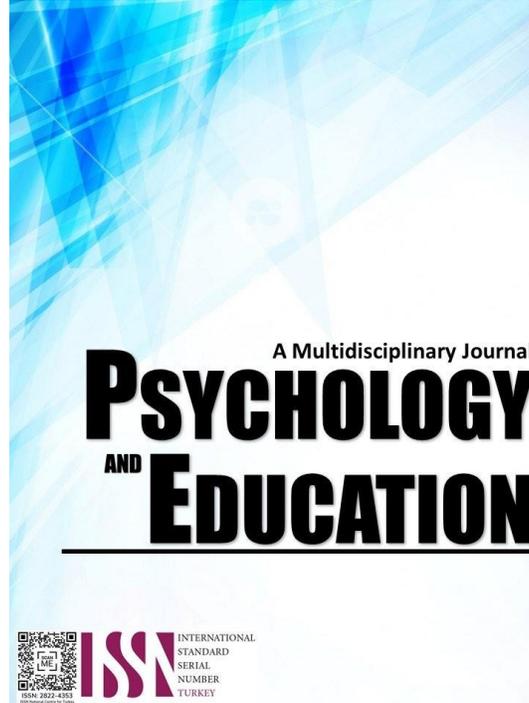


PROFESSIONAL WELL-BEING OF LANGUAGE TEACHERS: A MIXED METHOD



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Professional Well-Being of Language Teachers: A Mixed Method

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Abstract

The study aimed to describe the professional well-being of high school language teachers in Kapalong East and West districts. This study engaged mixed method design, utilizing parallel convergent approach. The participants of the study were the language teachers from Kapalong East and West high school districts. There were 43 teachers who were selected for quantitative and 10 for the qualitative. Based on the results of the study, it was determined that the level of teacher's professional well-being is high. The results affirm the significance of prioritizing teachers' professional well-being, which indicates that fostering a supportive environment positively impacts educators' overall effectiveness and job satisfaction. This finding underscores the importance of implementing strategies to promote teachers' mental, emotional, and physical health, ultimately enhancing their ability to excel in their roles and positively impacting student learning outcomes.

Keywords: *professional well-being, support strategies, job satisfaction, educational effectiveness, language teachers*

Introduction

Teachers' well-being is a crucial aspect of their work, as they must balance their responsibilities with their jobs to ensure the holistic development of students. Stressful work environments can impact teachers' motivation, self-efficacy, and dedication, leading to low levels of teacher well-being. This can result in frequent turnover, poor performance, absenteeism, and efficiency costs, impacting the overall organization of educational systems. Therefore, teacher well-being is a growing topic in policy discussions (Viac & Fraser, 2020).

In Ghana, the quality of the process and student outcomes are directly correlated with aspects of teachers' professional well-being. Interventions aimed at professional development can enhance teachers' performance, well-being, self-efficacy, and job satisfaction. There have been worries about a widespread lack of enthusiasm, where instructors are more likely to be underprepared for the classroom demands. The QP4G program sought to enhance teachers' professional well-being as a crucial component of enhancing children's learning experiences by offering assistance to instructors through enhanced behavioral management tactics, instructional skills, and in-class coaching (Wolf, 2018).

In the Philippines, there are certainly a lot of rewarding and inspirational parts to teaching, but there is also a potential that the demands and obligations could cause much stress. Long-term high levels of stress are known to be harmful to health. In the workplace, they can also raise the risk of burnout and hurt mental health, motivation, self-efficacy, and job dedication if left untreated. Teachers have to adapt in the workplace not only to instructional techniques but also to their own physical and social limitations in light of the current circumstances, which may result in high stress. The burden for instructors increased significantly the previous year. They had to complete ancillary chores, review activity notebooks and performance assignments, create modules and supplemental materials, and more. Priorities should include identifying and maintaining teachers' well-being, implementing new learning modalities, and enhancing the organizational health of the school (Samosa, 2023).

Understanding and enhancing the well-being of language teachers contribute to a healthier and more effective educational system. This study acknowledges the importance of educators in shaping the learning environment and aims to create insights that can positively impact their job satisfaction, ultimately benefiting both teachers and students. Additionally, focusing on a mix of research methods ensures a comprehensive exploration, providing valuable information for educational policymakers and institutions to implement supportive measures for language teachers.

The Professional Well-being of Language Teachers has been the subject of numerous studies, like the study of Nazari and Xodabande (2022) entitled "Teacher Well-Being in English Language Teaching," Gregersen and MacIntyre (2023) study entitled "Language teacher wellbeing: an Individual-institutional pact" and also the study of Fan and Wang (2022) entitled "English as a foreign language teachers' professional success in the Chinese context: The effects of well-being and emotion regulation", the three studies focused on the well-being of language teachers, focusing on their work context. However, this study is different from the studies that have been mentioned, as this study aims to investigate the professional well-being of language teachers using a mixed method approach in Kapalong, Davao del Norte. This study aims to address this gap by examining the factors contributing to language teachers' professional well-being.

Research Questions

This study used a mixed-methods research approach to investigate the professional well-being of language teachers. The goal of utilizing this research design is to gather both quantitative and qualitative data at the same time, integrate the findings, and apply them to the study problem at hand. By combining the results gathered from quantitative and qualitative data, this study design enables the

strengths of one data-gathering approach to offset the limits of the other, resulting in a broader comprehension of the research issue.

1. What are the perceptions of language teachers with regard to their professional well-being?
2. What are the insight of language teachers with regards to their professional well-being?

Methodology

Research Design

This study utilized a mixed method design, mainly a convergent parallel mixed method approach. A convergent parallel design was used to collect, analyze, and interpret quantitative and qualitative data. A convergent parallel design entails the researcher conducting the quantitative and qualitative elements in the same phase of the research process, weighing the methods equally, analyzing the two components independently, and interpreting the results together (Creswell & Pablo-Clark, 2011).

The overarching goal of mixed-method research was to broaden and strengthen a study's conclusion and, as a result, contribute to the published literature. The use of mixed methods should contribute to answering research questions in all studies (Schoonenboom & Burke Johnson, 2017). The following reasons for using mixed methods were given by Creswell & Plano Clark (2011): one data resource may not be enough; early results need to be further explained; a second approach is needed to complement a primary method; and the project involves multiple phases. Convergent design is the most well-known mixed method technique. When the researcher used concurrent timing to implement the quantitative and qualitative strands during the same phase of the research process, he must prioritize both methods equally and keep the strands independent during analysis.

The purpose of a convergent design was to collect distinct but complementary data on the same issue better to comprehend the study challenge (Morse, 1991). This design aimed to combine the benefits of quantitative approaches with the strengths of qualitative methods (Patton, 1990). Further, this design is used when the researcher intends to triangulate the methodologies by directly comparing and contrasting quantitative statistical data with qualitative findings for corroboration and validation purposes. Lastly, other purposes for this design include illustrating quantitative results with qualitative findings, synthesizing complementary quantitative and qualitative results to develop a more complete understanding of a phenomenon, and comparing multiple levels within a system.

Meanwhile, in convergent parallel design, qualitative data may be obtained through video chat, interview, audio and video recording and transcription, and quantitative data through a survey questionnaire. After this, the data were collected and analyzed. For the qualitative phase, thematic analysis was used to analyze the emerging themes and core ideas from the shared experiences of the respondents based on the research questions inquiring about their pedagogical preparedness experiences. For the quantitative language teachers, how did qualitative data corroborate the qualitative data?

Participants

The study participants in quantitative and qualitative strands are described in this section. The participants are essential in conducting this study as they were the primary sources of data needed. With them, the goal of the study will be achieved and realized.

Quantitative Phase

In the quantitative phase, the respondents of this study would be the language teachers of the public schools within the Division of Davao del Norte. Moreover, these respondents would be identified by descriptive sampling by Milroy and Gordon (2008). These language teachers would answer the questions provided to know the organizational communication that happens within the language teachers.

Table 1.1. Distribution of Respondents

<i>Schools</i>	<i>Population</i>
Kapalong National High School	20
Sampao Integrated School	13
Semong National High School	10
Doña Carmen Soriano National High School	10
Total	53

Furthermore, stratified random selection was employed to choose samples from a particular study population. A stratified random sampling method is a way of selecting a sample in which the researcher divides a group of people into smaller subgroups, or strata, based on shared features of the members and then chooses randomly from each stratum to generate the final sample (Simkus, 2023). In the study, the shared characteristics of the samples include their education level, degree, or program.

This study was conducted among the language teachers of these schools within the division of Davao del Norte. The Kapalong National High School is located in Brgy. Maniki, Kapalong Davo del Norte. Doña Carmen National High School, located at Brgy. Gabuyan, Semong National High School, and Sampao National High School.

Lastly, in selecting and choosing the qualified respondents in the study, the researcher set an inclusion criterion as the basis and guide in the selection process. This includes: (1) must be a language teacher; (2) must be an active teacher of the academic year (2023-2024);

3) must be teaching in the schools within Davao del Norte; (4) must be male or female or any gender, and (5) must have the willingness to participate in the study.

Table 1.2. *Profile of the Participants*

<i>Assigned Code</i>	<i>Sex</i>	<i>School</i>
IDI-01	Female	Doña Carmen Soriano National High School
IDI-02	Female	Doña Carmen Soriano National High School
IDI-03	Female	Doña Carmen Soriano National High School
IDI-04	Female	Doña Carmen Soriano National High School
IDI-05	Female	Doña Carmen Soriano National High School
IDI-06	Male	Semong National High School
IDI-07	Male	Semong National High School
IDI-08	Female	Sampao Integrated School
IDI-09	Male	Kapalong National High School
IDI-10	Female	Kapalong National High School

Qualitative Phase

In the qualitative phase, just like the quantitative phase, the participants were Language Teachers within the Division of Davao del Norte. These participants were included and involved in in-depth interviews. Specifically, the study included 10 participants for the in-depth interview. This conformed to the suggestion and recommendation of Creswell and Creswell (2018), who pointed out that a researcher may have between 10 and 50 participants, which is sufficient in qualitative research, depending on the type of research and research questions.

Consequently, the researcher used a purposive sampling technique to select and choose the participants to be included and involved in the IDI. As Nikolopoulou (2022) explained, purposive sampling refers to a sampling technique for selecting participants because they have characteristics needed in the study's samples. In other words, participants were selected on purpose in purposive sampling.

Lastly, the researcher set an inclusion criterion for the selection process. This includes: (1) must be a language teacher; (2) must be an active teacher of the academic year (2023-2024); 3) must be teaching in the schools within Davao del Norte; (4) must be male or female or any gender, and (5) must have the willingness to participate in the study.

