertheless, the some of the data within this group are moderate, especially, "relying on others to solve the problem" with the mean of 1.88, "going along with fate, sometimes I just have bad luck" with the mean of 2.41, and "trying to get away with by eating, drinking, smoking, using drugs or medicine, etc". with the mean of 2.37. These findings suggest that respondents sometimes use negative coping strategies, which are often linked to poor emotional adaptation and greater vulnerability to stress, ultimately lowering their occupational well-being.

The findings of Williams and Green (2023) indicate that respondents demonstrated moderate to high levels of negative coping strategies, which are commonly linked to weaker emotional adjustment and increased vulnerability to stress, which may negatively affect the occupational well-being of guidance advocates. However, despite the presence of these strategies, the results suggest that respondents generally display emotional awareness, as negative coping did not overwhelmingly dominate their coping repertoire. Moreover, the moderate to high mean scores indicate that some respondents rely on coping strategies such as acceptance and wishful thinking. While these approaches can be adaptive in situations beyond personal control, excessive reliance on them may become maladaptive and compromise occupational well-being (Martinez & Cruz, 2024). This interpretation is consistent with earlier research showing that sustained use of negative coping strategies is associated with anxiety, depressive tendencies, and learned helplessness (Carver et al., 1989).

The two dimensions of coping indicate that the positive dimension of coping is greater than the negative dimension of coping. This shows that most of the respondents employ positive coping strategies in dealing with stress, challenges, and personal hardship. Instead of initiating escapist or emotion-dampening activities, they involve themselves in self-improvement, positive reframing, and goal-purposive activities (Chen et al., 2022). Similar findings have been reported in previous studies, where higher mean scores for positive coping were associated with better psychological adjustment and higher occupational well-being. In contrast, lower reliance on negative

coping was linked to reduced stress and burnout (Pilvera et al., 2024).

This general trend suggests that respondents demonstrate strong emotional regulation and problem-solving skills, which indicate high use of positive coping strategies alongside moderate levels of negative and avoidance-oriented coping, reflecting a generally adaptive coping profile, and show that respondents can convert stress into motivation to develop occupational well-being, consistent with Anderson et al. (2023). However, the presence of moderate negative coping suggests that some respondents may still rely on avoidance under high stress, which can affect occupational well-being if sustained (Park & Lee, 2020). Thus, stress management and mental health interventions should reinforce positive coping while reducing avoidance through strategies such as mindfulness, emotional openness, and adaptive planning (Garcia et al., 2021).

Level of Occupational Well-Being

Table 1.4. *Level of Occupational Well-Being*

Indicators	*Mean*	*SD*	*Description*
Subjective Vitality			
1. Feeling excited to start work each day	4.19	0.69	High
2. Feeling energized when they think about their job	4.08	0.68	High
3. Feeling full of energy at work each day	3.98	0.65	High
4. Feeling energized by the work they do	4.07	0.66	High
Category Mean	4.08	0.67	High
Behavioural Engagement			
5. Completing their work tasks to a high standard	4.09	0.63	High
6. Dedicating effort to being well-prepared for my job each day	4.28	0.59	Very High
7. Working hard to be effective in their job every day	4.44	0.59	Very High
8. Everyday, investing their best effort in their job-related tasks	4.40	0.55	Very High
Category Mean	4.30	0.59	Very High
Professional Growth			
9. In my job, regularly reflecting on how they can grow their professional skills	4.50	0.56	Very High
10. Making plans for their ongoing professional learning and development at work	4.38	0.62	Very High
11. At work, they map out the areas in which they want to develop professional skills further	4.21	0.64	Very High
12. Thinking carefully about what they need to do continue developing as a professional in their job	4.36	0.60	Very High
Category Mean	4.36	0.61	Very High

Table 1.4 presents the level of work engagement of the respondents, which is examined in three major dimensions: subjective vitality, behavioral engagement, and professional growth. The overall mean scores of 4.25 with a very high rating, meaning the occupational well-being is always evident. Meanwhile, the overall standard deviation is 0.43, which suggests that respondents' scores on occupational well-being are very highly consistent, showing minimal deviation from the mean and demonstrating a uniform pattern of responses among guidance advocates across all indicators of occupational well-being.

Occupational well-being is a critical aspect of the overall work life of employees, including energy, interest, and satisfaction they feel as a result of their professional roles. It indicates the way people feel about their work regarding vitality, motivation, and development chances, which has a direct effect on their productivity and job satisfaction (Chen et al., 2024). Also, the high levels of occupational well-being indicate that employees feel valued, engaged, and supported in the workplace. In contrast, low levels are often associated with fatigue, disengagement, and heightened stress. Assessing occupational well-being provides important insights into employees' psychological and emotional functioning and enables organizations to identify areas requiring intervention (Bakker & Demerouti, 2017). Moreover, understanding occupational well-being helps organizations design evidence-based policies and strategies that promote professional development, foster positive working conditions, and enhance workforce resilience and productivity (Grant et al., 2019). Additionally, behavioral engagement is a positive, satisfying, work-related state of being that is typified by vigor, commitment, and absorption. The findings show that the respondents have a very high level of engagement in all three dimensions, with high motivation, commitment, and professional investment in the process of occupational well-being (Adams, 2019).

