

---

**| RESEARCH ARTICLE**

## **Future-Ready Minds, Resilient Hearts: Understanding Psychological Well-being and Resilience in College Teaching in the Philippines**

**April Liza Durano<sup>1</sup>, Abelardo Banuag<sup>2</sup>, Lalaine A. Bate<sup>3</sup>, Genesis C. Dejan<sup>4</sup>, Marie Bless R. Misa<sup>5</sup>, Genesa P. Paragados<sup>6</sup>, Alberto A. Jumao-as Jr.<sup>7</sup>, Dharel P. Acut<sup>8</sup>✉**

<sup>123456</sup>*College of Arts and Sciences, Colegio de San Antonio de Padua, Danao City, Cebu, Philippines*

<sup>7</sup>*College of Teacher Education, Colegio de San Antonio de Padua, Danao City, Cebu, Philippines*

<sup>8</sup>*College of Education, Cebu Technological University, Cebu City, Cebu, Philippines*

**Corresponding Author:** Dharel P. Acut, **E-mail:** [sirdharel.acut@gmail.com](mailto:sirdharel.acut@gmail.com)

---

**| ABSTRACT**

The psychological well-being of college instructors is a critical factor in their professional satisfaction and effectiveness, yet there is limited research on how various dimensions of well-being evolve in response to career challenges and institutional support, particularly for instructors balancing both teaching and administrative duties. This study addresses this gap by exploring the psychological well-being of 12 college instructors in a qualitative case study. Using in-depth interviews, the study examines five key constructs of well-being: emotional, social, professional, physical, and personal well-being. The findings reveal that instructors' well-being is shaped by external pressures, such as the dual demands of teaching and administrative responsibilities, as well as institutional support. Internal factors, including coping strategies, personal reflection, and social support, also play a significant role. Notably, the study identifies the importance of a sense of purpose, work-life balance, and supportive relationships in maintaining resilience against stress. In conclusion, the study emphasizes that a holistic approach to teacher well-being, considering both professional and personal dimensions, is essential for enhancing mental health and job satisfaction. The research underscores the need for institutions to develop tailored, comprehensive well-being programs and suggests that future research should examine the long-term effects of such interventions, particularly for instructors with dual roles, and explore how different teaching contexts influence well-being outcomes.

**| KEYWORDS**

Coping strategies, college instructors, institutional support, psychological well-being, teacher resilience

**| ARTICLE INFORMATION**

**ACCEPTED:** 01 January 2025

**PUBLISHED:** 16 January 2025

**DOI:** 10.32996/jpbs.2025.5.1.1

---

### **1. Introduction**

Teachers are the backbone of any educational system, shaping future generations and driving societal progress (UNESCO, 2021). Their psychological well-being and resilience are foundational not only for their personal fulfillment but also for fostering positive learning environments and supporting student success (Yeh & Barrington, 2023; Zhang, 2023). College instructors, in particular, face a multitude of stressors, including heavy workloads, inadequate institutional support, diverse student needs, and socio-economic pressures (Halat et al., 2023). These challenges underscore the need to examine the psychological well-being and coping strategies of educators, especially in the unique cultural and institutional contexts of the ASEAN region.

Psychological well-being, as defined by the World Health Organization (WHO, 2022), reflects an individual's ability to realize their potential, cope with life's stresses, and work productively and creatively. It encompasses emotional balance, life satisfaction, and positive mental health (Gautam et al., 2024). Resilience, on the other hand, is the capacity to adapt and thrive despite adversities, enabling individuals to recover from setbacks and maintain their psychological equilibrium (Sisto et al., 2019). For educators,

resilience not only supports their mental health but also enhances their ability to navigate complex teaching environments and maintain high-quality instruction (Nwoko et al., 2023).

The importance of these constructs is particularly evident in education, where the pressures of teaching often lead to emotional exhaustion, job dissatisfaction, and burnout. Studies show that resilient teachers are better equipped to manage classroom challenges, sustain motivation, and foster constructive relationships with students (Heng & Chu, 2023; Li, 2023). Conversely, the lack of psychological well-being among educators has been linked to absenteeism, reduced instructional effectiveness, and negative impacts on student outcomes (Agyapong et al., 2022).

The ASEAN region, characterized by diverse cultural, economic, and educational landscapes, presents unique stressors for college instructors (UNESCO, 2023). In the Philippines, for example, institutional challenges such as congested curricula, limited funding, and resource disparities exacerbate the pressures faced by teachers (Orbeta & Paqueo, 2022). Additionally, cultural norms such as *hiya* (shame) and *bahala na* (fatalism) discourage educators from openly discussing mental health struggles or seeking professional help, further complicating their ability to cope effectively (Martinez et al., 2020). Similarly, in countries like South Korea, high societal expectations and limited mental health resources have contributed to alarming rates of teacher suicides, averaging 20 annually (Jeong-Yoon, 2024).

While global awareness of teacher mental health has grown, the dissemination of targeted interventions in ASEAN remains limited. The region's cultural emphasis on resilience and community support offers opportunities to develop localized strategies, but existing research often prioritizes Western frameworks, which may not fully capture the lived experiences of educators in Southeast Asia (Folkman & Moskowitz, 2004). For instance, while problem-focused coping mechanisms like exercise and creative pursuits are universally effective, other strategies, such as spirituality and family-centered approaches, may hold particular relevance in the ASEAN context (Emeljanovas et al., 2023; Ozcan et al., 2021).

Despite growing recognition of the importance of psychological well-being and resilience, research on the specific coping strategies and institutional supports needed by college instructors in ASEAN remains sparse. This is particularly concerning given the unique socio-cultural and economic dynamics of the region, which shape educators' experiences and responses to stress. Furthermore, existing studies often rely on quantitative approaches, which may fail to capture the depth and complexity of individual experiences (Morales & Ventura, 2022; Rabago-Mingoa, 2017; Rilveria, 2018). A qualitative study is essential to explore these nuances, providing a rich, contextual understanding of the interplay between psychological well-being, resilience, and coping strategies.

Hence, this study seeks to address this gap by examining the lived experiences of college instructors in the Philippines, exploring how they navigate their mental health challenges and build resilience amidst institutional and societal pressures. By shedding light on these aspects, the research aims to inform culturally sensitive policies and interventions that empower educators to thrive in an increasingly complex and demanding profession. Ultimately, this study aspires to contribute to a future where college instructors across ASEAN are equipped not only to meet current challenges but also to lead transformative educational practices in the region. Specifically, this study aims to answer the following research questions:

1. How do college instructors describe their experiences of psychological well-being within the context of their teaching roles?
2. What coping strategies do college instructors report using to manage stress and maintain psychological well-being in their professional and personal lives?
3. How do college instructors perceive the influence of institutional and social support on their psychological well-being and coping strategies?

## **2. Methodology**

This section presents the research design, research environment and participants, data gathering procedures, and data analysis.

### **2.1 Research Design**

This study utilized a qualitative case study design to comprehensively examine the psychological well-being and resilience of college instructors within their specific teaching contexts. The case study approach is ideal for investigating complex phenomena in real-life settings, allowing for an in-depth exploration of individual experiences and the interaction of contextual factors (Yin, 2018). Focusing on a bounded system, such as college instructors, enables the study to uncover nuanced insights into their coping strategies and well-being, which may not be captured through other research designs. This method facilitates the collection of rich, detailed data, offering a holistic understanding of the instructors' lived experiences and the factors shaping their resilience and mental health (Creswell & Poth, 2018).