Instrument

This section discusses the research tools for gathering quantitative and qualitative data from the participants, informants, and respondents of this study.

Quantitative Phase

We used an adapted questionnaire from a published and conducted study to determine the level and status of TS, M, and MI. The emphasis and context of the surveys will then be used to contextualize them within the current study. Following the researcher's contextualization of the research questionnaire—specifically, regarding the construct of each item under each variable—it would be evaluated and validated by a panel of external validators, all of whom specialize in research. Afterward, to increase the research instrument's credibility, the suggestions and ideas of the evaluators were strictly adhered to. For respondents to grasp the purpose of the research and answer all the questions, the researcher ensures that the questionnaire is prepared in simple English.

Professional Well-Being. The questionnaire for this variable was adapted from the study of Blanguisco and Mangasat (2023). This tool is intended to determine the teachers' professional well-being. It has 35 items distributed equally to seven indicators: perspective, self-management, support, meaningfulness, self-care, practice competence, and professional development.

Qualitative Phase

Regarding the qualitative phase, the researcher developed a series of grand tour questions and had the panel of experts validate them. It was a set of open-ended questions created in response to the survey's findings. This served as the in-depth interviews' compass. Five individuals who completed the survey in the preceding round were explicitly chosen to participate in the IDI, and five more were selected for the FGD. Interviews effectively extracted valuable insights, narratives, firsthand accounts, viewpoints, and other information that numerical data could not convey.

Procedure

There were several steps in the data collection process. The following procedures were followed during the conduct of the study:

Quantitative Phase

In the quantitative phase, an adapted questionnaire was used to assess the professional well-being of language teachers. It was administered to a group of language teachers. In addition, the researcher wrote a letter of request to the school administrator, asking for approval to conduct the study for their respective school and teachers. The results were tallied, computed, and analyzed to

corroborate the results of the qualitative data. The qualitative and quantitative phases of the study were done simultaneously.

Qualitative Phase

For the qualitative phase, a one-on-one interview was conducted with the identified participants to gather the professional well-being of language teachers. An interview guide was used for the in-depth interview and focus group discussion. Hence, to ensure the authenticity of the selection, the researcher invited the informants through personal contact, and they were informed of the tasks to be completed, including the time set for everyone's convenience (Creswell, 2013).

The focus group discussion explored individuals' opinions, experiences, concerns, and desires regarding specific issues. According to Traynor (2015), this method typically involves bringing together a group of individuals who share a common characteristic, facilitated by a researcher, to engage in group interactions, exchange perspectives on a specific topic, discuss personal experiences, and provide suggestions. It is important to note that the focus group research methodology explicitly emphasizes interaction.

Furthermore, in-depth or one-on-one interviews were also conducted to provide a valuable opportunity for exploring the professional well-being of language teachers. Ten (10) teachers were purposively selected for these interviews, which the researcher conducted. The in-depth interviews were audio recorded, lasting from 20 to 30 minutes.

Data Analysis

Quantitative Data Analysis

In the quantitative data analysis, descriptive statistics such as the mean were utilized to assess the average responses of the respondents. The survey data, which was collected, served as the basis for in-depth analysis. Upon retrieval of the questionnaires, the data was tallied and treated accordingly. The survey data was further analyzed using Statistical Package for the Social Sciences (SPSS) for descriptive and inferential statistics. These statistical treatments were applied to ascertain the status of language teachers.

Qualitative Data Analysis

Regarding the qualitative data analysis, the researcher employed coding and thematic analysis. This involved examining the patterns and themes that emerged from the utterances or statements of the participants/informants during the one-on-one and focus group interviews. The themes were formulated to analyze the professional well-being of language teachers. The data was carefully analyzed to identify and extract relevant themes that shed light on the research objectives and provide insights into the participants' experiences in this context.

Ethical Considerations

The study stressed safety, anonymity, total protection, and secrecy as critical considerations to maintain the language teachers' confidence. Measures were made to guarantee that these ethical standards were met. Considerations were carefully addressed to sustain the participants' confidence during the study.

The researcher diligently adhered to ethical principles, including respect for persons, beneficence, justice, obtaining informed consent, and maintaining confidentiality to meet ethical standards. These principles guided the conduct of the study responsibly and respectfully, prioritizing the rights and well-being of the participants (Mack et al., 2005)

Respect for Persons is an ethical principle that underscores the importance of treating research participants with courtesy and respect and acknowledging their autonomy in decision-making regarding their participation in a study (Munhall, 2012 & Scott, 2013). This principle necessitates providing participants with comprehensive information about the study and ensuring they clearly understand the research and any potential risks or benefits. Obtaining informed consent is crucial to adhering to this principle, as it signifies voluntary agreement based on an informed understanding. By upholding the principle of respect for persons, the researcher can ensure that the study is conducted ethically and honors the rights and autonomy of the participants.

The researcher sought consent from the participants and planned the schedule ahead of time to prevent conflicts with their classes or other responsibilities. This was done to guarantee that the researcher's presence would not interfere with the participants' schedules and to eliminate the need to reschedule or cancel the interviews. The researcher built a polite and cordial connection with the participants throughout my research and gained their consent before recording the talks. It also permitted participants to ask questions at any time and kept the in-depth interviews and concentrated group discussions secret. Furthermore, participants will have the option to refuse to answer sensitive questions. It conducted the study ethically and courteously by building rapport with the participants and acting kindly towards them.

Consent is a fundamental aspect of research ethics and serves as a way to show respect to research participants. By obtaining informed consent, the participants are made fully aware of the objectives and purpose of the research they are being asked to participate in. Written consent was obtained from the participants, certifying their approval to take part in the in-depth interviews and focused group discussions. They were provided with information about the results and findings of the study, ensuring transparency and keeping them informed (Creswell, 2012).

To ensure the study's ethical conduct, I supplied the participants with letters of authorization and consent that detailed the study's techniques, design, and procedures. The purpose of these letters was to assist participants in understanding the nature of the study and make an educated decision about whether or not to participate. Participants who chose not to participate were permitted to leave without explanation and were promised their data would be kept private. The researcher will also notify the participants that they have the right to know the study's findings. By adhering to these ethical norms, the researcher guaranteed that the study was carried out responsibly and respectfully.

Beneficence, an ethical principle, emphasizes the commitment to minimize risks and maximize the well-being of research participants. In this study, efforts were made to ensure the safety and protection of the participants. The anonymity of the interviewees was maintained to prevent any potential risks to their privacy and confidentiality. All files of information were adequately secured and not left unattended or unprotected (Bricki & Green, 2007).

The community and participants would benefit from this study because the result of this study may become the basis for improving the professional well-being of language teachers, and it can lead to the formulation of effective strategies or programs that will assist the teachers in improving the quality of their professional well-being that can also affect their performance in teaching students.

In order to guarantee the safety of every participant, the researcher chose a safe space where they could have a face-to-face interview. Interviewees can share their stories in a safe environment without worrying about being rejected or criticized. In order to prevent psychological risks like humiliation, embarrassment, and other unfavorable results, the information would be kept secret and safe following the interview.

Confidentiality respects the privacy of human subjects when gathering, analyzing, and reporting data; confidentiality is a moral practice. Separating or altering any personally identifying data provided by participants from the data is referred to as confidentiality. The participant's identity was maintained through the use of codes. The researcher's priority is protecting the data gathered and ensuring that it is only used for the research's stated purposes (Coffelt, 2017). Also, in this study, confidentiality is maintained through password-protected folders and data storage. This also corroborates with the Data Privacy Act of 2012

In order to protect the participants' privacy, the researcher would conceal their identities, such as their names and addresses. The names of the participants would be replaced by pseudonyms by the researcher. Participants' names and other identifying information may be kept in secure files. Research data shall be stored and destroyed three years after the accomplishment of the study.

Justice requires a commitment to ensure a fair distribution of the risks and benefits resulting from research. Those who take on the burdens of research participation should share the benefits of the knowledge gained. Or, to put it another way, the people who are expected to benefit from the knowledge should be the ones who are asked to participate (Department of Health, Education, and Welfare, & National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 2014).

Results and Discussion

This section presented the study's results based on quantitative and qualitative data analysis. Quantitative results started with the quantitative descriptive results, which present the professional well-being of language teachers. Consequently, the presentation of the results of the qualitative phase follows, which includes the thematic analysis of the perception and insights of the language teachers regarding their professional well-being that they can share with their fellow teachers and the academe in general.

Level of Professional Well-Being

Professional Well-Being. Table 2 shows the status of the language teachers in terms of their professional well-being in the Kapalong West and East districts in high school. It obtained an overall mean score of 4.26 with a description of High. This means that language teachers often manifest their professional well-being. The variable of the study, which is professional well-being, has seven indicators, namely, perspective self-management, support, meaningfulness, self-care, practice competence, and professional development.

Perspective. Regarding perspective, the category mean is 4.58, which is described as very high. This means that the language teachers oftentimes manifest it. Among the items under this indicator, feeling calm got the highest mean of 4.72, which is very high. This means that the language teachers always manifest it. On the other hand, the lowest item rated by the participants was having a workplace culture that cares about the students, with a mean of 4.47. This rating is described as very high. This means that the teachers oftentimes manifest it.

Self-Management. In terms of self-management, the category mean is 4.47, which is describe as very high. This means that the language teachers oftentimes manifest it. Among the items under this indicator, maintaining clear personal-professional boundaries got the highest mean of 4.63, which is described as very high. This means that the language teachers always manifest it. Conversely, the lowest item rated by the participants was having a workplace that is comfortable and comforting, with a mean of 4.37. This rating is described as very high. This means that the teachers oftentimes manifest it.

Support. In terms of support, the category mean is 4.50, which is describe as very high. This means that the language teachers oftentimes manifest it. Among the items under this indicator, having the tools and resources to do a good job gets the highest mean of 4.70, which

is described as very high. This means that the language teachers always manifest it. Meanwhile, the lowest item rated by the participants was having helpful and debriefing available, with a mean of 4.16. This rating is described as high. This means that the teachers oftentimes manifest it.