Subjective Vitality. The subjective vitality dimension received a category score of 4.08, which was interpreted as having a high score. This is an indication that most respondents tend to have long-lasting energy and enthusiasm towards their jobs. At the item level, it is possible to note that the highest mean was obtained with respect to the statement "feeling excited to start work every day," which got the mean of 4.19, meaning that most respondents anticipate and feel excited to go to work every day. On the same note, the presence of statements like "feeling energized by the work they do" got the mean of 4.07, and "feeling energized when they think about their job" got the mean of 4.08, supporting the trend that respondents gain vitality and satisfaction from their occupational roles. The relatively smaller mean in the "feeling full of energy at work each day" got the mean of 3.98, suggesting that, while respondents are generally very active, fatigue or heavy workloads can occasionally lower their energy levels, which affects respondents' occupational well-being.

This observation is in line with the notion of vigor, which is one of the fundamental elements of work engagement, which Schaufeli et al. (2019) identified, and which entails a high degree of energy, mental and psychological resilience, and readiness to put effort into occupational well-being. Thus, respondents demonstrated high levels of intrinsic motivation, which corresponded with higher occupational well-being scores. This trend reflects the view that individuals with strong affective involvement gain vitality and satisfaction from their work, contributing to increased persistence and productivity (Bruno, 2023). Specifically, findings indicate that respondents demonstrated high levels of subjective vitality, reflecting strong energy, enthusiasm, and sustained professional focus in their work roles. The higher personal resources, such as emotional intelligence, self-care practices, and social support, were associated with greater subjective vitality and enhanced occupational well-being, consistent with Chen et al. (2024). Additionally, counselors who exhibited positive psychological attributes, including compassion, forgiveness, and connectedness, reported higher subjective vitality and a greater capacity to manage the emotional demands of their work (Roxas et al., 2019).

Behavioral Engagement. The behavioral engagement dimension had a category mean of 4.30, which was very high. This means that the respondents not only feel motivated, but they also transfer their enthusiasm into high-quality work behavior. The mean of the highest value is in the statement "working hard to be effective in their job every day" got the mean of 4.44, then the second one in the mean is "every day, putting their best foot forward in whatever they do in their job-related tasks" ($M = 4.40$, $SD = 0.55$). Such reactions are indications of high commitment and hard work, which indicate that employees always give their best in executing their duties. Conversely, the not-so-proactive and conscientious attitude of the respondents toward the work performance is confirmed with the lowest mean, with such statements as "completing their work tasks to a high standard" getting the mean of 4.09. Such a high rating is important since it is not only effective but also a behavioral investment, that is, the workers are fully invested in the process of carrying out their duties.

Based on the Job Demands- Resources (JD-R) theory, as demonstrated in the study of Bakker and Demerouti (2008), high job performance and resilience are promoted through such engagement because the individual is more committed to discretionary effort and able to maintain productivity despite the challenging circumstances (Hagger et al., 2021). Additionally, the findings indicate that respondents demonstrated high levels of behavioral engagement, which were positively associated with occupational well-being, and guidance advocates who reported higher engagement in their work tasks also showed greater productivity, improved team effectiveness, and higher client satisfaction, supporting the findings of Ngozi and Edwinah (2022). Moreover, empirical studies have shown that workplace structures such as job autonomy, clear role definitions, supportive leadership, and strong social support contribute to higher levels of behavioral engagement and, in turn, enhanced occupational well-being (Moen et al., 2020). Furthermore, multiple regression analyses revealed that decision latitude and behavioral engagement significantly predicted occupational well-being, with employees reporting higher autonomy and engagement also exhibiting higher occupational well-being (Khan et al., 2025).

Professional Growth. The top dimension out of the three is professional growth, with the category mean of 4.36, also very high. This is an indication of a high degree of continuous learning, self-improvement, and professional growth. The greatest mean was achieved in the question "in their job, they regularly reflecting on how they can advance their professional skills" with the mean of 4.50, which implies that the respondents actively practice self-assessment and skill improvement. Equally, the deliberate and future-focused career planning can be seen in "they think carefully about what they need to do to continue their development as a professional in their job" with a mean of 4.36, and "making plans about their further professional learning and development at work" got a mean of 4.38. Even so, those aspects with which "mapping out the areas where they would like to expand the professional skills" got the mean 4.21, which was the lowest, still focus on the structured self-improvement. It shows that these respondents are consistent, and it would be possible to assume that they share a culture that values professional growth and learning throughout their lives.