## 2.2 Research Environment and Participants

This study was conducted in a CHED-supervised private higher education institution located in Danao City, Cebu, Philippines. The institution was chosen as it represents a typical academic setting where instructors balance diverse roles and responsibilities (see Table 1). The study focused on 12 instructors who were purposively selected based on specific inclusion criteria. Participants were required to have a teaching load, administrative responsibilities, and/or special tasks within the institution, ensuring they could provide meaningful insights into the interplay of their roles with their psychological well-being and resilience. Additionally, only those who had been employed at the institution for at least one year were included to ensure familiarity with institutional culture and processes. Informed consent was obtained from all participants, and ethical considerations, including confidentiality and voluntary participation, were strictly adhered to throughout the research process.

The study involved 12 participants (Table 1), predominantly female (75%), with a mean age of 30.25 years ( $SD = 9.18$ ). The majority were single (58.33%), while the rest were married (41.67%). Participants had an average of 6.29 years of service ( $SD = 5.77$ ), with a range from 1.5 to 20 years. Regarding educational attainment, 50% held a bachelor's degree, while the other 50% had a master's degree, indicating a balanced mix of professional qualifications. The participants represented diverse disciplines, including Criminology, Nursing, Filipino, and Technical and Livelihood Education (TLE), and most held dual roles, combining instructional duties with additional responsibilities like student coordination, subject coordination, or year-level advising. This diversity provided a rich basis for exploring their psychological well-being and coping strategies.

**Table 1**  
**Demographic Profile of the Study Participants**

Participant code	Gender	Age	Civil status	Years of service	Highest educational attainment	Discipline	Primary role	Additional role
P1	Female	26	Married	5	Master's Degree	TLE	Instructor	Student Coordinator
P2	Female	25	Single	3	Bachelor's Degree	Math	Instructor	Subject Coordinator
P3	Male	28	Single	8	Bachelor's Degree	Religious Studies	Instructor	Subject Coordinator
P4	Female	27	Single	3	Bachelor's Degree	Criminology	Instructor	Year Level Adviser
P5	Male	26	Single	3	Bachelor's Degree	Criminology	Instructor	Year Level Adviser
P6	Female	28	Single	5	Bachelor's Degree	Criminology	Instructor	Year Level Adviser
P7	Female	25	Single	1.5	Bachelor's Degree	Criminology	Instructor	Student Body Organization Adviser
P8	Female	41	Married	15	Master's Degree	Nursing	Instructor	Year Level Adviser
P9	Female	52	Married	20	Master's Degree	Nursing	Instructor	Assistant Dean
P10	Male	26	Single	1.5	Bachelor's Degree	Music	Instructor	Choir Moderator
P11	Female	48	Married	9	Master's Degree	Filipino	Instructor	Community Extension Coordinator
P12	Female	28	Married	6	Bachelor's Degree	Filipino	Instructor	Subject Coordinator

Source: Primary data collected by the authors.

## 2.3 Data Gathering Procedures

The data for this study were collected through semi-structured interviews guided by a validated questionnaire. The instrument explored themes such as coping strategies, mental health challenges, and factors influencing resilience, aligning with the study's research questions (see Appendix A). The questionnaire was rigorously validated by language experts to ensure clarity, relevance, and cultural sensitivity. The data collection process was approved by the institution's research director, ensuring compliance with institutional research protocols. Interviews were conducted in mid-November 2024, during the academic year 2024-2025, at times

mutually convenient for participants to minimize disruptions to their duties. Ethical considerations, including informed consent and confidentiality, were strictly adhered to throughout the study.

**2.4 Data Analysis**

The data gathered from semi-structured interviews were analyzed using thematic analysis, a systematic approach to identifying, analyzing, and interpreting patterns or themes within qualitative data (Braun & Clarke, 2006). The process involved six stages: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Audio recordings of interviews were transcribed verbatim, and transcripts were reviewed multiple times to ensure accuracy and depth of understanding. Initial coding was guided by the study's research questions, while emergent themes were identified inductively, allowing new insights to surface from the data (Nowell et al., 2017).

The thematic analysis was enhanced through triangulation, where findings were cross-verified with field notes and member checking to ensure validity and reliability (Acut, 2024; Nowell et al., 2017). The results were organized into thematic categories that encapsulated the instructors' lived experiences, challenges, and coping strategies, providing a comprehensive understanding of their psychological well-being and resilience. NVivo software was used to facilitate coding and thematic organization, ensuring a systematic and rigorous analysis process (Castleberry & Nolen, 2018).

**3. Results**

Understanding the psychological well-being of college instructors necessitates a deep exploration of their lived experiences, coping strategies, and the influence of support systems in their professional and personal lives. The table below summarizes the findings derived from the study, addressing key research questions and highlighting insights from participants (Table 2). By organizing the data into clear themes and representative quotations, the table provides a concise yet rich overview of the multifaceted nature of psychological well-being among instructors.

**Table 2**  
**Summary of Key Themes and Insights on Psychological Well-Being**

<b>Research question</b>	<b>Key themes identified</b>	<b>Sample insights</b>
RQ1: Experiences of Psychological Well-Being	<ol style="list-style-type: none"> <li>1. Evolving Psychological Well-Being</li> <li>2. Impact of Challenges on Well-Being</li> <li>3. Fulfillment through Teaching</li> <li>4. Coping with Workload and Role Dynamics</li> </ol>	"Teaching gives me a sense of purpose, even when the workload feels overwhelming." – Participant 4 "Stress is constant, but fulfillment outweighs it." – Participant 2
RQ2: Coping Strategies Adopted	<ol style="list-style-type: none"> <li>1. Personal Coping Mechanisms</li> <li>2. Positive Mindset Practices</li> <li>3. Work-Life Balance Techniques</li> <li>4. Role of Support Systems</li> <li>5. Stressful Experiences and Resilience Strategies</li> </ol>	"Our administration's wellness activities help us recharge." – Participant 8 "A mentor's guidance has been crucial in navigating challenges." – Participant 1
RQ3: Influence of Support Systems	<ol style="list-style-type: none"> <li>1. Institutional Programs for Well-Being</li> <li>2. Financial and Professional Support</li> <li>3. Collegial and Supervisory Support</li> <li>4. Suggested Improvements for Institutional Support</li> </ol>	"Our administration's wellness activities help us recharge." – Participant 8 "A mentor's guidance has been crucial in navigating challenges." – Participant 1

Source: Primary data collected by the authors.

**3.1 RQ1 Experiences of Psychological Wel-Being**

This study explored college instructors' psychological well-being, yielding rich insights into their experiences. Analysis revealed several key subthemes: evolving psychological well-being, impact of challenges on well-being, fulfillment through teaching, coping with workload and role dynamics.

**Evolving Psychological Well-Being.** Participants described their psychological well-being as a dynamic journey, marked by both challenges and personal growth. Early stages in their careers were often characterized by uncertainty and a steep learning curve. For instance, Participant 3 shared, *"I became more mature in dealing with my students,"* indicating a transition from initial struggles to a more composed approach. Similarly, Participant 8 noted a shift in perspective: *"Before it was just for money. But now it is for*

*self-worth, for personal growth.*" This evolution often stemmed from increased experience, the acquisition of skills, and external validation, as instructors began to recognize their contributions to both their profession and their students' lives.