Table 2. *Level of Professional Well-Being of Language Teachers*

<i>Variables and Indicators</i>	<i>Mean</i>	<i>Description</i>
Perspective		
1. Looking forward to going to work.	4.70	Very High
2. Feeling calm.	4.72	Very High
3. Enjoying my work with colleagues and other professionals.	4.44	Very High
4. Flexible and open to change.	4.56	Very High
5. Having a workplace culture that cares about the students.	4.47	Very High
Category Mean	4.58	Very High
Self-Management		
1. Making quite time to complete task.	4.42	Very High
2. Taking regular breaks during the workday.	4.42	Very High
3. Having a workplace that is comfortable and comforting.	4.37	Very High
4. Having influence in decision affecting job.	4.51	Very High
5. Maintaining clear personal-professional boundaries.	4.63	Very High
Category Mean	4.47	Very High
Support		
1. Having clear policies and procedures that support my work.	4.42	Very High
2. Having helpful and debriefing available.	4.16	High
3. Have the tools and resources to do a good job.	4.70	Very High
4. Laughing and having fun at work.	4.65	Very High
5. Having personal and social supports.	4.56	Very High
Category Mean	4.50	Very High
Meaningfulness		
1. Feeling safe (physically, culturally and psychologically).	4.49	Very High
2. Working those fits in well with lifestyle.	4.33	Very High

Meaningfulness. In terms of meaningfulness, the category mean is 4.39, which is describe as very high. This means that the language teachers oftentimes manifest it. Among the items under this indicator, feel safe (physically, culturally and psychologically) got the highest mean of 4.49, which is described as very high. This means that the language teachers always manifest it. At the same time, the lowest item rated by the participants was the have energy for work, with a mean of 4.30. This rating is described as very high. This means that the teachers oftentimes manifest it.

Self-Care. Regarding self-care, the category mean is 4.49, which is very high. This means that the language teachers oftentimes manifest it. Among the items under this indicator, work that meets my needs got the highest mean of 4.63, which is described as very high. This means that the language teachers always manifest it. Conversely, the lowest item rated by the participants was the earn sufficient money for my needs with a mean of 4.42. This rating is described as very high. This means that the teachers oftentimes manifest it.

Practice Competence. Regarding practice competence, the category mean is 4.50, which is very high. This means that the language teachers oftentimes manifest it. Among the items under this indicator, being clear about my role and responsibilities got the highest mean of 4.53, which is described as very high. This means that the language teachers always manifest it. Meanwhile, the lowest item rated by the participants was the contribute to prevention, social justice and social change with a mean of 4.49. This rating is described as very high. This means that the teachers oftentimes manifest it.

Professional Development. Regarding professional development, the category mean is 4.47, which is very high. This means that the language teachers oftentimes manifest it. Among the items under this indicator, be professional connected and have regular opportunities for learning and development got the highest mean of 4.53 which is described as very high. This means that it is always manifested by the language teachers. Meanwhile, the lowest item rated by the participants was the regular helpful supervision, with a mean of 4.37. This rating is described as very high. This means that it is oftentimes manifested by the teachers.

Perceptions of Language Teachers with regards to their Professional Well-being

Essential themes emerged based on teachers' one-on-one, in-depth interview responses using a validated open-ended questionnaire.

Five merging themes were identified by the researcher from the transcription and codes of the participant's responses in research question number 1 this is Job Satisfaction and Fulfillment, Passion in One's Chosen Career Path, Students' Diverse Needs and Behavior, Enduring Psychological Setbacks in Teaching, and Teaching Motivation and Engagements.

Job Satisfaction and Fulfillment. The essential themes from the participants' responses are Job Satisfaction and Fulfilment with the codes of Contentment in work, a Sense of Happiness in teaching, and Satisfaction in One's Career. This is coined from Job Satisfaction and Self-determination theory, which sees an individual's contentment in their work, often stemming from a sense of autonomy and fulfillment in self-determined tasks.



Table 3. *Perceptions of Language Teachers with regards to their Professional Well-being*

<i>Probed Issues</i>	<i>Core Ideas</i>	<i>Code/ Category</i>	<i>Essential Theme</i>	<i>Theory</i>
Perceived Feelings on teacher's professional Well-being	feeling okay at this time in 6 years of working.	Contentment in Work	Job Satisfaction and Fulfillment	Job Satisfaction and Self-determination Theory
	feeling okay, especially since this is a passion. feeling happy, somehow, for having learned through experience.	Sense of Happiness in teaching		
Level of satisfaction with one's current teaching position and overall professional well-being	feeling happy and proud	Satisfaction in One's Career	Passion in One's Chosen Career Path	
	feeling so professionally happy and glad for being able to reach 17 years of working			
Challenges encountered in maintaining or improving professional well-being	feeling satisfied in the sense it can provide one's needs.	Alignment on Aspiration and Career	Teaching Passion and Purpose	
	feeling satisfied in one's current position in teaching for 7 years			
Handling challenges with regard to professional well-being	feeling great as this is a childhood dream	Student's Diverse Needs	Students Diverse Needs and Behavior	Theory of Differentiated Instruction
	feeling satisfied in the sense that this is what is wanted.			
Extent of recognition and appreciation's impact on one's sense of professional value and well-being	Having 80% satisfaction because the field being studied is also the field being worked. deeming it as okay, especially since teaching is a passion.	Students with learning Challenges	Enduring Psychological Setbacks in Teaching	Resilience Theory
	feeling happy being a teacher to teach students because this is a passion.			
Challenges encountered in maintaining or improving professional well-being	deeming teaching as a calling to teach, handle, and impart knowledge.	Managing Students' Behavior		
	students' diversity cater to diverse students			
Handling challenges with regard to professional well-being	teaching students with different needs	Optimism		
	non-readers students			
Extent of recognition and appreciation's impact on one's sense of professional value and well-being	children with learning disabilities	Commitment to the Teaching Profession		
	how to discipline students			
Handling challenges with regard to professional well-being	how to discipline students with diverse needs	Managing Stress		
	students aggressivity			
Extent of recognition and appreciation's impact on one's sense of professional value and well-being	students using gadgets during class hours	Being motivated to teach	Teaching Motivation and Engagement	Self-Determination Theory
	focusing on positivity			
Handling challenges with regard to professional well-being	being optimistic	Pursuing Professional Improvement		
	avoiding thoughts on problems			
Extent of recognition and appreciation's impact on one's sense of professional value and well-being	thinking that I choose this profession/job so be with it.			
	setting my mind that this is my job.			
Handling challenges with regard to professional well-being	understand the students more.			
	relaxing			
Extent of recognition and appreciation's impact on one's sense of professional value and well-being	sleeping			
	pausing for a moment, take a deep breath, and continue teaching			
Handling challenges with regard to professional well-being	being encouraged you to work			
	becoming more eager to teach			
Extent of recognition and appreciation's impact on one's sense of professional value and well-being	being motivated to teach and eager to impart more learning to students			
	being well motivated to continue working			
Handling challenges with regard to professional well-being	being motivated is one of the reasons for continuously working			
	having encouragement to do better in your job.			
Extent of recognition and appreciation's impact on one's sense of professional value and well-being	being motivated to do more next time			
	motivating to do more next time like to improve you professionally			

Contentment in work. This is the first code of the probed on the first probed issue. Teachers indicate a sense of satisfaction and fulfillment experienced by individuals in their professional roles. It suggests that these individuals find meaning and happiness in their work, potentially leading to increased productivity and overall well-being in the workplace.

Similarly, Participant 1 expressed satisfaction with their job; she indicated a sense of contentment and stability in her six years of employment. Moreover, she mentioned that she feels fulfilled with the progress she has made in their career over this time. She stated

that:

"For now, okay raman. I feel okay karon na panahon for 6 years of working." (IDI-01)

(For now, I am okay. I feel okay at this time after 6 years of working.)

Furthermore, Participant 9 articulated a deep contentment with his chosen profession. He expressed that the fulfillment he experiences is intricately tied to his unwavering dedication to teaching. This profound commitment brings him satisfaction and imbues his work with a strong sense of purpose. As Participant 9 eloquently stated:

"About sakong professional well-being kay okay paman pud, sa akona man gud na kuan man nako akong passion ba is pag tudlo man gud murag okay paman siya hantod karon." (IDI-09)

(About my profession, well, it is still okay, feeling okay, especially since this is my passion which is teaching.)

Sense of Happiness in Teaching. This is the second code of the first probed issue. Teaching is a profession that brings a sense of fulfillment and joy to many educators. Teachers can inspire and guide their students when they step into the classroom. The study's findings show that some participants also expressed happiness in teaching.

In that sense, the teacher finds fulfillment in understanding and empathizing with their students' experiences, particularly those from broken families. Additionally, they derive happiness from supporting their sibling's education and providing for their child through their profession as an educator. This suggests a deep sense of purpose and satisfaction in positively impacting their students and families.

"Happy. Lipay kay somehow maka learn ko sakong mga experience and emotion sa mga studyante labaw natong mga broken family. Ikaduha happy sad ko kay through my profession naka pa skwela ko sakong manghud og maka hatag sad kog ginagmay sakong anak." (IDI-03)

(Happy because somehow, I can learn about my experience and the emotions of my students, especially those students who have broken families. Second, I am happy because thought my profession I was able to help my sibling to go to school and I can provide for my son.)

Moreover, teachers express high satisfaction and pride in their current situation. This suggests that they are content and fulfilled with their circumstances. It implies that they have achieved something meaningful or are experiencing positive outcomes in their personal or professional life. Participant 6 said that:

"So far, I am so much happy and proud." (IDI-06)

In addition, Participant 8 indicates a deep sense of fulfillment and accomplishment in her professional journey. It reflects her satisfaction with her career choice and their meaningful impact as an educator. The teacher's statement reflects intense joy and pride in her professional achievements. Participant 8 said that:

"Professionally kay Im so happy and glad kay kay na abot na gud kog 17 years no as a teacher" (IDI-08)

(Professionally, I am so happy and glad that I reached 17 years as a teacher.)

Satisfaction in One's Career. This is the third code of the first probed issue. Many professionals seek a career that pays the bills and brings a sense of fulfillment and satisfaction. Participants also stated that they experienced satisfaction in their Careers.

Similarly, the teacher expressed satisfaction with their current circumstances. Suggests that the teacher feels content with her ability to fulfill her family's requirements. It implies a sense of security and accomplishment in supporting her loved ones, contributing to her happiness and well-being. Participant 5 said:

"Siguro karon is satisfied although kung mag ingon ta satong panginahanglanon maka kaya man." (IDI-05)

(For now, I am satisfied that I can provide for our needs.)

Moreover, the teacher finds happiness in seeing their students and expresses a strong desire for their job, indicating a sense of fulfillment. Her statement suggests that achieving this level of satisfaction requires dedication and hard work, implying a sense of pride in their professional accomplishments. Participant 10 said that:

"I feel satisfied in my current position in teaching for 7 years of teaching in secondary, my professional well-being is I feel happy man pud gud kay makita nakong bata and I really want this job, I work hard to be this professional. Kung ma abot naka ani nga position ma ingon gud ka nga teacher naka satisfied gud ka sa imong na abot."(IDI-10)

(I feel satisfied in my current position in teaching for 7 years of teaching in secondary, my professional well-being is I feel happy in which I can see my students and I really want this job, I work hard to be this professional. If you will reach this position, you will really say that you are satisfied in what you reach.)