According to Van den Broeck et al. (2016), this kind of professional growth on occupational well-being is indicative of high intrinsic motivation according to the Self-Determination Theory, in which people learn and improve not because they are forced to, but because they are interested in it. Similarly, this finding revealed that occupational well-being was positively correlated with professional growth, indicating that respondents who actively pursue mastery and continuous skill refinement report higher adaptability, prolonged career involvement, and overall well-being (Hagger et al., 2021). Professional growth initiatives, such as mentorship, coaching, and structured training, further reinforce the occupational well-being of the guidance advocates (Che et al., 2024). Thus, By continuously adjusting their skills, strategies, and approaches, these individuals can maintain a sense of competence, and purpose on occupational well-being (Kamerade-Hanta et al., 2021).

The three-dimensional comparison shows that professional growth, with a mean of 4.36, is the largest scale, together with a score of behavioral engagement, with a mean of 4.30, and subjective vitality, with a mean of 4.08. The three categories are high descriptions, and it means that the respondents are not just enthusiastic and energized but also committed behaviorally and cognitively to the unstopping improvement. Such a combination of power, effort, and developmental orientation represents a healthy type of work engagement - one that combines emotional energy, behavioral diligence, and reflective learning (Roxas et al., 2019).

The results indicate that respondents demonstrated high levels of professional growth, reflected in both affective and purposeful engagement with their work. Specifically, guidance advocates who reported greater opportunities for learning, skill development, and career advancement also showed stronger motivation, deeper commitment, and reduced vulnerability to stress, supporting the findings of Billones et al. (2022). Moreover, empirical evidence suggests that organizations that promote lifelong learning, recognize employee

contributions, and encourage supportive leadership practices foster higher levels of professional growth, which in turn enhance occupational well-being (Van Steenbergen et al., 2018). Moreover, the findings demonstrate that the respondents have high levels of overall work engagement, which is characterized by enthusiasm, commitment, and professional growth on occupational well-being (Roxas et al., 2019). Furthermore, their enthusiasm for vitality and commitment to their behavior is supplemented by definite growth and a lifelong learning orientation. This kind of occupational well-being is a sign of a healthy, intrinsically engaged workforce, which can achieve high performance and psychological health despite the pressure of the workplace (Billones et al., 2022).

Significance of the Relationship Between the Exogenous and Endogenous Variables

Table 2.1 presents the correlation coefficients (r), level of significance (p-values), and 95% confidence interval of the relations between the three main variables in the study. The findings demonstrate important positive relationships between pairs of variables, most so between Emotional Intelligence (EI) and Occupational Well-Being (OWB) ($r = 0.517$, $p < .001$), and Workplace Expectations (WE) and Occupational Well-Being ($r = 0.229$, $p < .001$). In the correlations between emotional intelligence and the remaining variables, the correlations exhibit that emotional intelligence has a significant correlation with all the three critical variables which include: workplace expectations with the value of r, which is 0.278 and the p-value is less than 0.001, coping strategies with the value of r, which is 0.234 and the p-value is less than 0.01, and occupational well-being with the value of r, which is 0.517 and the p-value is less than 0.001. At the same time, other associations, particularly with Coping Strategies (CS) and Workplace Expectation (WE), were weak and not statistically significant, suggesting that these constructs have different effects.

Table 2.1. *The Significance of the Relationship between the exogenous and endogenous variables*

Path/Variables Paired		*r*	*p*	*Remarks*
Emotional Intelligence	Workplace Expectations	0.278***	< .001	Significant
	Coping Strategies	0.234**	< .01	Significant
	Occupational Well-Being	0.517***	< .001	Significant
Coping Strategies	Workplace Expectations	0.072	> .05	Not Significant
Workplace Expectations	Occupational Well-Being	0.229***	< .001	Significant

** p < .05, ** p < .01, *** p < .001*

The insight into the significance of the exogenous and endogenous variables is crucial to grasp the interaction between psychological and workplace factors and overall functioning, along with the well-being of employees (Ngozi & Edwinah, 2022). In the given research, emotional intelligence is considered to be an exogenous variable, which is an underlying personal resource influencing the ability of people to cope with stress, control emotions, and develop adaptive responses at work (Ngozi & Edwinah, 2022). Moreover, the workplace expectations and coping strategies are the endogenous variables that are the results and processes that are affected by emotional intelligence. Determining the strength and direction of these correlations confirms not only the theoretical assumptions in organizational psychology but also empowers empirical evidence to make interventions leading to the development of emotional competence, resilience, and job satisfaction among organizational employees (Mustafa & Lleshi, 2024).

The positive but moderate correlation of emotional intelligence (EI) and workplace expectations (WE), since the p-value is less than 0.001, and the p-value of r, which is 0.278, suggests that guidance advocates with higher emotional intelligence are more likely to have realistic workplace expectations. Guidance advocates with high emotional intelligence are better able to comprehend how things function, deal with expectations in the workplace, and stay happy even when things get tough. They can better understand situations and deal with stressors in a positive way because they can detect and control their emotions. Because of this, they are more likely to keep healthy connections, meet the needs of their schools, and stay motivated and happy at work even when things are tough or uncertain.