However, some participants continued to wrestle with feelings of self-doubt or inadequacy in certain areas. Participant 7 reflected on overcoming challenges with students but admitted, *"There are feelings of inferiority: students are better in English. Now there is acceptance of not being the best in specific areas."* The gradual improvement in well-being highlights the importance of resilience, institutional support, and self-reflection in fostering professional growth and mental health stability over time.

**Impact of Challenges on Well-Being.** Participants identified a range of challenges, both professional and personal, that significantly influenced their mental health. Professionally, workload and schedule demands were recurring stressors. Participant 5 described their experience: *"Kapoy jud (It is tiring) because I am swamped with my schedule,"* emphasizing the overwhelming nature of their responsibilities. Participant 10 shared similar struggles, stating, *"I end up not doing anything; eat late, no sleep because of the need to finish tasks."* Such conditions often led to mental exhaustion and difficulty in maintaining a work-life balance.

Personal challenges exacerbated the stress for some instructors. Participant 8 spoke about the dual burden of professional and financial pressures: *"Married life—financially unstable partner; breadwinner to two families."* For others, the emotional demands of teaching added strain, such as Participant 12, who recounted, *"When students share about their problems, like they can't pay for their tuition, I get affected."* These narratives highlight how both external workload and internal emotional investments impact instructors' psychological well-being, underscoring the need for adequate institutional resources and personal coping strategies.

**Fulfillment through Teaching.** Despite the challenges, many participants derived significant fulfillment from their roles as educators. A recurring source of satisfaction was the success and gratitude expressed by their students. Participant 9 explained how seeing graduates succeed positively impacted their mental health: *"When graduates (former students) pass the board exam and come back to thank us."* Likewise, Participant 4 emphasized the importance of appreciation in sustaining their motivation, stating, *"Every time the students tell you 'thank you' and when they say dali masabtan kung ikaw mo-lesson (easy to easy to understand if you are the one discussing the lesson)."*

For others, fulfillment was rooted in forming meaningful connections with students and witnessing their growth. Participant 3 noted, *"When my students share their life stories with me and we can connect it to the teachings I give them inside the classroom,"* illustrating the deeper personal relationships that can develop in the teaching environment. This sense of purpose and achievement not only reinforced their commitment to teaching but also served as a buffer against stress and burnout.

**Coping with Workload and Role Dynamics.** Participants described how their workload and teaching environments either alleviated or compounded their psychological stress. Supportive colleagues, manageable teaching preparations, and clear role expectations were key factors that helped instructors cope. Participant 7 expressed gratitude for a non-pressuring work environment: *"I am blessed for having a dean who does not pressure me."* Similarly, Participant 6 appreciated the lightness of her responsibilities, stating, *"Inside the office—jolly and talkative; in the classroom—serious, acts like a mother."* These positive elements of their teaching environment allowed participants to focus on their roles and find enjoyment in their work.

However, not all participants experienced such supportive conditions. Participant 10 reflected on the difficulties of taking on 37 teaching units, sharing, *"It became too much; I was bombarded with work."* Others, such as Participant 9, dealt with additional challenges like travel and external duties, which compounded their stress levels despite otherwise manageable teaching loads. These insights highlight the importance of structured workloads, clear expectations, and a supportive institutional environment in promoting instructors' psychological well-being.

### **3.2 Coping Strategies for Stress and Well-Being**

The results revealed a variety of coping strategies and methods employed by educators to address stress and maintain well-being. These strategies were categorized into four themes: personal coping mechanisms, positive mindset practices, work-life balance techniques, and leveraging support systems.

**Personal Coping Mechanisms.** Educators employ a variety of personal coping mechanisms to manage stress, often tailored to their individual needs and preferences. Reflection and organization are widely used strategies, with Participant 1 emphasizing the importance of prioritizing tasks: *"When things get overwhelming, I sit down, list everything I need to do, and tackle them one at a time."* Others engage in hobbies such as cooking or playing musical instruments to channel their energy into constructive outlets. For instance, Participant 3 shared, *"Cooking has become my therapy. It's my way of relaxing and taking my mind off work, especially when deadlines pile up."*

Physical and environmental changes also serve as effective coping methods. Activities like going to the beach, gardening, or simply being alone help educators recharge. As Participant 6 explained, *"Sometimes, I just need to be alone, eat comfort food, and take a break from everything. That's how I regain my strength."* For another participant, moments of solitude provided much-needed clarity. Participant 9 noted, *"Doing household chores like cleaning helps me feel in control when everything else seems chaotic."* These individualized approaches highlight how educators actively seek balance through restorative activities that align with their personal preferences.

**Positive Mindset Practices.** Spiritual and reflective practices are central to maintaining a positive outlook among educators. Many turn to prayer, meditation, or listening to worship songs to find solace during challenging times. Participant 2 noted, *"Praying helps me focus and reminds me that I am not alone in facing my struggles."* Inspirational content also plays a role, with educators sharing how they draw strength from uplifting stories or motivational quotes found online. Participant 4 explained, *"Reading life lessons on social media keeps me going, especially when I feel like giving up."*

Focusing on the positive aspects of their work helps participants maintain motivation and perseverance. Participant 5 shared, *"Whenever I feel stressed, I think about how my work impacts my students and their futures. It gives me purpose and keeps me moving forward."* Another participant reflected on their ability to overcome challenges: *"Instead of dwelling on the negatives, I choose to see these as opportunities to grow and learn"* (Participant 8). These mindset shifts, rooted in reflection and intentional optimism, underscore the significance of perspective in navigating the demands of teaching.

**Work-life Balance Techniques.** Establishing work-life balance is a critical yet complex aspect of educators' stress management. Some participants practice strict boundary-setting to ensure that professional responsibilities do not encroach on personal time. As Participant 7 described, *"When I leave school, I also leave my work behind. Evenings are for my family and myself."* Others find value in segmenting issues, avoiding the overlap of personal and professional concerns. Participant 10 shared, *"I don't bring family problems to school or school problems to my home. It's my way of keeping my sanity."*

However, achieving this balance is not always straightforward. Many educators bring work home, particularly when deadlines demand immediate compliance. Participant 12 admitted, *"There are times when I can't help but bring my tasks home. It eats up my personal time, but I make sure to compensate by planning ahead during weekends."* These varied approaches reveal that while some rely on strict boundary-setting, others adapt by integrating work into personal routines, demonstrating the flexibility needed to meet both professional and personal demands.

**Role of Support Systems.** Support systems, particularly family, friends, and colleagues, play a crucial role in helping educators cope with stress. Many participants emphasized the importance of having someone to talk to. Participant 3 shared, *"My spouse is my rock. He listens to my concerns and helps me think of solutions."* Similarly, friends who share the same struggles offer mutual encouragement. Participant 6 noted, *"Talking to a friend who understands what I'm going through is like therapy for me."*

Even for those who prefer to keep their challenges private, the presence of a supportive network remains significant. Participant 11 explained, *"I don't always open up about my struggles, but knowing my family is there for me gives me strength."* Simple gestures of encouragement, such as hearing *"laban lang (don't give up)"* from loved ones, provide immense emotional support (Participant 9). These narratives highlight how interpersonal connections foster resilience, whether through active dialogue or quiet reassurance.