Passion in One's Chosen Career Path. In the context of passion in one's chosen career path, participants emphasized the alignment between their aspirations and career choices and the significance of teaching passion and purpose. They shared that when their career goals resonate with their passions and values, it fosters a more profound sense of fulfillment and purpose in their professional journey, leading to enhanced performance and satisfaction.

Alignment on Aspiration and Career. This is the first code for the second probed issue. From the in-depth interviews, teachers' perceptions noted that while aligning career aspirations with personal passions is essential, there can be pitfalls if individuals become too rigid in their career path, potentially stifling personal growth and exploration.

Similarly, Participant 4 highlighted the significance of their career choice in shaping their professional well-being. They expressed contentment and happiness with their chosen path, noting that their early decision to pursue their profession has contributed to their overall satisfaction and fulfillment, albeit with ongoing aspirations for growth and improvement. As participants 4 said that:

"I feel great about my professional well-being because when I was a child I already choose this profession. Happy and well not contented perfectly but happy". (IDI-04)

Furthermore, the journey from experiencing distress in college to achieving fulfillment in the chosen career path reflects a significant personal transformation. It emphasized the deep satisfaction with attaining the desired job, having pursued the aspiration to become a teacher despite past challenges. This highlights the power of perseverance and determination in realizing one's professional dreams and finding genuine happiness in the current position. As participants 10 said that:

"So like what I said earlier, I'm so satisfied kay sa una college mag hilak hilak pero karon kay nakuha na nimo imong gusto. Kanang satisfied kaayo ko kay gusto gud kaayo nako ni nga trabaho and kani gud ang akong gusto then gipang pilitan gud nako ni sa una mag maistra tas karon kay maistra naman ko akong position karon kay maka pa lipay gud sa akooa." (IDI-10)

(So, like I said earlier, I'm really satisfied because before, in college, I used to cry a lot, but now I got what I wanted. I'm very satisfied because I really wanted this job, and I really pushed myself before to become a teacher, and now I'm a teacher, and my position now really makes me happy.)

Lastly, the teacher expressed high satisfaction, attributing it to the alignment between the college major and the current teaching role. It described the satisfaction as around 80%, indicating a strong sense of contentment with their career path and professional fulfillment. As participant 1 said:

"80% satisfied kay kung unsa akong major ge skwelahan nako maopud akong na tudluan munang murag feeling nako Im satisfied, murag 80%" (IDI-01)

(Around 80% satisfied because what I majored in school is also what I'm teaching now. It feels like I'm satisfied, like 80% satisfied.)

Teaching Passion and Purpose. This is the second code for the second probed issue. Teachers discussed how a strong passion for teaching and a sense of purpose in their profession can positively impact their effectiveness as educators. They emphasized the importance of maintaining this passion and purpose to inspire students and foster meaningful learning experiences, highlighting that losing sight of these aspects could diminish the quality of education provided.

In connection with that, teachers highlighted that their professional well-being remains satisfactory, citing their passion for teaching as a driving force. Despite potential challenges, their dedication to teaching keeps them resilient and satisfied in their career path. As Participant 9 said:

"About sakong professional well-being kay okay paman pud, sa akooa man gud na kuan man nako akong passion ba is pag tudlo man gud murag okay paman siya hantod karon". (IDI-09)

(Regarding my professional well-being, it's still okay. It's because teaching is really my passion, so it's still going well for me until now)

Additionally, teachers conveyed a profound sense of satisfaction with their role in the educational system. They highlighted the joy and fulfillment they experience when sharing their knowledge with eager learners, and many described teaching as more than just a job but a true passion. Participant 6 encapsulated this sentiment when said:

"If I'm going to rate my position as a teacher from 1-10, I should say 9.5% in a sense that I am happy being a teacher, I'm happy to impart my learning to my learner. Happy in a sense that this is my passion". (IDI-06)

Lastly, teachers expressed contentment and fulfillment in their role as teachers, rating their satisfaction as high. They find joy in answering the call to teach, guiding students, and sharing their knowledge with them.

"Kung satisfaction kay satisfied man kay sako man gud diria man gud ko happy gud kay paminaw nako calling na gud nako ni mag tudlo og students, mag handle og students and mag share pud sakong learnings ba para sa mga students gud". (IDI-09)

(If we're talking about satisfaction, well I am satisfied, then I am happy because I feel fulfilled in listening to the calling of teaching

students, handling students, and sharing my learnings with students.)

Students' Diverse Needs and Behavior. In the realm of addressing students' diverse needs and behaviors, teachers highlighted the importance of catering to individual learning requirements, supporting students with learning challenges, and effectively managing student behavior. Through acknowledging and accommodating these diverse needs, educators noted an improvement in student engagement and overall classroom dynamics, ultimately leading to a more conducive learning environment.

Student's Diverse Needs. This is the first code for the third probed issue. Through in-depth interviews, it emerged that educators encounter various needs among students, requiring personalized attention and tailored approaches to learning. By recognizing and accommodating these diverse needs, educators aim to create inclusive learning environments conducive to every student's success.

In a similar context, teachers highlighted encountering challenges related to addressing students' diverse needs. These challenges encompass a wide range, including students who struggle with reading, special education needs, learning disabilities, and those experiencing frustration. These diverse student needs pose daily challenges for educators, requiring personalized approaches and tailored support to ensure every student's success in the learning process. As participant 4 said that:

"Challenges I encounter is students' diversity. The diversity of learners specially I encounter non reads, special children or children with learning disability. Students who are under frustration level. Those are common challenges that I encounter everyday as a teacher". (IDI-04)

Additionally, the current obstacle revolves around managing students, particularly in navigating the shifting dynamics of student behavior. With contemporary students posing unique disciplinary challenges, adapting traditional approaches to maintain discipline becomes increasingly demanding. As participant 9 said that:

"Kung sapag ka karon akong challenges ma again kay kasagaran kanang pag cater sakong students. Kay ang students' man gud karon kay lahi na gud siya kaysa sa una ba. Ang mga students karon is lisod na disiplinahan mao ng isa sa pinaka dako nako nga challenges ng ana encounter karon". (IDI-09)

(Currently, my challenges mainly involve catering to my students. Because the students nowadays are quite different compared to before. The students nowadays are difficult to discipline, which is one of the biggest challenges I encounter now.)

Lastly, addressing the diverse needs of students presents a significant challenge for educators. Balancing these demands while maintaining one's professional well-being can prove particularly challenging. This underscores the importance of self-care and seeking support from colleagues and resources to navigate the complexities of teaching effectively amidst varied student requirements. Participant 10 expressed that:

"Challenges that I have encountered in the last year kay you will encounter different students with different needs teaching them is dili gud siya salon. Ma kuan nako siya nga challenge gud to maintain your professional well-being". (IDI-10)

(The challenges I have faced in the last year are dealing with students who have various needs, teaching them isn't easy. I can say that one significant challenge is maintaining your professional well-being.)

Students with Learning Challenges. This is the second code for the third probed issue. From the insights gathered, it is evident that students with learning challenges face significant hurdles in their educational journey. The reliance on traditional teaching methods may not adequately address their needs, leading to a sense of exclusion or struggle within the learning environment.

In that sense, catering to the needs of non-readers, special children, or those with learning disabilities requires specialized approaches that traditional teaching methods may not fully accommodate. This underscores the necessity for inclusive teaching practices and the utilization of diverse resources to effectively support students across varying skill levels and emotional states. As participant 4 said:

"Challenges I encounter is students' diversity. The diversity of learners specially I encounter non-readers, special children or children with learning disability. Students who are under frustration level. Those are common challenges that I encounter everyday as a teacher." (IDI-04)

Managing Students' Behavior. This is the third code for the third probed issue. The challenge of managing students' behavior is a prevalent issue in education, as highlighted through various interviews. It's crucial to implement proactive strategies, such as positive behavior reinforcement and individualized support, to foster a conducive learning environment while addressing students' behavioral needs.

Similarly, the challenge of managing student engagement and attention in the classroom is becoming increasingly complex, as highlighted in interviews. The pervasive use of gadgets among students often leads to distractions, hindering their ability to fully engage in discussions and activities. Addressing this issue requires innovative approaches that leverage technology positively while also promoting mindful gadget use. As what participant 6 said:

"Well, it is a challenging for me in a sense that nowadays our students are not like before. Today I can say that our students nowadays are aggressive in a sense maybe because they are more expose with gadgets specially in discussions, some of them are not paying

attention and that they are fully occupied with gadgets that they own" (IDI-06)

Furthermore, with students from different generations, adapting classroom management strategies becomes imperative. It necessitates educators to cultivate patience and uphold professionalism, even amidst frustration, to create a conducive learning environment. As participant 8 said:

"so challenges encounter is discipline sa mga bata and unsaon pag apply sa ilahang generation karon sa classroom management ban aa gud ang pag badlong pero lahi sila nga generation karon. Ang pasensya gud sa maistra kay lig-onon and maintain gud bisan unsa na kasuko, e maintain gud kay ikaw as a teacher kana ganing mo balik sa akoa ang impact". (IDI-08)

(Challenges I encountered is the discipline of the learners and how to apply in their generation now the classroom management because they are really different generation now. The teacher's patience should be strong and maintain the professionalism even how angry you are)

Enduring Psychological Setbacks in Teaching. In the realm of enduring psychological setbacks in teaching, teachers highlighted themes of optimism, commitment to the teaching profession, and effective stress management strategies. Despite facing numerous challenges, maintaining a positive outlook and unwavering dedication to the profession emerged as crucial factors. Additionally, adopting effective stress management techniques proved instrumental in navigating the emotional toll of teaching.

Optimism. This is the first code for the fourth probed issue. Participants emphasized the importance of maintaining a hopeful outlook despite obstacles, as optimism fuels resilience and inspires students to overcome difficulties. Highlighting its significance in navigating challenges and fostering a positive learning environment.

In addition, maintaining optimism, effective time management, and seeking guidance from peers, family, and friends are essential for personal and professional growth. It highlights the importance of these practices in navigating life's challenges and achieving success. As participant 3 said that:

"Siguro be optimistic ra permente and time management pud og seek advice from colleague, family, and friends." (IDI-03)

(Maybe just always be optimistic and also manage your time well, and seek advice from colleagues, family, and friends.)