This suggests that individuals with greater emotional intelligence tend to hold more positive and realistic expectations about their workplace experiences. Guidance advocates who demonstrate high EI are therefore better equipped to understand the complexities of workplace dynamics, manage and recalibrate expectations, and maintain satisfaction even when confronted with demanding or uncertain circumstances (Mustafa & Lleshi, 2024). Also, this pattern reinforces the foundational frameworks of Goleman (1998) and Mayer and Salovey (1997), who posit that emotionally intelligent individuals possess adaptive capacities such as flexibility, emotional regulation, and optimism that shape constructive attitudes and resilient responses within professional settings. Additionally, empirical studies support these frameworks, showing that individuals with higher emotional intelligence report better stress management, stronger interpersonal relationships, and higher occupational well-being (Miao et al., 2017; Schutte et al., 2007). Specifically, the ability to accurately interpret social cues, regulate emotional responses, and sustain motivation has been linked to increased work engagement and more positive professional attitudes, even in demanding environments (Kotsou et al., 2019).

On the same note, the strong but less significant relationship between emotional intelligence (EI) and coping strategies (CS), since the p-value is less than 0.01, and the p-value of r, which is 0.234, implies that EI plays a contributory, though not dominant, role in shaping how individuals choose and apply adaptive coping approaches. This association implies that emotionally intelligent individuals may be somewhat more inclined to appraise stressful situations accurately, regulate their emotional responses, and select coping strategies

that are constructive and solution-oriented. However, the weaker strength of the correlation also indicates that while EI facilitates the use of adaptive strategies, other factors such as personality traits, social support, prior experiences, and contextual demands likely exert additional influence on coping strategies. Thus, EI can be viewed as one of several psychological resources that contribute to an individual's coping repertoire, enhancing but not solely determining their ability to manage stress effectively.

This study aligns with the stress that coping framework proposed by Lazarus and Folkman (1984), which emphasizes that effective coping is rooted in an individual's capacity to appraise stressors accurately and regulate emotional responses. Within this model, emotional regulation functions as a key mechanism that supports adaptive coping by enabling individuals to evaluate challenges more rationally, sustain psychological balance, and mobilize appropriate behavioral responses. As noted by Syahir et al. (2025), the interplay between emotional regulation and cognitive appraisal strengthens one's capacity to adapt to stress, select constructive coping options, and ultimately safeguard well-being. This explains why emotionally intelligent persons are generally more inclined toward active problem-solving and proactive engagement rather than avoidance or maladaptive emotional reactions.

The most remarkable of them is the positive correlation between emotional intelligence (EI) and occupational well-being (OWB) since the p-value is less than 0.001, and the p-value of r, which is 0.517, indicates that emotional intelligence is a substantial predictor of employees' well-being. This suggests that individuals with higher EI are better equipped to regulate their emotions, interpret workplace demands, and maintain constructive relationships with colleagues. Such capacities enable them to handle stress more effectively and sustain more positive attitudes toward their work. Overall, the result underscores EI as a vital psychological asset that meaningfully enhances occupational well-being.

The study of Mustafa & Lleshi (2024) implies that when individuals are able to accurately identify, understand, and regulate their emotions, they tend to experience greater job satisfaction, higher energy levels, and stronger engagement in their work. The strength and statistical significance of the correlation ($p < .001$) suggest that emotional intelligence accounts for a meaningful proportion of the variance in occupational well-being. This reinforces the idea that EI is not merely an interpersonal skill but a crucial component of workers' psychological functioning. Likewise, consistent with prior empirical evidence by Carmeli (2003) and Kafetsios & Zampetakis (2008), emotionally intelligent individuals often report enhanced psychological well-being and improved performance outcomes. Their capacity to manage emotional demands, appraise stressors accurately, and maintain more positive affective states enables them to navigate workplace pressures more effectively. As Adamopoulos and Syrou (2022) note, such individuals are more likely to experience constructive moods, remain motivated, and display resilience, all of which contribute to better occupational well-being and overall workplace functioning.

Also, when comparing the relationship between workplace expectations (WE) and the other variables, the findings reveal a positive and highly significant association between WE and OWB since the p-value is less than 0.001. The p-value of r, which is 0.229, suggests that guidance advocates who hold clearer, more realistic, and more positive expectations about their work environment tend to experience higher levels of well-being in their roles. Although the correlation is moderate in magnitude, its significance indicates that workplace expectations meaningfully contribute to how employees perceive their job satisfaction, sense of fulfillment, and overall psychological state at work. In essence, positive workplace expectations help shape a more adaptive outlook, enabling individuals to approach work demands with greater confidence and resilience, thereby enhancing their occupational well-being.