**Stressful Experiences and Resilience Strategies.** Educators face significant stressors, including workload challenges, interpersonal conflicts, and crises like the COVID-19 pandemic. Many participants shared how the shift to remote teaching tested their adaptability. Participant 5 reflected, *"I'm not tech-savvy, but I had to learn fast to make online classes work for my students."* Others turned to teamwork, emphasizing collaboration as a key to surviving the transition. Participant 8 shared, *"We leaned on each other during the pandemic. Sharing resources and ideas made the impossible possible."*

Interpersonal challenges, such as misunderstandings with colleagues, also required emotional maturity. Participant 2 recounted, *"I had a falling out with a coworker, and it affected me deeply. But I learned to let go of the negativity and focus on the work that mattered."* Others shared their dilemmas regarding failing students, with Participant 4 explaining, *"Failing a student is tough, but I make it a point to talk to them one-on-one, so they know it's not the end."* These accounts illustrate the resilience strategies educators employ, from fostering self-growth to seeking collaborative solutions during times of stress.

### 3.3 Influence of Institutional and Social Support

Institutional and social support plays a critical role in shaping educators' mental health, well-being, and resilience. Through a thematic analysis of participant responses, four sub-themes emerged: institutional programs for well-being, financial and professional support, collegial and supervisory support, and suggested improvements for institutional support.

**Institutional Programs for Well-Being.** Participants highlighted various institutional programs aimed at promoting well-being, such as mental health awareness seminars, recollections, and team-building activities. For instance, Participant 8 shared, "*We have recollections, team-building, and other activities where we can relax and enjoy.*" These initiatives provided a sense of relief from the pressures of work and strengthened bonds among faculty members. Similarly, Participant 11 noted, "*The seminars and mental health awareness programs help us learn more as teachers and emotionally support us.*" These programs fostered a supportive environment where educators could rejuvenate and reconnect with their peers.

However, some participants expressed the need for more personalized well-being programs. Participant 7 emphasized the significance of recreational activities, sharing that "*Zumba and similar programs for students allow us to rest and cope with backlogs.*" While these programs were appreciated, others felt that improvements could be made to further address the psychological and emotional needs of educators, particularly in light of their demanding schedules.

**Financial and professional support.** Financial and professional support from institutions significantly alleviated educators' stress and enhanced their resilience. Scholarships for advanced education, emergency loans, and health insurance were among the most valued resources. Participant 6 shared a personal experience, stating, "*When my father died, the Human Resources Department initiated financial support, which helped a lot during that time.*" Similarly, Participant 12 reflected on the importance of financial aid, saying, "*The scholarship for my four kids helped a lot in our finances.*" These forms of assistance not only provided practical benefits but also demonstrated the institution's commitment to the well-being of its staff.

Moreover, opportunities for professional growth were frequently mentioned as a source of motivation and satisfaction. Participant 4 noted, "*Encouragement through training and feedback helps us teach better.*" The accessibility of scholarships for graduate studies and attendance at professional seminars were other examples of how institutions empowered educators to improve their competencies while reducing stress related to professional development expenses.

**Collegial and Supervisory Support.** The quality of relationships with colleagues and supervisors greatly influenced participants' mental health and overall workplace satisfaction. Supportive supervisors who were approachable and understanding were particularly appreciated. Participant 8 remarked, "*The dean is not bossy and is easy to approach; this type of boss is itself a form of support.*" Similarly, Participant 2 noted, "*Our direct head is very appreciative, and this creates a positive mental state for me.*" These relationships fostered an environment where teachers felt valued and understood, enhancing their resilience against workplace stressors.

Collegial support was also identified as an essential factor for maintaining mental health. Participant 3 shared, "*The fun with colleagues contributes a lot to lighten the environment.*" The camaraderie among faculty members provided a sense of solidarity and optimism, even during challenging times. However, some participants noted inconsistencies in support, as illustrated by Participant 10, who shared, "*Sometimes colleagues give us happiness, but sometimes they give us stress, too, especially when there is miscommunication.*" This underscores the dual role of collegial relationships in either alleviating or exacerbating workplace stress.

**Suggested Improvements for Institutional Support.** While many participants expressed satisfaction with the current support systems, others offered suggestions for improvement. For instance, Participant 9 emphasized the importance of reducing work overload, saying, "*Teachers are choked because of too much work; the institution should look at the situation from the teachers' perspective.*" Similarly, Participant 10 recommended, "*Check policies from time to time and visit teachers to see how they are feeling.*" These statements highlight the need for institutions to regularly assess their policies and ensure they align with the well-being of their employees.

Another common suggestion was to enhance the focus on work-life balance. Participant 1 mentioned, "*Don't let the employees feel like they are just merely working for the institution; take care of employees even if they are being paid.*" Similarly, Participant 11 reflected on the importance of maintaining a supportive environment, stating, "*Just maintain the professional development opportunities and continue to listen to employees' needs.*" These insights underline the importance of proactive and empathetic institutional policies to foster a culture of care and support.

## 4. Discussion

This study explored the evolving psychological well-being of college instructors, examining how their emotional and mental states shift over time in response to career challenges, institutional support, and personal growth. Findings reveal that psychological well-

being is a dynamic process influenced by both external pressures and internal reflections. The experiences shared by participants underscore a journey from early career struggles toward greater self-assurance, though challenges such as self-doubt persist for some. The evolving psychological well-being of college instructors in this study aligns with findings from previous research, emphasizing the dynamic nature of their emotional and mental states over time. As participants described their growth from early career challenges to later stages of self-assurance, this evolution parallels insights from Heng and Chu (2023) and Hascher et al. (2021), who identified that experience and personal reflection play pivotal roles in enhancing teacher resilience and mental health. For example, Participant 8's shift in motivation—from monetary to self-worth—echoes the work of Ryan and Deci (2000), who posited that intrinsic motivation, such as personal growth and the impact on students, is a significant factor in educators' psychological well-being. However, the continued struggles with self-doubt reported by some participants, such as Participant 7's feelings of inadequacy, are consistent with findings from Woodcock et al. (2023), who highlighted that despite professional development, many educators continue to grapple with issues of self-efficacy, particularly in challenging academic environments.

The impact of external challenges on instructors' psychological well-being underscores the complex interplay between professional and personal stressors. This is in line with previous studies, including that of Agyapong et al. (2022) and Madigan et al. (2023), who emphasized how workload and personal life stressors contribute significantly to burnout and mental health difficulties in educators. The accounts of physical exhaustion and emotional burden, such as those shared by Participants 5 and 8, reflect how excessive workloads and personal pressures can lead to a depletion of resources necessary for mental well-being. Furthermore, participants like P9, who find fulfillment in witnessing student success, reinforce the idea that positive feedback and emotional connection with students are essential sources of teacher motivation and psychological satisfaction (Li et al., 2022). These findings suggest that while educators' well-being is often compromised by external stressors, the intrinsic rewards of teaching, such as student success and gratitude, can act as powerful buffers against burnout and stress (Bidi et al., 2024).

Educators employ diverse coping strategies to maintain their mental health, with personal coping mechanisms being central to their resilience. As seen in this study, the use of reflective practices, task organization, and physical outlets such as hobbies or nature-based activities is consistent with the findings of Barnová et al. (2023), who identified that personal resilience is strengthened through proactive coping behaviors, including time management and engaging in restorative activities. For example, Participant 1's approach of prioritizing tasks mirrors the stress management techniques found in the work of Sankalaite et al. (2023), who argued that structured coping methods, including breaking tasks into manageable steps, help reduce feelings of being overwhelmed. Moreover, participants' use of solitude or engaging in hobbies such as cooking or gardening reflects the therapeutic benefits of "off-time" activities, as highlighted by Klaver and Lambrechts (2021), which aid in emotional recovery and mental restoration. These coping mechanisms not only enhance mental well-being but also promote long-term psychological resilience, enabling educators to face challenges with a balanced perspective.