In essence, it's important to maintain a straightforward perspective and not overly fixate on the challenges we encounter in our profession because they're inherent to the job. If we have consciously chosen this career path, it's not productive to constantly complain about it. That is just the nature of the situation. As Participant 5 said:

"First is kuan lang, bare nato ang atoang pag huna huna nga di lang kaayo nato huna hunaon ang mga problema para atong mga profession nga as lang nato dira raka. Kani ang akoang, kay kana man akong ge pili na trabaho so dapat dita mag reklamo, so bet it diba". (IDI-05)

(Firstly, let's just keep it simple, let's not dwell too much on our problems because they're just part of our profession anyway. For me, since I chose this job, I shouldn't complain about it, right? That's how it is.)

Commitment to Teaching Profession. This is the second code for the fourth probed issue. Emerged from extensive interviews, indicating that a strong dedication to teaching can positively impact student outcomes. Participants noted that unwavering commitment fosters a sense of purpose and drives continuous improvement in teaching practices. This steadfast dedication is essential for navigating the challenges inherent in the teaching profession and ensuring students receive quality education.

In that sense, individual outlines several strategies they employ to maintain motivation and effectiveness in their job. They emphasize the importance of mental commitment, seeking inspiration from motivational quotes, and actively engaging with educational videos to stay updated on teaching strategies. Despite occasional lack of motivation, they prioritize fulfilling their job requirements. This highlights the significance of continuous self-motivation and professional development in sustaining performance and dedication in their role. As what participant 7 said:

"First is setting my mind nga mao gud ni akong job, number two I always read and look for motivational quotes para ma motivate gud ko. Third is I always watch videos nga how they teach, what are the new strategies in teaching, what are the different approaches para aning type na studyante. Despite the fact nga dili kaayo ko motivated but still naa man ko ani na job. Its required for me to perform to the part that I need to do". (IDI-07)

(First is setting my mind that this is my job, number two I always read and look for motivational quotes so that I can be motivated. Third is I always watch videos on how they teach, what are the new strategies in teaching, what are the different approaches in different type of students. Despite the fact that I'm not really motivated but still I'm in this job. It's required for me to perform to the part that I need to do.)

In addition, teachers emphasize the importance of understanding and patience, striving to become more effective in their role. Recognizing the significance of patience, they focus on building rapport with students to enhance communication. Understanding the changing dynamics of today's youth, they opt for a friendlier approach rather than resorting to scolding, which could lead to further

rebellion. Participant 6 said that:

"Instead of always being angry with them, I challenge myself to adjust myself because as of now our students are already in technology. I challenge myself to understand them and give more patience. I don't surrender because of that kind of challenge, instead I challenge myself on how to be more effective and more patience. Patience is more important and give more focus kung ano talaga ang pinaka abalahan. You have to know them, get to know them more to communicate very well. Kasi sa panahon ngayon mga bata iba nuon kaysa ngayon. Pag pinagalitan mo sila the more sila mag rebelde, so what I did kay gina kaibigan ko sila" (IDI-06)

(I choose not to always be angry with them. Instead, I challenge myself to adapt because our students are deeply immersed in technology nowadays. I push myself to understand them better and to be more patient. I don't give up in the face of this challenge; instead, I strive to become more effective and patient. Patience is crucial, and it is important to focus on what truly matters. Getting to know them better helps me communicate effectively because kids today are different from before. If you scold them, they tend to rebel more, so what I do is befriend them.)

Managing Stress. This is the third code for the fourth probed issue. Teachers shared perceptions indicating that stress levels often rise due to various factors, such as workload, personal challenges, and expectations. This stress can impact mental well-being and hinder academic performance. Strategies for coping with stress, including mindfulness techniques, exercise, and seeking support from peers or professionals, were discussed as essential for maintaining balance and overall well-being amidst academic pressures.

Similarly, when faced with stress, individuals may employ various coping mechanisms to alleviate tension and maintain composure. Some find solace in activities like watching videos or getting rest at home to unwind. While teaching in the classroom, handling disciplinary issues can be challenging. In such moments, taking a moment to compose oneself and then proceeding with the task at hand is a common approach, reflecting the realities of the teaching profession. As what participant 9 said:

"Ang akong pamaagi ana no kung usahay naa ka sa balay para ma wala to akong na agiang nga challenges no kay mag tan-aw gud videos para ma relax akong mind. Usahay pud kay matulog gud ko, bahala na ng mga ana ba. Kung naa sad inside sa school ng ga klase ko is that syempre no sakong ge ingon gaina nga abot disciplining the students, pag di na gud ma kaya kay murag paminaw kay lisod na gud, mo ginhawa sakog dako then continue napud. Ana lang man gud na as a teacher gud" (IDI-09)

(My way of dealing with that sometimes, when I'm at home, is to watch videos to relax my mind. Sometimes, I just sleep, whatever happens. When I'm inside school teaching, if I have to discipline the students and it becomes too difficult to handle, I take a deep breath, then continue. That's just how it is as a teacher.)

Teaching Motivation and Engagement Participants. This is one of the emerging themes from the responses of the participants from their in-depth interview. They highlighted experiences related to being motivated to teach and actively pursuing professional improvement. They expressed how finding motivation in their role as educators and striving for continuous professional development contributed to their effectiveness in teaching.

Being motivated to teach. This is the first code of the fifth probed issue. When teachers are motivated, they are more likely to put effort into preparing lessons, engaging with students, and creating a positive learning environment. Motivated teachers inspire students to learn and achieve their full potential.

In that sense, when individuals receive recognition or appreciation for their efforts, it often fuels their motivation to excel further and strive for continuous improvement in their work. This positive reinforcement encourages a mindset focused on enhancing performance and considering ways to elevate outcomes in the future. Such acknowledgment serves as a catalyst for ongoing personal and professional development, fostering a cycle of growth and achievement. As participant 1 stated that:

"yes kanang pag ma recognize ka or ma appreciate ka sa imong gina buhat labi nag murag naningkamot ka pag ayo mas ganahan ka mag trabaho og maka huna huna paka nga tarungon pa nako sunod." (IDI-01)

When you're recognized or appreciated for what you do, you feel motivated to work even better and think about doing things even better next time

Furthermore, being recognized ignites a strong eagerness to learn and excel, propelling individuals to surpass their previous achievements. This acknowledgment fuels a drive to continuously improve and surpass one's prior standards, fostering a relentless pursuit of growth and excellence. Stated by participant 6 that:

"When you are being recognize it well makes you more eager to learn something, makes you to do better that what you have used to be". (IDI-06)

In addition, recognition plays a pivotal role in motivation, as it fosters a sense of appreciation and validation. The acknowledgment received, such as certificates, fuels the continued dedication to teaching. As participant 7 said that:

"Factor gud siya, kay when you are recognized and appreciated ma motivate gud ka. In terms of recognition, naa koy mga certificate ma received murag mao sad na siya ang reason nga mag padayon pa sakong pag tudlo. Another one is factor sad ang mga studyante na makita nila nga hawda gud nimo sir no, bisan dili nimo forte ang isa ka butang but makita nimo nga naka sabot sila by provid insight



coming from the things that you have discuss when them then maka ana ka nga naa pa diay koy na bilin nga heart for this job". (IDI-07)

(Recognition is a big factor because when you are recognized and appreciated, you feel motivated. In terms of recognition, I have received certificates, and that's also why I continue teaching. Another factor is when students see that you're really good, even if it's not your forte, but you can see that they understand by providing insight from the things you've discussed with them, then you realize that I still have a passion for this job.)

Pursuing Professional Improvement. This is the second code of the fifth probed issue. It became evident that educators prioritize continuous learning to enhance their skills and knowledge. This dedication to self-improvement underscores the commitment to delivering quality education and staying abreast of advancements in their field.

In line with this, recognition and appreciation of one's efforts play a crucial role in fostering motivation and a sense of value in one's work. These acknowledgments serve as fuel to sustain momentum and dedication toward tasks and projects. They contribute significantly to a positive work environment and enhance overall job satisfaction. As Participant 3 said:

"Through recognition and appreciation of my effort syempre mahimo kung well motivated para mag pa dayon sakong trabahao and I have a feeling of being valuable of course". (IDI-03)

(Through recognition and appreciation of my efforts, I feel motivated to continue my work, and I feel valued.)

Table 4. *Insights of Language Teachers with Regards to their Professional Well-Being*

<i>Probed Issues</i>	<i>Core Ideas</i>	<i>Code/ Category</i>	<i>Essential Theme</i>	<i>Theory</i>
Strategies or resources recommended for managing stress and preventing burnout in profession	talking with colleague's talking with superior asking from principal for a leave in work	Social support	Self-regulated Techniques	Self-regulation Theory
	avoid thinking the problem taking the problem not seriously setting always the mind that one is here because one applies for that job avoid thinking school work when in house	Cognitive Restructuring		
	breathing and relaxing relaxing and cooling down self sleeping early sleep	Rest and Relaxation		
Way of enhancing work-life balance to promote better professional well-being	attending more seminars, workshops and trainings attending some seminars on how to balance your life	Seminars and workshop	Continuous Educational Engagements	Adult Learning Theory
	seeking professional development enhancing oneself professionally through training, workshop and wellness program	Professional Development		
Perception on the support of school or educational institution in maintaining teachers' professional well-being	providing trainings to improve oneself as a teacher giving trainings it can help to improve us professionally	Provision of Teacher's Trainings	Provision of Professional Development Initiatives	Experiential Learning Theory
	conducting orientations and meetings conducting webinar, meeting, session and trainings	Conducting meetings		
Advice for peers in maintaining a healthy work-life balance	traveling anywhere when there is a luxury of money and no pending loan travelling while still young for one cannot get back memories. going to the beach with colleagues during summer vacation to unwind	Traveling and going out	Self-care and Personal Enjoyment	Positive Psychology Theory
	giving time for oneself loving oneself	Loving oneself		

(Like what I said earlier, sometimes I take a nap, but when things get really stressful, I sometimes take a leave and hang out with friends or family to relieve some of the stress I experience at school. It should just be something for me to relax, that is all).

Cognitive Restructuring. This is the second code for the first probed issue. Through cognitive restructuring, individuals consciously examine and modify their thought patterns and beliefs to promote more adaptive and positive thinking. This technique enables individuals to reframe negative or unproductive thoughts, facilitating better problem-solving, coping, and decision-making.

With regards to that, maintaining a positive mindset is key to resilience and growth. By reframing challenges as opportunities for personal development, one can cultivate inner strength and resilience. Choosing to focus on what matters and persevering through difficulties empowers individuals to overcome obstacles and achieve their goals. As participant 6 said:

(Like what I said earlier, sometimes I take a nap, but when things get really stressful, I sometimes take a leave and hang out with friends or family to relieve some of the stress I experience at school. It should just be something for me to relax, that's all).