The existing moderate correlation implies that once the expectations of employees as per their job roles, organizational support, and professional development are fulfilled, their well-being and engagement are likely to increase. Such a relationship justifies the model of job demands-resources (JD-R) (Bakker & Demerouti, 2008), which states that job resources like autonomy, feedback, and supportive environments enhance motivation and reduce burnout, promoting overall well-being. Autonomy fosters control and self-efficacy, feedback reinforces competence, and supportive environments help employees cope with stress. Together, these resources sustain engagement and decrease emotional exhaustion, improving occupational well-being (Adamopoulos & Syrou, 2022). (Adamopoulos & Syrou, 2022).

Nevertheless, the correlation between coping strategies (CS) and workplace expectations (WE) was found not to be significant since the value of r, which is 0.072, is statistically insignificant, and the p-value is greater than 0.05, showing that guidance advocates perceived coping strategies do not necessarily influence their workplace expectations. This suggests that although coping strategies help individuals manage stress and protect personal well-being, they do not automatically translate into higher motivation, commitment, or positive work expectations (Sonnentag & Fritz, 2015). Prior studies support this view, showing that coping primarily serves a personal regulatory function, while workplace expectations are more strongly shaped by organizational factors such as leadership, culture, and job resources (Bakker & Albrecht, 2018). Moreover, coping behaviors appear to be driven more by intrinsic psychological factors than by situational conditions (Syahir et al., 2025). In addition, workplace expectations form part of employees' psychological contracts, which are largely influenced by perceived organizational support and obligations rather than individual coping efforts (Kurtessis et al., 2017).

Test of Hypothesized Model

The hypothesized model 1 proposed is used to explain the relationship between the main constructs of emotional intelligence, coping strategies, workplace expectations, and occupational well-being. As shown in Figure 1, the structural model reveals several statistically

significant but generally limited path coefficients.

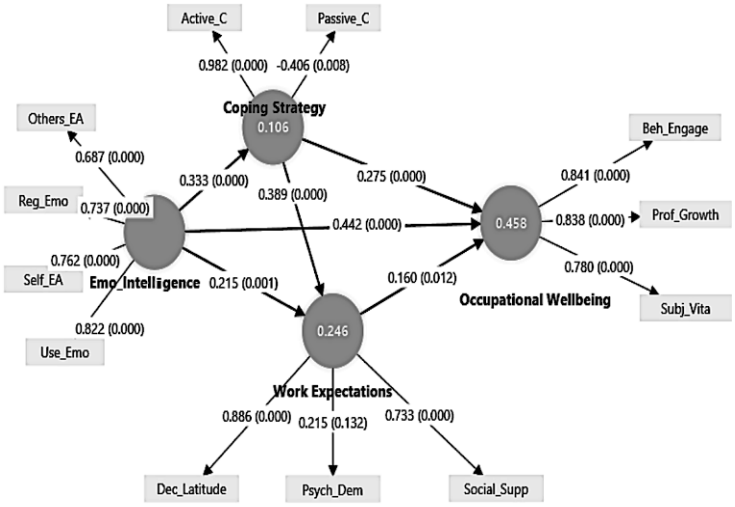

Figure 1. *Test of Hypothesized Model 1*

Emotional intelligence positively predicts coping strategy, though the magnitude of this effect is small. Emotional intelligence also shows a direct positive association with work expectations. Coping strategy further contributes positively to work expectations, indicating a partial mediating role. Finally, work expectations exert a positive effect on occupational well-being ($\beta = 0.160$), although the size of this coefficient suggests a weak practical impact. Overall, while the direction of the relationships aligns with theoretical expectations, the beta values indicate that the strength of the associations across the model is limited.

The model demonstrates varying levels of explained variance across endogenous constructs. Coping strategy shows a low r^2 value of 0.106, indicating that emotional intelligence explains only a small proportion of variance in coping behaviors. Work expectations exhibit modest explanatory power, with an r^2 value of 0.246, suggesting that emotional intelligence and coping strategy together account for approximately one quarter of its variance. Occupational well-being has an r^2 value of 0.458, reflecting moderate explanatory power but also indicating that more than half of the variance remains unexplained.

The model posits that emotional intelligence directly influences coping strategies, workplace expectations, and occupational well-being among guidance advocates. Higher emotional intelligence is associated with greater use of adaptive coping strategies, more realistic perceptions of work demands, and improved well-being. Coping functions as a partial mediator, whereby positive coping strategies (e.g., problem-solving, seeking support, optimism) enhance well-being, while negative coping strategies undermine it (Delany et al., 2015). Workplace expectations, including psychological demands, decision latitude, and social support, further shape occupational outcomes, with greater autonomy and social support promoting well-being and excessive demands diminishing it (Angeline, 2011).

Occupational well-being represents the outcome of the model and encompasses subjective vitality, behavioral engagement, and professional growth, reflecting sustained motivation and professional fulfillment (Zotova & Karapetyan, 2015). The model specifies both direct and indirect effects of emotional intelligence on well-being through coping strategies and workplace expectations, with empirical results supporting partial mediation and confirming emotional intelligence as a central predictive factor (Savickas & Porfeli, 2021). Overall, the model highlights the importance of strengthening emotional competencies, adaptive coping, and supportive work conditions to promote sustainable occupational well-being in helping professions (Cejudo Prado, 2016).