Positive mindset practices also emerged as a key coping strategy for many participants. The reliance on spiritual practices, such as prayer and meditation, aligns with research by Chirico et al. (2020), who suggested that reflective and spiritual practices can offer teachers psychological refuge from stress, especially in high-pressure environments. Additionally, participants' focus on finding meaning in their work, as demonstrated by Participant 5's reflection on the impact of their teaching, mirrors the findings of Sutin et al. (2023), who concluded that a sense of purpose and the positive influence of work can enhance overall life satisfaction and reduce stress. The ability to reframe challenges as opportunities for growth, as expressed by Participant 8, exemplifies the adaptive cognitive coping strategies discussed by Tao et al. (2022), who found that adopting a growth-oriented mindset helps individuals navigate stress more effectively. These practices, grounded in optimism and meaning, not only mitigate stress but also foster a sense of agency, empowering educators to cope with the demands of their profession.

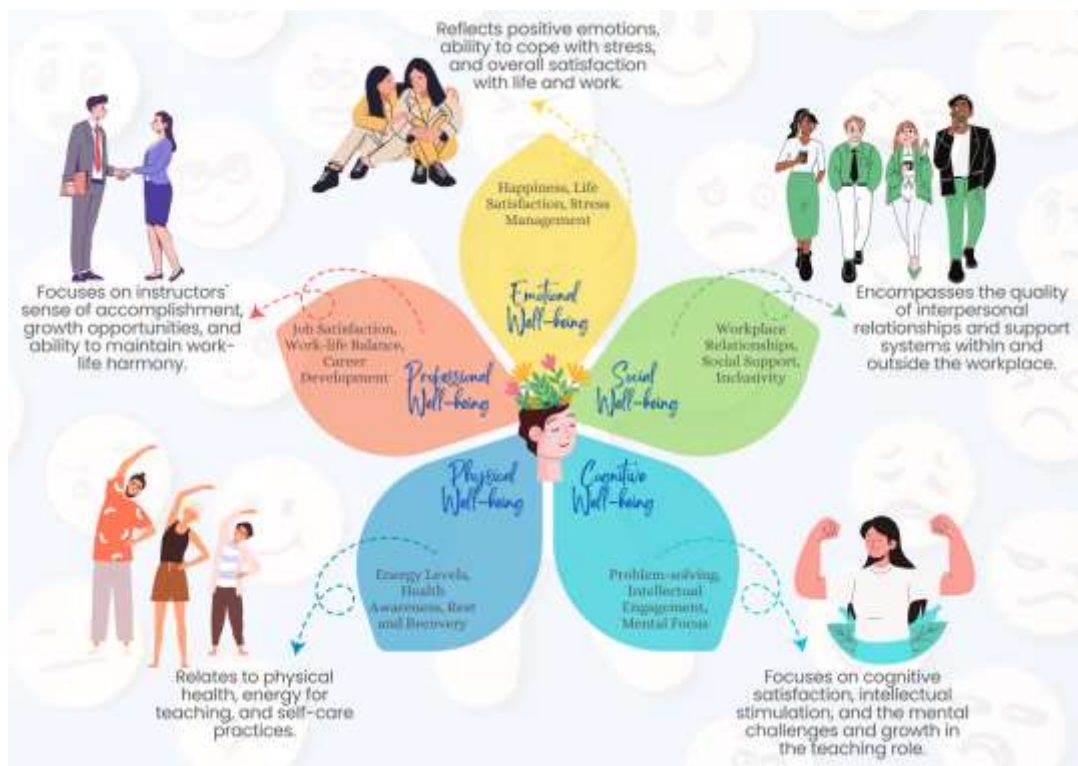
Notably, institutional support plays a crucial role in shaping educators' psychological well-being, as evidenced by participants' positive responses to mental health awareness programs and team-building activities. These findings are consistent with those of Richmond and Needham (2020), who found that institutional initiatives such as wellness programs significantly contribute to employee satisfaction and mental health. Participant 8's and Participant 11's reflections on the value of institutional support, such as team-building and mental health seminars, support the argument that such programs create a sense of belonging and emotional safety, which are critical in mitigating stress and fostering a supportive work environment (Haim-Litevsky et al., 2023). However, the call for more personalized well-being programs, as highlighted by Participant 7, reflects a gap identified by McLean et al. (2022), who pointed out that generic support programs may not address the specific needs of all individuals. These insights suggest that while general institutional programs are beneficial, there is a need for tailored approaches that consider the unique challenges faced by educators in different contexts (Hobbs & Porsch, 2021).

Social support, particularly from family, colleagues, and friends, also plays a pivotal role in coping with stress. As participants shared, having someone to talk to—whether a spouse, a friend, or a colleague—served as a vital source of emotional and practical support. This finding aligns with the work of Einav et al. (2024), who argued that social support is one of the most important factors



in reducing teacher burnout and enhancing resilience. For example, Participant 3's reliance on their spouse for emotional support mirrors research by Butler et al. (2022), which demonstrated the significant role of supportive relationships in fostering resilience. Additionally, the idea that support networks help educators navigate both personal and professional stressors echoes the findings of Acoba (2024) and Cao et al. (2024), who noted that a strong support system can buffer the effects of occupational stress and promote mental well-being. These findings highlight the need for both institutional and interpersonal support systems that collectively contribute to educators' ability to manage stress and maintain psychological well-being.

Overall, this study highlights the interrelated nature of psychological well-being among college instructors across five key constructs: emotional, social, professional, physical, and cognitive. Emotional well-being is shaped by intrinsic rewards such as personal growth and student impact, while social well-being underscores the importance of supportive relationships with colleagues and loved ones. Professional well-being reflects the balance between job satisfaction and external stressors like workload pressures. Physical well-being is strongly tied to the role of rest, recovery, and self-care practices. Cognitive well-being, meanwhile, is enhanced by reflective practices and a growth-oriented mindset. Together, these constructs offer a comprehensive view of instructors' psychological well-being, illustrating how their well-being is influenced by both external factors and personal coping strategies, with institutional and social support playing vital roles in fostering resilience.



**Figure 1. Key Constructs and Their Dimensions for Psychological Well-Being of College Instructors**

Source : Primary data collected by the authors; visualized and designed using Canva.

#### 4.1 Implications for Policy and Practice

This study underscores the significance of educators' psychological well-being and highlights the critical role of coping strategies and institutional support in promoting resilience. In the ASEAN context, where educational systems across diverse cultural, social, and economic backgrounds converge, the findings offer valuable insights for policy formulation and the enhancement of teacher support structures. For instance, educational institutions should prioritize the creation of comprehensive mental health programs tailored to the unique needs of teachers in different ASEAN countries. These programs should not only focus on stress management but also foster a culture of well-being, resilience, and continuous professional development, considering the diverse workloads and external pressures faced by educators across the region. Establishing standardized frameworks for well-being initiatives could facilitate regional collaboration and knowledge exchange on best practices for supporting educators' mental health, particularly in high-pressure environments such as remote teaching and curriculum transitions (Bond et al., 2021; Mosleh et al., 2022).

Moreover, institutional support, such as financial assistance, professional development programs, and peer support networks, should be further institutionalized and integrated into education policies. ASEAN countries can benefit from sharing resources,

such as emergency funding and training opportunities, to mitigate the financial challenges many educators face. For example, scholarship programs and insurance benefits for educators, which have been identified as highly beneficial in the current study, could be expanded across ASEAN member states to support teachers in both urban and rural settings. Furthermore, promoting work-life balance practices through institutional policies, such as flexible working hours and clear workload management strategies, would help reduce burnout and increase teacher satisfaction, ultimately enhancing the quality of education across ASEAN nations (Cho et al., 2023).