"I will not take seriously if there is some kind of problem we encounter, I do not give more serious. Instead of focusing on problem I make other things that make me more stronger. Hindi ko hinahayaan ang problema na hinihila ka, ang ginagawa ko ay patuloy, patuloy na lumalaban sa mas nangangailang sakin. Pag hinayaan mo ang iyong sarili na kung saan naka bad vibes for you then you are not become effective anymore. Challenge yourself and love them more so that they will love you also". (IDI-06)

(I will not take problems too seriously; instead, I focus on things that make me stronger. I don't let problems drag me down; keep fighting for what's important to me. If you let yourself be consumed by bad vibes, you won't be effective. Challenge yourself to love them more so that they will love you also).

In addition, by reminding themselves of their commitment to the job, individuals reinforce their accountability and motivation to perform. Additionally, adopting strategies like taking brief breaks to regain composure during tense situations contributes to maintaining a calm and controlled learning environment. As Participant 7 said:

"Una is set always your mind that you are there because you apply for that job. We need to perform because you are assign to that one. Second one is in terms sa classroom management labi ng makita gud nako nga grabe na gud ka guot sila na ma abot na sa point na lami e masuko pero relax and cool down, naa gud isa nga mo gawas ra gud ko tas ginhawa sa lalom pagka human 10-20secs kay padayon. Another one naa gud instances nga di gud ma likayan pag sulod palang nimo murag wala ka kasagot kung grabe 11 bani sila or grade 7 kay asta ka gubot sa classroom. So yun setting of rules dyapon nga dapat naa tay rules nga need gud e follow" (IDI-07)

(First, always remind yourself that you're in your position because you applied for the job. You need to perform because you've been assigned to it. Second, in terms of classroom management, especially when I see that students are getting really angry, to the point where they might explode, I try to relax and cool down. There's this technique where I step out for a bit and take a deep breath, and after 10-20 seconds, I come back in with a clearer mind. There are also instances where you can't avoid walking into a situation where you feel overwhelmed, especially with 11th graders or 7th graders, where the classroom can get chaotic. So, it's important to have rules in place that everyone needs to follow).

Rest and Relaxation. This is the third code for the first probed issue. Teachers emphasized the importance of allocating time for restorative activities to recharge and rejuvenate both physically and mentally. Engaging in relaxation techniques such as meditation, mindfulness, or leisure activities helped individuals manage stress, improve focus, and enhance overall productivity.

In relation to that, taking a moment to breathe and relax can work wonders for managing stress. It's a simple yet powerful way to reset and regain composure in challenging situations. As what participant 5 said that:

"Kuan lang, kung stress na kaayo just breath and relax, relax lang gud nato like nganong ipa stress man nato ang atong kaugalingon diba para lang gud maka ingon sila nga kuan para makuha ragud nimo ana ana. Just breath and relax lang gud, ana lang". (IDI-05)

(When you are feeling really stressed, just take a deep breath and relax. There's no need to put pressure on yourself just to meet others' expectations. You can still achieve your goals without stressing out. So, take a moment, breathe, and let yourself relax)

Furthermore, prioritizing self-care through early bedtime and setting boundaries on schoolwork can alleviate stress and promote better time management. Granting extensions for urgent tasks allows for a more balanced approach to workload management. As Participant 8 said:

"kung stress ko kay matulog sayo dili na huna hunaon ang trabaho sa skwelaha, leave it here kanang kung naa may urgent gud nga trabahoon tagaan og extend na time, time management kung baga. Like kung unsay trabahoan ron trabahoon, unsay mga apason nga deadlines tiwason gud kay tomorrow another day napud sa trabahoon niya para kuan, ang maka stress man gud sa teacher kay bombarded sa trabaho ba. But anyway ang stress gud sa teacher kay inside the classroom gud sa mga bata, mao na lagi more patience more kanang daghan kag e consider ba. Try to touch the pupils mga nag kadaiyang batasan". (IDI-08)

(If I am stressed, I just sleep early, I won't think about schoolwork. I will leave it here, and if there is something urgent, I will give it an extension. It is about time management. Whatever needs to be done now, I will do it, and I will handle deadlines properly because there is always tomorrow for more work. What stresses teachers is being bombarded with tasks. But the real stress for teachers is inside

the classroom with the kids, so it is about having more patience and considering their behavior. Try to understand the pupils with various behaviors).

Continuous Educational Engagements. In the context of professional well-being, teachers have highlighted experiences related to seminars and workshops as well as professional development activities. It was noted by the teachers that engaging in seminars and workshops, along with professional development opportunities, has significantly contributed to their continuous learning journey. Through these activities, they were able to acquire new knowledge and skills, stay updated with the latest trends and practices in their field, and expand their professional networks.

Seminars and Workshop. This is the first code for the second probed issue. They noted that attending well-organized seminars and workshops equipped them with new knowledge and skills that they could apply in their respective fields. The majority of participants emphasized the importance of these events in expanding their understanding and improving their capabilities.

In connection with that, teachers demonstrate their commitment to professional development by attending more seminars, workshops, and training provided by DEPED. They actively participate in various sessions, gaining new teaching methodologies and strategies to enhance their instructional techniques. Through these opportunities, teachers broaden their pedagogical knowledge and skills, applying them effectively in their classrooms. As Participant 1 emphasized:

“Attend more seminars, workshops and trainings ng ge kuan sa DEPED specially kanang ge offer sa imoha”. (IDI-01)

(I attend more seminars, workshops, and trainings provided by DEPED, especially those offered to me)

In addition, teachers are encouraged to attend seminars on how to balance their lives between work and family. It's crucial for them to achieve a harmonious balance, ensuring they don't neglect their own well-being amidst their professional and personal responsibilities. Just as they devote themselves to others, they must also ensure they're not neglecting their own needs. As Participant 4 emphasized:

“You have to attend some seminars on how to balance your life sa pag panarbaho and family. It should be cross, like balance to siya. Sa pamilya og atong kaugalingon di nato kalimtan atong kaugalingon. When we say yes to others, make it sure we that we are not say no to ourselves”. So pag trabaho, sa pamilya og sa imong kaugalingon or sa Ginoo labaw sa tanan. So when we work to earn a living do not forget to love yourself, and go to church and pray to God, unya sa imong pamilya mag bonding mo”. (IDI-04)

(You have to attend some seminars on how to balance your life between work and family. It should be cross, balanced. We shouldn't forget our own selves amidst our family and work. When we say yes to others, we should make sure that we are not saying no to ourselves. When we work to earn a living, do not forget to love yourself, go to church, and pray to God, and then spend time bonding with your family)

Professional Development. This is the first code for the second probed issue. Teachers emphasized the significance of professional development in enhancing their skills and advancing their careers. Participants expressed that effective professional development fosters a sense of accomplishment and personal growth.

Similarly, teachers demonstrate their commitment to professional growth and improvement. An additional strategy for them is to recognize that failure may indicate a need for further learning and development. As Participant 2 said:

“Mao to akong ingon gaina, additional nga strategy is kung na failure ka probably naa gud kulang so kung naay kulang e address nimo nga mag learn pa gud ka. Mag seek kag professional development sa imoha mag doctoral naba para kuan pareha sako nga lisod mo dawat og ka pildihan. Siguro kanang learn more pa gud para ma address to”. (IDI-02)

(An additional strategy is, if you fail, there's probably something lacking, so if there's something lacking, you should address it by learning more. You should seek professional development, maybe pursue a doctoral degree like me, so that you won't be afraid of failure. Perhaps learning more will help address that.)

Provision of Professional Development Initiatives. In the context of professional well-being, participants have highlighted insight related to the provision of teacher training and conducting meetings. It was noted by the participants that engaging in teacher training and participating in meetings have significantly contributed to their professional growth and development. Through these initiatives, teachers were able to enhance their pedagogical skills, gain new insights into teaching methodologies, and stay updated with the latest educational practices.

Provision of Teacher's Training. This is the first code for the third probed issue. Participants emphasized the critical role of well-designed teacher training programs in improving educational outcomes. These training programs offer valuable opportunities for teachers to enhance their pedagogical skills, incorporate new teaching methodologies, and stay updated with curriculum changes and educational research.

In connection with this, teachers demonstrate their commitment to personal and professional well-being. Through training, workshops, and a wellness program every Friday afternoon, teachers engage in activities aimed at enhancing their physical and mental health. They participate in games to relieve stress, particularly during periods of consecutive classes. These wellness initiatives not only benefit the teachers but also contribute to a more positive and productive teaching environment. As stated by participant 3:

“Well through training and workshop and wellness program guro every Friday afternoon. Dula dula para ma wa sa stress labaw nag straight ang klase mas mayo ang teacher pud naa poy wellness program”. (IDI-03)

(Well, through training, workshops, and a wellness program every Friday afternoon. Playing games to relieve stress, especially when classes are straight. It is better for the teachers too when there's a wellness program.)

Furthermore, teachers demonstrate their commitment to personal and professional development. The training provided aim to enhance not only their skills as educators but also their roles as mentors and friends to their students. Through these training sessions, teachers strive to improve their teaching methodologies, communication skills, and understanding of student needs. Just as Participant 4 mentioned:

“Kanang training na ilang gina hatag, the trainings that we need to attend to improve ourselves as a teacher not only as teacher but as a friend to our students and etc”. (IDI-04)

(The trainings they provide are aimed at improving ourselves not just as teachers, but also as friends to our students and so on.)

Conducting Meetings. This is the second code for the third probed issue. Participants emphasized the importance of well-organized and productive meetings in achieving organizational goals and fostering teamwork.

Furthermore, teachers demonstrate their dedication to professional growth, both individually and as part of the organization. In context, teachers have periods of improvement not just for their selves but for the entire organization. They attend orientations and meetings, especially when there are notices from DEPED about guidelines and regulations. As what participant 6 said:

"Well in our situation where there are times of improvement not just for ourselves but in a whole organizational. We have our orientations, meetings particularly if there are notice coming from DEPED the don't s and dos. By being providing those rules well be able to sustain and continue your work harmoniously" (IDI-06)

In addition, teachers demonstrate their commitment to continuous improvement and professional development. The school conducts sessions similar to those in previous semesters, including meetings, webinars, and training sessions. These activities are crucial because as a teacher, one requires ongoing growth. as Participant 10 said:

“The school we conducted kanang just like dati lang tong aging sem, naa me meeting session or webinar nga maka help gud siya kay as a teacher kailangan sad nimog improvement diba. Those webinar, meeting, session and trainings kay maka tabang gud siya for you to maintain not just maintain but improve your professional well-being”. (IDI-10)

(The school conducted sessions just like before, like the previous semester. We have meetings, webinars, and sessions that really help, because as a teacher you need continuous improvement. Those webinars, meetings, sessions, and trainings really help you to not just maintain, but improve your professional well-being.)