Goodness of Fit Measures of the Best-Fit Model

Table 3.1 contains the goodness-of-fit indices that will reveal the level of fit of the structural model in replicating the observed data on occupational well-being among guidance advocates. All the values obtained were put against their respective threshold values in order to determine whether the hypothesized model was an accurate reflection of the relationship between the observed variables.

Table 3.1. *The Goodness of Fit Measures of the Best-Fit Model*

Index	*Criterion*	*Model Fit Value*
CMIN/DF	<3.00	0.206
GFI	>0.90	1.000
TLI	>0.90	1.037
CFI	>0.90	1.000
NFI	>0.90	0.998
RMSEA	<0.08	0.000

In this model, the CMIN/DF is equal to 0.206. This value is less than 3 and indicates an excellent fit within the acceptable range. The GFI is equal to 1.000. This value is greater than 0.90 and reflects a perfect fit. The TLI is equal to 1.037. This value exceeds 0.90, indicating an excellent model fit. The CFI is equal to 1.000. This value is greater than 0.90 and demonstrates an ideal fit. The NFI is equal to 0.998. This value is higher than 0.90 and indicates an excellent fit. The RMSEA is equal to 0.000. This value is below 0.08 and suggests a perfect fit. Overall, these indices show that the model demonstrates excellent goodness-of-fit, making it the best-fit model.

All these indices are indicators that the model proposed satisfies and even surpasses all the statistical conditions to have a well-fitting model. This means that the hypothesized relationship between emotional intelligence, coping mechanisms, work expectation, and work well-being is statistically valid and empirically substantiated. As a result, the model can be deemed as the most adequate path analysis to explain the occupational well-being of guidance advocates, which justifies the theoretical assumptions of the study (Baša et al., 2023).

Best-Fitting Structural Model of Occupational Well-Being of Guidance Advocates

Figure 2 in path analysis shows the cause-and-effect relationships between emotional intelligence (EI), coping strategies (CS), workplace expectations (WE), and the variables of occupational well-being (OWB). The findings show that the hypothesized model is an excellent fit to the data as suggested by the goodness-of-fit indices (CMIN/DF = 0.206, GFI = 1.000, TLI = 1.037, CFI = 1.000, NFI = 0.998, RMSEA = 0.000). These indices assert that the hypothesized associations between the constructs reflect the existing empirical data and that the model is statistically significant in influencing the occupational well-being of guidance advocates (Savickas & Porfeli, 2021).

Figure 2 illustrates that there were a number of important direct effects between the variables as observed. Emotional intelligence (EI) showed a high positive impact on coping strategies (β =.234, p =<.01), workplace expectations (β =.278, p<.001), and occupational well-being (β =.517, p<.001). It means that the guidance that is characterized by a high level of emotional intelligence will be more willing to embrace effective coping strategies, realistic and non-adaptive expectations in the workplace, and enjoy greater vitality in their professions (Gillen et al., 2022).

Further, emotional intelligence (EI) was one of the strongest predictors of occupational well-being (β =.517, p<.001), indicating that persons who employ positive coping strategies were more likely to have a sense of the expectations they have about their working conditions and show ongoing professional development. Nevertheless, the coping strategy to workplace expectation was not significant (β = 0.072, p > 0.05) and, therefore, coping strategies might not have a direct impact on workplace expectations.

Determining the best-fitting model of occupational well-being among guidance advocates is essential for understanding how emotional, cognitive, and behavioral factors interact to sustain their professional vitality and effectiveness. As professionals who provide emotional and psychological support to others, guidance advocates operate in environments that demand high levels of empathy, resilience, and self-regulation. The proposed model positions emotional intelligence as a core predictor that influences both coping strategies and workplace expectations, which in turn contribute to overall occupational well-being (Elfenbein & MacCann, 2017).

Through path and mediation analyses, the model identifies how these variables function as interconnected mechanisms that explain the advocates' sense of energy, engagement, and professional growth. The findings revealed that emotional intelligence significantly predicts coping strategies, workplace expectations, and occupational well-being, with coping strategies and workplace expectations partially mediating these effects. This suggests that the best-fitting model is one in which emotional intelligence serves as a central exogenous construct, exerting both direct and indirect influences on occupational well-being through coping strategies and realistic workplace expectations. Such a model underscores the importance of emotional competence and adaptive behaviors in promoting sustainable well-being and professional fulfillment among guidance advocates (Dust, 2018).