#### **4.2 Study Limitations and Future Works**

While this study provides valuable insights into the psychological well-being of college instructors, it is not without its limitations. One key limitation is the sample size, which was limited to instructors within a single higher education institution context. Future research could extend this work by including a larger and more diverse sample of educators across multiple institutions, both public and private, to capture a broader range of experiences and challenges. Additionally, future studies could explore the intersectionality of psychological well-being, considering factors such as gender, age, and teaching experience, which may influence how educators perceive and manage their well-being. Given the context of the ASEAN region, research examining the cultural and socio-economic factors that shape educators' coping strategies and perceptions of institutional support would be particularly valuable in understanding how regional diversity affects well-being (Hascher & Waber, 2021).

Another limitation lies in the study's reliance on self-report data, which may be subject to biases such as social desirability or retrospective recall errors. Future research could employ mixed-methods designs, combining qualitative interviews with quantitative surveys to provide a more comprehensive understanding of educators' psychological well-being. Additionally, longitudinal studies could be conducted to track changes in well-being over time and assess the long-term impact of coping strategies and institutional support. Exploring the role of digital tools and technology in supporting teacher well-being, especially in remote and hybrid teaching contexts, presents another avenue for future research, as digital interventions may offer innovative ways to mitigate stress and enhance resilience (Fernández-Batanero et al., 2021). Ultimately, addressing these limitations through future research can provide more nuanced and actionable recommendations for improving the well-being of educators in ASEAN and beyond.

#### **5. Conclusion**

This study highlights the dynamic and multifaceted nature of psychological well-being among college instructors, emphasizing the interplay of emotional, social, professional, physical, and cognitive dimensions in shaping their overall well-being. The findings underscore that while external factors like workload, institutional support, and professional challenges contribute to stress and burnout, personal coping mechanisms, a sense of purpose, and social support systems serve as crucial buffers against these pressures. The integration of reflective practices, work-life balance strategies, and institutional wellness programs further contributes to educators' resilience, suggesting that a holistic approach to well-being—addressing both professional and personal dimensions—is essential for fostering sustainable mental health in higher education. This research contributes to the growing body of literature on teacher well-being, offering valuable insights for future interventions and institutional policies aimed at supporting educators in their professional journey. Given the complex nature of teacher well-being, it is clear that a one-size-fits-all approach is insufficient, and personalized support tailored to the unique needs of individual educators is essential. Future research could explore the long-term effects of institutional wellness programs on educators' mental health and how different teaching contexts influence well-being outcomes.

**Funding:** The APC was funded by Colegio de San Antonio de Padua through its Faculty Research Publication Grant.

**Conflicts of Interest:** The authors declare no conflicts of interest associated with this research.

**Ethical Considerations:** All participants provided informed consent prior to their involvement in the study. The research adhered to established ethical guidelines throughout its implementation.

**Use of AI in Scientific Writing:** The authors confirm that generative AI tools were not utilized in the preparation and finalization of this manuscript.

**Authorship Contribution:** All authors contributed significantly to the completion of this work and meet the criteria for authorship. ALD and MBRM led the conceptualization and design of the study, data collection, analysis, resources and funding, and initial drafting of the manuscript. AB, LAB, and GCD contributed to refining the methodology, validating the data analysis, ethical considerations, and providing critical revisions to the manuscript. GPP and AAJ provided supervision, funding acquisition, and additional reviews to ensure quality and relevance of the work. DPA was responsible for data analysis, visualization, interpretation of results, and offering substantial feedback during the editing process. All authors have reviewed and approved the final manuscript for submission and agree to be accountable for all aspects of the study.