Self-care and Personal Enjoyment. In the context of professional well-being, participants have highlighted experiences related to traveling and going out, as well as loving oneself. It was noted by the participants that engaging in activities such as traveling and going out, along with practicing self-love, significantly contributes to their overall well-being and happiness.

Traveling and Going Out. This is the first code for the fourth probed issue. Participants highlighted the importance of leisure activities such as traveling and going out in maintaining a healthy work-life balance and overall well-being. Participants expressed that these activities contribute to stress reduction, rejuvenation, and a sense of adventure.

Furthermore, teachers demonstrate their ability to manage their responsibilities effectively. They seek boundaries, practice time management, maintain a positive mindset, and prioritize self-care. Having a healthy work-life balance is essential for managing stress and staying productive. If financially capable and debt-free, they enjoy recreational activities to alleviate stress and maintain mental well-being. As participant 3 said that:

“Seek boundaries, time management and positive mind and tagaan gud og time ang kaugalingon. Kung daghan kwarta and walay loan, laag bisag asa para ma iwas sa stress”. (IDI-03)

(Seek boundaries, practice time management, maintain a positive mindset, and make time for yourself. If you have enough money and no loans, go out and enjoy wherever you want to avoid stress.)

Moreover, teachers emphasize the importance of experiences outside of work. They encourage travel, recognizing that memories made through exploration are invaluable. While money can be earned, time is finite, and once it is gone, it is gone forever. Therefore, teachers advocate for traveling and enjoying life's experiences, including trying delicious foods and exploring new places. As stated by participant 4:

“Travel. We cannot get back the memories we have but we can always earn money. But time past its past, we cannot get back the time that has past so travel and eat yummy foods but you should control also kay health is wealth and then love yourself. Mag tan-aw salida but akong kuan kay mag travel gud, mag laag gud samtang bata pa kay ug ma tiguwang na bisan pag daghan kag million kay mag sakit na imong likod”. (IDI-04)

(Travel. We can't regain the memories we've made, but we can always earn money. Time, once it's gone, it's gone forever, so travel and enjoy delicious foods, but also remember to control yourself because health is wealth, and love yourself. Watch movies, but my advice is to travel and explore while you're still young because when you grow old, even if you have millions, your back might start hurting.)

Lastly, teachers demonstrate the importance of relaxation and self-care to their colleagues. They suggest utilizing long breaks or summers to unwind, perhaps by going for a swim at the beach and extending a personal invitation to join them. Teachers recognize the necessity of taking breaks and unwinding, as constantly working can be detrimental to one's health. As said by participant 10:

“So I can advise to my co-workers no usahay man pud gud naa me taas nga break or summer kami kay naa pud me mga ligo dagat ana ana. Ako gud personally daga ingon sa ilaha nga adto ta ani ana ana. Kailangan man sad namo mag unwind ba as a teacher kay dili man pud perminte ba na trabaho lang tanan. Gina encourage pud nako sila nga mag kuan pud sila para sa ilahang sarili. (IDI-10)

(I can advise my co-workers that sometimes we also have long breaks or summers where we can go for a swim at the beach, and personally, I invite them to join me. As teachers, we also need to unwind because it's not healthy to just work all the time. I also encourage them to prioritize themselves.)

Loving Oneself. This is the second code for the fourth probed issue. Participants highlighted the importance of self-love and self-care in maintaining mental and emotional well-being. Fostering a loving relationship with oneself is foundational to overall well-being and resilience in the face of life's challenges.

Furthermore, teachers demonstrate the importance of balancing their time effectively. They advise allocating sufficient time for themselves, their families, and their work. It's essential not to dedicate all their time solely to their job. As stated by participant 7:

“Una kay always leave enough time for your to spend with yourself and with your family and sa school. Dili tanan oras e hatag nimo sa job. Kung naa ka sa school, school gyd ka like school related works, pwede ka mo cater og family and other business staff there as long as dili siya mo bara or hindrance sa imong pag tudlo sa klase. Another one is set time sa imong kaugalingon, kung naa ka diri diri na gud ka, kung naa ka sa inyong balay di sad ka mag cater og school works kung pwede lang. But then again what is DEPED bisag sabado seg seminar but okay lang kay importante man sad na sa atoa teacher”. (IDI-07)

(Always leave enough time for yourself, your family, and for school. You shouldn't give all your time to your job. When you're at school, focus on school-related tasks, but you can also handle family matters and other business there as long as it doesn't disrupt your teaching. Another thing is to set aside time for yourself. If you're at work, focus on work, but if you're at home, avoid doing school-related tasks if possible)

Effective Time Management. In the context of professional well-being, participants have highlighted experiences related to time management and task scheduling. It was noted by the participants that employing effective time management strategies, along with task scheduling, significantly contributes to their productivity and efficiency. Through these practices, individuals are able to allocate their time wisely, prioritize tasks effectively, and avoid procrastination.

Time Management. This is the first code for the fifth probed issue. Participants emphasized the critical role of effective time management in achieving personal and professional goals. Engaging in time management practices such as creating schedules, to-do lists, and using productivity tools allows individuals to allocate time efficiently to various tasks and responsibilities.

Moreover, teachers demonstrate their ability to manage stress effectively. Reflecting on years of service, which in my case spans 17 years, it is essential to find ways to reduce stress. As participant 8 said that:

“Bitaw no imaginon sad nako sakong kaugalingon pila nako ka years, 17 years in service. Bitaw no bawasan ra gud ang ka stress, di lang gud mag pa stress sa mga bata kanang aside sa nag huna huna sa trabaho mag hatag sad kag dako nga oras sa imong ka ugalingon so mo reflect pud ka ba nga “Kamusta naman ka self, sige nalang man kag kasuko sa imong studyante, sige naman kag huna huna sa imong trabaho” mao lagi na, kung unsay mahimo anang orasa, unsay mahimo anang adlaw take it, hinay hinay lang ba dili e sabay ang tanan kay ginoo ko ang huna huna og imong kusog mag abot edi unsa nalang mag luya. I recommend nga dahan dahan lang, like kalma kalma lang gud labi nag naa sa sulod sa classroom kay di baya lalim ang palisya ron kay gamay ray kuan sa bata e esyo dayon ka. Kalma ra gud ang pugong ra. Then sakong mga kaubanan, healthy life style, kung ganahan mag exercise exercise, kung ganahan mag laag edi laag, e balance lang gud ang work and time sa sarili og e love gud ang self. Padayon para di maniguwang og dali ba. Happy lang”. (IDI-08)

(Truly, if I imagine myself, I've been in service for 17 years. To reduce stress, it's not just about stressing over the kids; aside from thinking about work, you also need to give yourself ample time. So, you reflect, "How are you, self? Are you just going to keep getting angry with your students, keep obsessing over work?" That's why, whatever you can do at that moment, whatever you can do in that day, take it. Just take it slow, don't rush everything because if you trust in God and in your own strength, everything will fall into place, right? I recommend taking it easy, like stay calm, especially when inside the classroom because the rules are not as strict now since there are fewer students, you can adjust quickly. Just stay calm and composed. And for my colleagues, live a healthy lifestyle; if you like exercising, exercise; if you like going out, go out. Just balance work and personal time, and love yourself. Keep going so you won't

grow old too soon. Just stay happy.)

Task Scheduling. This is the second code for the fifth probed issue. Participants emphasized the importance of effective task scheduling in managing their workload and achieving their goals. Through interviews and discussions, it became evident that good task scheduling positively impacts productivity, efficiency, and overall satisfaction with one's work. Participants highlighted the significance of planning and organizing tasks in advance.

Moreover, teachers demonstrate the importance of time management and balance in their lives. It's essential to allocate time for yourself, your family, and your work. Giving all your time solely to your job isn't healthy. As participant 7 said that:

“Una kay always leave enough time for your to spend with yourself and with your family and sa school. Dili tanan oras e hatag nimo sa job. Kung naa ka sa school, school gyd ka like school related works, pwede ka mo cater og family and other business staff there as long as dili siya mo bara or hindrance sa imong pag tudlo sa klase. Another one is set time sa imong kaugalingon, kung naa ka diri diri na gud ka, kung naa ka sa inyong balay di sad ka mag cater og school works kung pwede lang. But then again what is DEPED bisag sabado seg seminar but okay lang kay importante man sad na sa atoa teacher”. (IDI-07)

(Always leave enough time for yourself, your family, and for school. You shouldn't give all your time to your job. When you're at school, focus on school-related tasks, but you can also handle family matters and other business there as long as it doesn't disrupt your teaching. Another thing is to set aside time for yourself. If you're at work, focus on work, but if you're at home, avoid doing school-related tasks if possible)

Holistic Wellness. In the context of professional well-being, participants have highlighted experiences related to time management and task scheduling, as well as stress relief, maintaining a presentable appearance, and self-prioritization. It was noted by the participants that practicing effective time management and task scheduling significantly contributes to their overall well-being. By managing their time effectively and scheduling tasks, individuals can reduce stress levels, maintain a balanced lifestyle, and ensure adequate time for self-care activities.

Stress Reliever. This is the first code for the six probed issues. Participants highlighted the importance of having effective stress-relief strategies in managing the pressures of daily life. Participants expressed that having regular stress-relief practices helps them cope with challenges more effectively and maintain a positive outlook on life.

Consequently, teachers demonstrate the importance of self-care in maintaining their mental well-being. Having self-care practices or stress-management techniques is crucial because it prevents stress from affecting their teaching or bringing personal stress into the classroom. By prioritizing self-care, teachers ensure that their mental well-being remains healthy, as emphasized by Participant 1:

“Very important kay para, kung naa kay self-care or naa kay kuan sa imong kaugalingon nga if ever ma stress ka unya naa kay way para ma handle to siya, para di ma apektohan imong pag tudlo or kung na stress ka sa balay dili nimo dal-on sa skwelahan. Importante gud kaayo nga naa kay self-care practices para dika ma abot sa point na dili na healthy imong mental well-being”. (IDI-01)

(Self-care is very important because if you have self-care practices or ways to handle stress, it won't affect your teaching or bring your stress from home to school. It's crucial to have self-care practices so that your mental well-being stays healthy)

Additionally, teachers emphasize the importance of self-care. When feeling exhausted, it's essential not to neglect oneself. Taking a break from work is necessary to recharge. It's essential to prioritize oneself and avoid excessive stress. As participant 5 stated:

“Ang akua gud ani, syempre pag kapoy na gud kaayo lain sad di nimo huna hunaon imong kaugalingon. Ana gud na siya, para maka pahulay ka, biyae sana imong trabaho ana gud. Mao gud ng gina ingon nga atimana sa imong ka ugaligon, kung di nimo na atimanon aw malipay ang DEPED, if mamatay ka pulihan baya ka dayon sa DEPED. Mao gud ng gina ingon nga pag nag sakit ta, pahuway sa pud. Sa deped daghan nag hulat so dali ra gud ilisan so imo gud hatagan og importansiya imong kaugalingon maong ayaw na pa stress”. (IDI-05)

(For me, of course, when you're very tired, it's also wrong not to think about yourself. It's like, to give yourself a break, leave your work. That's why they say, take care of yourself, if you don't take care of yourself, DEPED will be happy; if you die, they'll replace you right away. That is also why they say, when we're sick, we should rest. In DEPED, many are waiting, so it's easy to replace, that is why you should prioritize yourself and avoid getting stressed.)