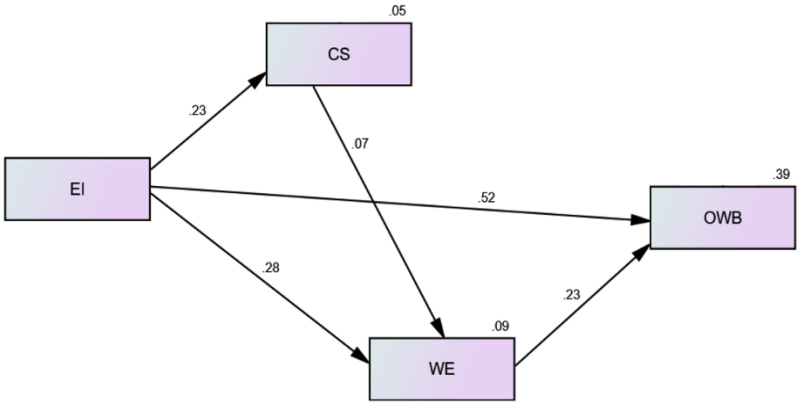

Figure 2. *Best Fit Model of the Study*

Conversely, the direct influence of coping strategies on workplace expectations ($\beta = 0.072$, $p > 0.05$) was not found to be significant. These findings indicate that the influences of coping strategies and workplace expectations on occupational well-being are mostly indirect and mediated by other variables, such as coping strategies and workplace expectations. Generally, the results suggest that emotional intelligence is a predetermining force that has an effect on coping strategies, work demands, and eventually work-related wellness. Coping strategies and workplace expectations are key intermediaries that help to transform emotional and cognitive resources into tangible measures of well-being and professional growth (Cejudo Prado, 2016).

The most suitable model shows that the occupational well-being of guidance advocates is best modeled with the help of a multidimensional approach, where emotional intelligence indirectly positively impacts the occupational well-being of guidance advocates via the mediating role of coping strategies and workplace expectations. The model highlights the significance of fostering emotional intelligence and supportive working conditions in order to maintain occupational well-being among guidance professionals.

Direct Effects

The path analysis outcomes, as illustrated in Figure 4, revealed that several direct relationships between the studied variables were statistically significant, highlighting the interconnected nature of emotional intelligence, coping strategies, workplace expectations, and occupational well-being. Emotional intelligence was found to be positively and significantly related to coping strategies, indicating that individuals with higher emotional intelligence are better equipped to recognize and manage their emotions, evaluate stressful situations effectively, and employ adaptive coping mechanisms to navigate workplace challenges (Delany et al., 2015).

Furthermore, emotional intelligence showed a significant relationship with workplace expectations, suggesting that guidance advocates with elevated emotional intelligence tend to hold realistic expectations, maintain positive perceptions of supportive work environments, and exhibit constructive attitudes toward their organizational conditions (Baša et al., 2023). Additionally, emotional intelligence directly influenced occupational well-being, highlighting that the ability to manage and understand emotions contributes to experiencing vitality, enthusiasm, and a sense of fulfillment at work (Shahin, 2024).

Coping strategies were also positively associated with workplace expectations, implying that individuals who effectively manage stress are more likely to maintain favorable attitudes toward their work environment and navigate organizational demands with confidence (Gillen et al., 2022). Similarly, workplace expectations were found to influence occupational well-being, demonstrating that holding positive and realistic anticipations about one's role and work conditions enhances engagement, enthusiasm, and commitment to professional tasks (Tagoon-Angeles & Quiambao Jr., 2024).

Additionally, realistic workplace expectations further facilitate continuous learning, career development, and long-term satisfaction, reinforcing the importance of aligning personal outlooks with organizational realities (Baša et al., 2023). Collectively, these findings highlight the dynamic interplay among emotional intelligence, coping strategies, workplace expectations, and occupational well-being, suggesting that interventions targeting emotional competencies and stress management can have cascading benefits on employee engagement and overall workplace flourishing (Shahin, 2024).

Indirect Effects

Some other important indirect pathways were also evidenced by the model, highlighting the mediating role of coping strategies and workplace expectations in influencing occupational well-being. Coping strategies were found to be linked to occupational well-being through workplace expectations, indicating that effective coping combined with realistic and positive workplace expectations enhances resilience, proactivity, and career development (Dik and colleagues, 2019).

Also, the findings revealed several important indirect routes that illustrate the role of emotional intelligence in promoting occupational well-being due to interdependent psychological processes. The long serial mediation pathway—emotional intelligence, coping strategies, workplace expectations, and occupational well-being—demonstrates that emotional intelligence is indirectly associated with occupational well-being through a sequence of events that involves emotional regulation via coping strategies, understanding and adapting to the work environment through workplace expectations, and ultimately experiencing occupational well-being (Cejudo Prado, 2016).

Similarly, the pathway from emotional intelligence to coping strategies to workplace expectations and finally to occupational well-being suggests that emotional intelligence fosters the development of effective coping mechanisms and realistic workplace expectations, which in turn facilitate ongoing professional growth. This pathway reinforces the concept of emotional intelligence as a fundamental psychological resource in the workplace (Gillen and colleagues, 2022).