**ORCID iD:**

Dharel P. Acut  <https://orcid.org/0000-0002-9608-1292>

## References

- [1] Acoba, E. F. (2024). Social support and mental health: the mediating role of perceived stress. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1330720>
- [2] Acut, D. P. (2024). From classroom learning to real-world skills: an autoethnographic account of school field trips and STEM work immersion program management. *Disciplinary and Interdisciplinary Science Education Research*, 6, 20. <https://doi.org/10.1186/s43031-024-00111-x>
- [3] Agyapong, B., Obuobi-Donkor, G., Burbach, L., & Wei, Y. (2022). Stress, Burnout, Anxiety and Depression among Teachers: A Scoping Review. *International Journal of Environmental Research and Public Health*, 19(17), 10706. <https://doi.org/10.3390/ijerph191710706>
- [4] Barnová, S., Gabrhelová, G., Krásna, S., Hasajová, L., & Barna, D. (2023). Teacher Resilience and Coping with Teacher Stress in Vocational Schools. *Societies*, 13(9), 204. <https://doi.org/10.3390/soc13090204>
- [5] Bidi, S. B., Bhat, V., Chandra, S. R., Dmello, V. J., Weesie, E., Gil, M. T., Kurian, S., & Rajendran, A. (2024). Decoding occupational well-being of teachers: does psychological capital and coping mechanism impact perceived stress? *Cogent Psychology*, 11(1). <https://doi.org/10.1080/23311908.2024.2409505>
- [6] Bond, M., Bedenlier, S., Marín, V. I., & Händel, M. (2021). Emergency remote teaching in higher education: mapping the first global online semester. *International Journal of Educational Technology in Higher Education*, 18, 50. <https://doi.org/10.1186/s41239-021-00282-x>
- [7] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- [8] Butler, N., Quigg, Z., Bates, R., Jones, L., Ashworth, E., Gowland, S., & Jones, M. (2022). The Contributing Role of Family, School, and Peer Supportive Relationships in Protecting the Mental Wellbeing of Children and Adolescents. *School Mental Health*, 14(3), 776–788. <https://doi.org/10.1007/s12310-022-09502-9>
- [9] Cao, B., Hassan, N. C., & Omar, M. K. (2024). The Impact of Social Support on Burnout among Lecturers: A Systematic Literature Review. *Behavioral Sciences*, 14(8), 727. <https://doi.org/10.3390/bs14080727>
- [10] Castleberry, A., & Nolen, A. (2018). Thematic Analysis of Qualitative Research Data: Is It as Easy as It Sounds? *Currents in Pharmacy Teaching and Learning*, 10, 807–815. <https://doi.org/10.1016/j.cptl.2018.03.019>
- [11] Chirico, F., Sharma, M., Zaffina, S., & Magnavita, N. (2020). Spirituality and Prayer on Teacher Stress and Burnout in an Italian Cohort: A Pilot, Before-After Controlled Study. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.02933>
- [12] Cho, H., Pyun, D. Y., & Wang, C. K. J. (2023). Teachers' work-life balance: the effect of work-leisure conflict on work-related outcomes. *Asia Pacific Journal of Education*, 1–16. <https://doi.org/10.1080/02188791.2023.2259113>
- [13] Creswell, J.W. and Poth, C.N. (2018). *Qualitative Inquiry and Research Design Choosing among Five Approaches*, 4th Edition. SAGE Publications, Inc., Thousand Oaks.
- [14] Einav, M., Confino, D., Geva, N., & Margalit, M. (2024). Teachers' Burnout – The Role of Social Support, Gratitude, Hope, Entitlement and Loneliness. *International Journal of Applied Positive Psychology*, 9, 827–849. <https://doi.org/10.1007/s41042-024-00154-5>
- [15] Emeljanovas, A., Sabaliauskas, S., Mežienė, B., & Istomina, N. (2023). The relationships between teachers' emotional health and stress coping. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1276431>
- [16] Fernández-Batanero, J., Román-Graván, P., Reyes-Rebollo, M., & Montenegro-Rueda, M. (2021). Impact of Educational Technology on Teacher Stress and Anxiety: A Literature Review. *International Journal of Environmental Research and Public Health*, 18(2), 548. <https://doi.org/10.3390/ijerph18020548>
- [17] Folkman, S., & Moskowitz, J. T. (2004). Coping: Pitfalls and Promise. *Annual Review of Psychology*, 55(1), 745–774. <https://doi.org/10.1146/annurev.psych.55.090902.141456>
- [18] Gautam, S., Jain, A., Chaudhary, J., Gautam, M., Gaur, M., & Grover, S. (2024). Concept of mental health and mental well-being, it's determinants and coping strategies. *Indian Journal of Psychiatry*, 66(Suppl 2), S231–S244. [https://doi.org/10.4103/indianjpsychiatry.indianjpsychiatry\\_707\\_23](https://doi.org/10.4103/indianjpsychiatry.indianjpsychiatry_707_23)
- [19] Haim-Litevsky, D., Komemi, R., & Lipskaya-Velikovsky, L. (2023). Sense of Belonging, Meaningful Daily Life Participation, and Well-Being: Integrated Investigation. *International Journal of Environmental Research and Public Health*, 20(5), 4121. <https://doi.org/10.3390/ijerph20054121>
- [20] Halat, D. H., Soltani, A., Dallli, R., Alsarraj, L., & Malki, A. (2023). Understanding and Fostering Mental Health and Well-Being among University Faculty: A Narrative Review. *Journal of Clinical Medicine*, 12(13), 4425. <https://doi.org/10.3390/jcm12134425>
- [21] Hascher, T., Beltman, S., & Mansfield, C. (2021). Teacher wellbeing and resilience: towards an integrative model. *Educational Research*, 63(4), 416–439. <https://doi.org/10.1080/00131881.2021.1980416>
- [22] Hascher, T., & Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the year 2000–2019. *Educational Research Review*, 34, 100411. <https://doi.org/10.1016/j.edurev.2021.100411>
- [23] Heng, Q., & Chu, L. (2023). Self-efficacy, reflection, and resilience as predictors of work engagement among English teachers. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1160681>
- [24] Hobbs, L., & Porsch, R. (2021). Teaching out-of-field: challenges for teacher education. *European Journal of Teacher Education*, 44(5), 601–610. <https://doi.org/10.1080/02619768.2021.1985280>
- [25] Jeong-Yoon, C. (2024, October 14). *Teacher suicides averaging 20 per year: data*. The Korea Herald. <https://news.koreaherald.com/view.php?ud=20241014050590>
- [26] Klaver, J. S., & Lambrechts, W. (2021). The Pandemic of Productivity: A Narrative Inquiry into the Value of Leisure Time. *Sustainability*, 13(11), 6271. <https://doi.org/10.3390/su13116271>
- [27] Li, S. (2023). The effect of teacher self-efficacy, teacher resilience, and emotion regulation on teacher burnout: a mediation model. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1185079>
- [28] Li, X., Bergin, C., & Olsen, A. A. (2022). Positive teacher-student relationships may lead to better teaching. *Learning and Instruction*, 80, 101581. <https://doi.org/10.1016/j.learninstruc.2022.101581>

- [29] Madigan, D. J., Kim, L. E., Glandorf, H. L., & Kavanagh, O. (2023). Teacher burnout and physical health: A systematic review. *International Journal of Educational Research*, 119, 102173. <https://doi.org/10.1016/j.ijer.2023.102173>
- [30] Martinez, A. B., Co, M., Lau, J., & Brown, J. S. L. (2020). Filipino help-seeking for mental health problems and associated barriers and facilitators: a systematic review. *Social Psychiatry and Psychiatric Epidemiology*, 55(11), 1397–1413. <https://doi.org/10.1007/s00127-020-01937-2>
- [31] McLean, L., Gaul, D., & Penco, R. (2022). Perceived Social Support and Stress: a Study of 1st Year Students in Ireland. *International Journal of Mental Health and Addiction*, 21(4), 2101–2121. <https://doi.org/10.1007/s11469-021-00710-z>
- [32] Morales, G. A. E., & Ventura, E. C. (2022). Occupational Stress and Coping Styles in Relation to Job Performance of Teachers in Elementary Schools in Zone III, Division of Zambales, Philippines. *International Journal of Education Humanities and Social Science*, 5(1), 154–163. <https://doi.org/10.54922/ijehss.2022.0352>
- [33] Mosleh, S. M., Kasasbeha, M. A., Aljawarneh, Y. M., Alrimawi, I., & Saifan, A. R. (2022). The impact of online teaching on stress and burnout of academics during the transition to remote teaching from home. *BMC Medical Education*, 22, 475. <https://doi.org/10.1186/s12909-022-03496-3>
- [34] Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis. *International Journal of Qualitative Methods*, 16, 1-13. <https://doi.org/10.1177/1609406917733847>
- [35] Nwoko, J. C., Emeto, T. I., Malau-Aduli, A. E. O., & Malau-Aduli, B. S. (2023). A Systematic Review of the Factors That Influence Teachers' Occupational Wellbeing. *International Journal of Environmental Research and Public Health*, 20(12), 6070. <https://doi.org/10.3390/ijerph20126070>
- [36] Orbeta, A. C., Jr., & Paqueo, V. B. (2022). *Philippine Education: Situationer, Challenges, and Ways Forward*. Philippine Institute for Development Studies, Philippines. <https://pidswebs.pids.gov.ph/CDN/document/pidsdps2223.pdf>
- [37] Ozcan, O., Hoelterhoff, M., & Wylie, E. (2021). Faith and spirituality as psychological coping mechanism among female aid workers: a qualitative study. *Journal of International Humanitarian Action*, 6, 15. <https://doi.org/10.1186/s41018-021-00100-z>
- [38] Rabago-Mingoa, T. (2017). Filipino teachers' stress levels and coping strategies. In *DLSU Research Congress 2017*. <https://www.dlsu.edu.ph/wp-content/uploads/pdf/conferences/research-congress-proceedings/2017/LLI/LLI-I-020.pdf>
- [39] Richemond, D. J., & Needham, C. (2020). The Impact of Wellness Programs on Employee Job Satisfaction in Colleges and Universities. *Open Journal of Business and Management*, 8(2), 569–599. <https://doi.org/10.4236/ojbm.2020.82035>
- [40] Silveria, J. R. C. (2018). The Development of the Filipino Coping Strategies Scale. *Asia-Pacific Social Science Review*, 18(1), 111–126. <https://www.dlsu.edu.ph/wp-content/uploads/pdf/research/journals/apssr/2018-June-vol18-1/9-the-development-of-the-filipino-coping-strategies-scale.pdf>
- [41] Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- [42] Sankalaite, S., Huizinga, M., Pollé, S., Xu, C., De Vries, N., Hens, E., & Baeyens, D. (2023). A Qualitative Study into Teacher–Student Interaction Strategies Employed to Support Primary School Children's Working Memory. *Education Sciences*, 13(11), 1149. <https://doi.org/10.3390/educsci13111149>
- [43] Sisto, A., Vicinanza, F., Campanozzi, L. L., Ricci, G., Tartagliani, D., & Tambone, V. (2019). Towards a Transversal Definition of Psychological Resilience: A Literature Review. *Medicina*, 55(11), 745. <https://doi.org/10.3390/medicina55110745>
- [44] Sutin, A. R., Luchetti, M., Stephan, Y., & Terracciano, A. (2023). Sense of purpose in life and work-life tension: Perceptions of interference and enhancement. *Aging and Health Research*, 3(3), 100154. <https://doi.org/10.1016/j.ahr.2023.100154>
- [45] Tao, W., Zhao, D., Yue, H., Horton, I., Tian, X., Xu, Z., & Sun, H. (2022). The Influence of Growth Mindset on the Mental Health and Life Events of College Students. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.821206>
- [46] UNESCO. (2021). *Reimagining our futures together: a new social contract for education*. United Nations Educational, Scientific and Cultural Organization, France. <https://doi.org/10.54675/ASRB4722>
- [47] UNESCO. (2023). *Global Education Monitoring Report 2023, Southeast Asia: Technology in education: A tool on whose terms?* United Nations Educational, Scientific and Cultural Organization, France and Southeast Asia Ministers of Education Organization, Thailand. <https://doi.org/10.54676/rjnf1598>
- [48] Woodcock, S., Hitches, E., & Manning, A. (2023). 'The hardest part is...': Teacher self-efficacy and inclusive practice. *International Journal of Educational Research Open*, 5, 100289. <https://doi.org/10.1016/j.ijedro.2023.100289>
- [49] World Health Organization: WHO. (2022). *Mental health*. <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>
- [50] Yeh, C. S., & Barrington, R. (2023). Sustainable positive psychology interventions enhance primary teachers' wellbeing and beyond – A qualitative case study in England. *Teaching and Teacher Education*, 125, 104072. <https://doi.org/10.1016/j.tate.2023.104072>
- [51] Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods* (6th ed.). Thousand Oaks, CA: Sage.
- [52] Zhang, L. (2023). Reviewing the effect of teachers' resilience and wellbeing on their foreign language teaching enjoyment. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1187468>