Finally, another indirect path from emotional intelligence to workplace expectations to occupational well-being reveals that emotional intelligence contributes to professional growth by enhancing engagement through positive work expectations. This finding aligns with the Job Demands-Resources theory, which posits that emotionally intelligent individuals leverage both personal and environmental resources to achieve higher levels of well-being and performance in their work roles (Savickas & Porfeli, 2021).

Total Effects

When direct and indirect influences were combined, emotional intelligence was found to be the most powerful overall predictor of

occupational well-being. Emotional intelligence had significant total effects on coping strategies (β_total = .234), workplace expectations (β_total = .294), and occupational well-being (β_total = .584). This confirms that guidance advocates with higher emotional intelligence possess greater abilities to manage work-related stress, maintain engagement, and experience overall satisfaction and growth in their professional roles (Savickas & Porfeli, 2021).

These findings indicate that emotional intelligence operates as a multi-layered mechanism in which it functions as a fundamental personal resource that determines final well-being outcomes through psychological, cognitive, and behavioral pathways. Specifically, coping strategies represent the psychological mechanism, workplace expectations reflect the cognitive mechanism, and occupational engagement embodies the behavioral mechanism. This result aligns with the Broaden-and-Build Theory of Positive Emotions (Fredrickson, 2001), which posits that emotional intelligence expands thought-action repertoires, enabling professionals to develop long-term resources that enhance well-being and professional development.

In practical terms, this model highlights that emotional capabilities such as emotion regulation, empathy, and positive appraisal can be effectively leveraged to promote occupational health among guidance professionals. Interventions including emotional intelligence training, mindfulness-based stress management, and engagement-focused mentoring programs have the potential to foster lasting vitality, professional growth, and commitment to the organization.

The most appropriate path analysis model indicates that emotional intelligence has both positive direct and indirect impacts on occupational well-being. Mediators are critical in coping strategies and workplace expectations. A path analysis model based on emotional intelligence, workplace expectations, and coping strategies relationships best explains the aspect of occupational well-being of guidance advocates.

Conclusions

Based on the research's findings, the following conclusions are reached:

Guidance advocates have a very high level of emotional intelligence. They always show empathy, self-awareness, and the ability to control their emotions in both personal and professional situations. These qualities strengthen their resilience, foster an optimistic perspective, and contribute positively to their overall occupational well-being. While respondents do enjoy some degree of independence and skill-based work, there is room for improvement in areas like communication and collegial support, according to their slightly high level of workplace expectations. The slightly high level of coping strategies shows that guidance advocates largely rely on positive coping strategies such as problem-solving and self-improvement; still, it is possible that they still need to enhance adaptive responses when they are confronted with high-stress situations.

The high degree of occupational well-being indicates that guidance advocates are fulfilled, engaged, and energized by their work. Their dedication to professional development signifies a staff that prioritizes proficiency, education, and mission-oriented service. The strong positive relations found among emotional intelligence, workplace expectations, coping strategies, and occupational well-being show that emotional intelligence improves how people feel about their jobs and how happy they are with their jobs. The keystone of sustaining high levels of occupational well-being and professional engagement is emotional intelligence. The structural model that fits best shows that emotional intelligence is the most reliable and strongest predictor of workplace expectations. It impacts occupational well-being both directly and indirectly by means of coping intelligence and workplace expectations, emphasizing its vital role in promoting positive psychological and occupational outcomes. The effects of mediation show that emotional intelligence improves occupational well-being via channels such as coping strategies and workplace expectations. This shows that advocates for emotionally intelligent leadership are able to effectively manage stress, form workplace expectations that are reasonable, and maintain motivation and job satisfaction within their organizations.

Guidance advocates can improve emotional intelligence through ongoing programs such as self-awareness, empathy development, and emotion regulation, as they have a substantial impact on occupational well-being. This can assist them in maintaining emotional stability and enhancing their workplace relationships, which improve their occupational well-being. Given the reasonable workplace expectations, school leaders and administrators can enhance organizational support systems by adopting participative decision-making, mentorship, equitable workload distribution, and transparent communication channels to align institutional practices with employee expectations better.

Institutions may help workers learn healthy ways to deal with stress by offering programs that teach them how to manage their time, talk to their peers, and practice mindfulness. Administrators may sustain engagement by offering continuous learning opportunities, recognition programs, and professional development pathways that enhance motivation and a sense of achievement, as respondents demonstrate exceptionally high occupational well-being. To make the workforce more mentally strong and capable, teachers should be taught emotional intelligence and how to deal with stress as part of wellness programs and training. Including training in emotional intelligence in programs for new employees and career growth can make people healthier overall. The model employed in this study may function as a foundation for the development of guiding staff professional development programs, emphasizing the importance of emotional regulation, flexible coping strategies, and workplace support in sustaining occupational well-being. To better understand how emotional intelligence affects occupational well-being, academics may look into other mediating factors, such as resilience, job

satisfaction, or burnout. A deeper understanding of the emotional experiences of guidance advocates in many situations may be possible through a qualitative or longitudinal study.

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