## Author Information

April Liza Durano holds a BA in Psychology from Cebu Doctors' University and an M.A. in Social Psychology from the University of San Carlos. She teaches Understanding the Self to non-Psychology students and courses like Introduction to Psychology, Physiological Psychology, Filipino Psychology, and Social Psychology. Her research focuses on the personal narratives of tattooed individuals and explores how tattoos reflect societal values, trends, and cultural changes over time.

Abelardo Banuag is a licensed clinical psychologist and psychometrician. He earned his M.A. in Clinical Psychology from the University of San Carlos and is currently pursuing a Ph.D. in Clinical Psychology at Silliman University. A faculty member teaching Research and Practicum in Psychology, his research focuses on sports intervention programs for children in conflict with the law and promoting mental health advocacy.

Lalaine A. Bate is a Psychology Instructor at Colegio de San Antonio de Padua. She holds a Master's in Psychology specializing in Industrial and Organizational Psychology from the University of San Jose-Recoletos and a Diploma in Professional Education from Cebu Technological University. With experience teaching diverse psychology and humanities courses, her research interests include organizational improvement, talent management, and human resource strategies, aiming to enhance workplace practices and development.

Genesis C. Dejan is a seasoned Clinical Psychology educator with over a decade of teaching experience in Cebu. He is a faculty member at San Antonio de Padua, specializing in Psychological Statistics and Experimental Psychology. Beyond academia, he serves as a research consultant at Eleison Foundation and collaborates with NGOs, including PMHA-Cebu, to promote mental health awareness. He is also a licensed clinical psychologist dedicated to mental health advocacy.

Marie Bless R. Misa is the Assistant Dean of the College of Arts and Sciences at Colegio de San Antonio de Padua. She holds a Bachelor's degree in Mass Communication, majoring in Journalism, from the University of San Jose-Recoletos and a Diploma in Professional Education from Colegio de San Antonio de Padua. Currently pursuing a Master's in English at the University of the Visayas, her research interests focus on the lived experiences of English teachers and students.

Genesa P. Paragados, EdD, is the President of Colegio de San Antonio de Padua. She earned her Doctorate in English Language Teaching and has taught professional education courses, English Enhancement, and Understanding the Self in higher education. Her research interests include linguistics, sociolinguistics, psycho-social barriers in teaching and learning, strategies in teaching ESL, and theories of language learning and acquisition.

Alberto A. Jumao-as Jr., EdD, is the Vice President for Academics and Research of Colegio de San Antonio de Padua. He holds multiple degrees, including a Bachelor of Science in Industrial Education from Cebu Technological University, a Master of Arts in Special Education from Cebu Normal University, a Doctor of Education in Educational Management from the University of Southern Philippines Foundation, and a Master of Arts in Speech Pathology from the University of the Visayas. He has also completed academic requirements for Master's degrees in Early Childhood Education and Vocational Education.

Dharel P. Acut is a licensed professional teacher and a Science Education instructor at Cebu Technological University in Cebu City, Philippines. He holds a bachelor's degree in Secondary Education, majoring in General Science, from MSU-Iligan Institute of Technology. Currently, he is completing his master's degree in Science Education at Cebu Normal University. As an Associate Member of the National Research Council of the Philippines (DOST-NRCP), his research interests focus on science education, STEM education, systematic literature reviews, education for sustainable development, work-integrated learning, and teacher education.

**Appendix A  
Alignment of Interview Questions with Research Questions**

<b>Interview question</b>	<b>Interview questionnaire section</b>	<b>Target research question</b>
1. How would you describe your overall psychological well-being as a college instructor?	Experiences of psychological well-being	Research question 1
2. Can you share specific experiences or challenges in your role that have significantly impacted your mental and emotional health?	Experiences of psychological well-being	Research question 1
3. How does your workload and teaching environment influence your psychological well-being?	Experiences of psychological well-being	Research question 1
4. What aspects of your teaching role bring you a sense of fulfillment or positively affect your well-being?	Experiences of psychological well-being	Research question 1
5. Over the course of your teaching career, how do you feel your psychological well-being has evolved?	Experiences of psychological well-being	Research question 1
6. What strategies or methods do you typically use to cope with stress from teaching?	Coping strategies for stress and well-being	Research question 2
7. Are there any specific activities, habits, or practices that you find helpful for maintaining a positive mindset?	Coping strategies for stress and well-being	Research question 2
8. How do you balance your professional responsibilities with your personal life to ensure well-being?	Coping strategies for stress and well-being	Research question 2
9. Can you recall a particularly stressful period in your career? What steps did you take to manage and overcome it?	Coping strategies for stress and well-being	Research question 2
10. What role does your personal support system (e.g., family, friends, colleagues) play in managing your stress?	Coping strategies for stress and well-being	Research question 2
11. What types of support, if any, does your institution provide to help you manage stress and maintain well-being?	Influence of institutional and social support	Research question 3
12. Are there policies, resources, or programs at your college that you feel have positively impacted your psychological well-being?	Influence of institutional and social support	Research question 3
13. How do your colleagues and supervisors contribute to your mental health and resilience?	Influence of institutional and social support	Research question 3
14. In your opinion, what could your institution do differently to better support your psychological well-being?	Influence of institutional and social support	Research question 3
15. How important is social support from colleagues and your professional network in maintaining your well-being?	Influence of institutional and social support	Research question 3