Presentable Appearance. This is the second code for the six probed issues. Participants emphasized the importance of maintaining a presentable appearance in various aspects of life, including professional settings, social gatherings, and personal interactions. Participants highlighted the significance of grooming, dressing appropriately, and paying attention to personal hygiene. They noted that presenting oneself well contributes to a positive first impression, establishes credibility, and enhances professionalism.

In that sense, teachers emphasize the importance of self-care. Self-love is becoming increasingly important in today's world. As stated by Participant 2:

“Very important kay kinsa may mag alaga sa imong self, so importante kaayo na siya like diba uso naman gani nang self-love. Kanang mo relax ka panagsa learn more and kanang imong self ikaw gud mo luwas ana, ikaw gud mo bangon like be resilient lang gud ka nga

mag motivate gud ka". (IDI-02)

(It's very important because who else will take care of yourself? It's really crucial, isn't it? Self-love is a trend nowadays. Sometimes, you relax, sometimes you learn more, and you help yourself; you rise up on your own, like being resilient and motivating yourself).

To add, teachers emphasize the importance of self-presentation and personal care. It is important for teachers to take care of themselves and present themselves well, even amidst their busy schedules. As what participant 8 said:

"bisan gani sa busy og ka ano samga bata, di lang gud kalimtan mag lipstick. Manamin lang gud and maintaining the good looking". (IDI-08)

(It's crucial even for busy and whatever else, especially with the children, just remember to put on lipstick. Just take care and maintain a good appearance)

Furthermore, teachers said that self-care is important for their professional well-being. It's personal because it gives them time for themselves. It highlights to take time for oneself, relax, and, of course, take breaks. As stated by participant 10:

"I think the importance of self-care no in my professional well-being is ofcourse personally kay mag take gud kag time sa imong sarili like what I said earlier then kailangan sad nimog tama nga oras sa pag tulog kay lain sad mag adto ka sa skwelahan na mura nakag aswang diba, aron ma presentable sad pud ka sa mga bata. My recommendation is katong take time to your self and relax and oncourse take a break". (IDI-10)

(I think the importance of self-care in my professional well-being is, of course, personal because it gives you time for yourself, as I mentioned earlier. Also, it's important to have enough sleep because you don't want to go to school looking like a ghost, right? You need to be presentable for the kids. My recommendation is to take time for yourself, relax, and, of course, take a break).

Self-Prioritization. This is the third code for the six probed issues. Participants emphasized the importance of prioritizing one's own needs, goals, and well-being in order to lead a fulfilling and balanced life. They noted that self-prioritization allows individuals to focus on activities that align with their values, passions, and long-term goals.

To add, teachers emphasize the importance of self-love. It's essential to be there for others but not to leave yourself behind. That's what it means to love yourself. As what participant said:

"When you love yourself you can love other things. You can love other people, when you love other people dapat you love una imong self and aside ana kay malipayon ka. Lahi ra gyd nga mo love ka sa imong kaugalingon kaysa unahon nimo ang laing tao. Be there to others but do not leave your self behind, ana na siya. I love myself". (IDI-04)

(When you love yourself, you can love other things. You can love other people, but when you love other people, you should love yourself first, and besides that, it makes you happy. It's different to love yourself than to prioritize others. Be there for others, but don't leave yourself behind, that's what it means. I love myself).

Lastly, teachers emphasize the importance of prioritizing self-love in self-care practices. By placing oneself as the primary focus of care, one can better attend to their own needs and well-being. When self-love is prioritized, it forms a foundation for overall wellness, allowing everything else in life to naturally align and flourish. As participant 6 stated:

"When we say self-care, you have to love yourself first above all. Everything will go around". (IDI 6)

Data Integration of the Salient Quantitative and Qualitative Findings

The present study on the professional well-being of language teachers in East and West Kapalong district high schools carries out a mixed methods approach employing a convergent parallel approach. The third research question of the study involves the corroboration of the findings from the quantitative and qualitative phases. Table 5 on the salient quantitative and qualitative findings presents the focal points in the first column, which contains the aspect or focal points of the study, followed by the quantitative and qualitative findings in the second and third columns. The findings from the quantitative phase are usually the indicators with the highest mean, while the qualitative findings, which display the identified responses, show confirmation or disconfirmation of the quantitative results. The fourth column is the nature of the data integration and the fifth column contains the axiological implications made based on the data described in preceding columns.

Workplace Positivity and Job Satisfaction. In the quantitative phase, the specific item on perspective rated as very high is looking forward to going to work. This result is connected with the qualitative findings, which is themed as Job Satisfaction and Fulfillment. It is then safe to say that the qualitative data converges quantitative.

Collaborative Work Environment Satisfaction. In the quantitative phase, the specific item on perspective rated as very high is enjoy my work with colleagues and other professionals. This result is connected with the qualitative findings, which is themed as Job Satisfaction and Fulfillment. It is then safe to say that the qualitative data converges with the quantitative.

Self-Care Practices in the Workplace. In the quantitative phase, the specific item on Self-management rated as very high is take regular

breaks during the workday. This result is connected with the qualitative findings, which is themed as Self-care and Personal Enjoyment. It is then safe to say that the qualitative data converges quantitative.

Boundary Setting for Work-Life Balance. In the quantitative phase of the study, the item 'maintain clear personal-professional boundaries' was rated very high in the area of self-management. This finding aligns closely with the qualitative data, where 'Effective Time Management' emerged as a key theme. The convergence of these results suggests a strong connection between the ability to manage time effectively and the importance of maintaining clear boundaries between personal and professional life. This alignment between qualitative and quantitative data reinforces the significance of self-management skills in achieving a balanced and productive work life.

Positive Workplace Culture and Support. In the quantitative phase of the study, the item 'laugh and having fun at work' received a very high rating under the category of Support. This result is closely linked to the qualitative findings, where 'Job Satisfaction and Fulfillment' emerged as a central theme. The strong connection between these findings suggests that enjoying work and fostering a positive, fun environment are key contributors to overall job satisfaction and fulfillment. This convergence between the qualitative and quantitative data highlights the importance of a supportive and enjoyable workplace in enhancing employees' well-being and satisfaction.

Table 5. Joint Display of Salient Quantitative and Qualitative Findings

Aspect Or Focal Point	Quantitative Findings	Qualitative Findings	Nature Of Data Integration	Axiological Implications
Workplace Positivity and Job Satisfaction	From Table 2 on perspective item 1 which is about teachers looking forward going to work (M=4.70) which is rated as very high.	Table 4 on the contentment in work under the theme of job satisfaction and fulfilment.	Merging – converging	The very high rating for teachers looking forward to going to work highlights the importance of workplace positivity and job satisfaction in the teaching profession. This indicates a positive work environment where teachers feel motivated and fulfilled in their roles, which can lead to increased productivity, better student outcomes, and overall job satisfaction.
Collaborative Work Environment Satisfaction	From Table 2 on perspective item 3 about teachers enjoying work with colleagues and other professional (M=4.44) which is rated as very high.	Table 4 on the sense of happiness in teaching under the theme of job satisfaction and fulfilment.	Merging – converging	A very high rating indicates a positive work environment, enhancing job satisfaction and productivity. This collaborative atmosphere fosters a sense of belonging, fostering a healthy and productive work environment.
Self-Care Practices in the Workplace	From Table 2 on self-management item 2 about teachers taking regular breaks during workday (M=4.42) which is rated as very high.	Table 5 on the traveling and going out under the theme of self-care and personal employment.	Merging – converging	The high rating of teachers' workday highlights the significance of self-care practices, highlighting the need for regular breaks and activities outside of work to maintain a healthy work-life balance, promoting productivity, mental health, and job satisfaction.
Boundary Setting for Work-Life Balance	From Table 2 on self-management item 5 about teachers maintaining clear personal-professional boundaries (M=4.63) which is rated as very high.	Table 5 on the Task scheduling under the theme of effective time management.	Merging – converging	Teachers have shown a high rating in their work, demonstrating the importance of boundary setting and effective time management in achieving a healthy work-life balance, thereby enhancing job satisfaction and overall well-being.
Positive Workplace Culture and Support	Table 2 on support item 4 about teachers laughing and having fun at work (M=4.65) which is rated as very high.	Table 4 on the sense of happiness in teaching under the theme of job satisfaction and fulfilment.	Merging – converging	The high rating for teachers laughing and having fun at work suggests a positive workplace culture and strong support system. This indicates an environment where camaraderie, morale, and a sense of community thrive, fostering a supportive and enjoyable atmosphere for teachers.
Social Interaction and Self-Care in the Workplace	From Table 2 on self-care item 1 about teachers taking time at work to talk with co-workers (M=4.51) which is rated as very high.	Table 5 on the Social support under the theme of self-regulated techniques.	Merging – converging	Teachers have shown a high rating for their supportive social interaction in the workplace, highlighting the importance of fostering connections among colleagues for emotional support, stress reduction, and overall well-being. This positive organizational culture encourages a healthier and more supportive work environment.

Financial Stability and Job Satisfaction.	From Table 2 on self-care item 5 about teachers earning sufficient money for their needs (M=4.42) which is rated as very high.	Table 4 on the satisfaction in one's career under the theme of job satisfaction and fulfilment	Merging – converging	Teachers' high rating underscores the significance of financial stability in meeting their financial needs, indicating the need for adequate compensation to maintain job satisfaction. This financial stability reduces stress, enables teachers to focus on their professional responsibilities, and contributes to overall job satisfaction.
Supervision and Professional Growth.	From Table 2 on professional development item 1 about teachers getting regular helpful supervision (M=4.37) which are all rated as very high.	Table 5 on the Professional development under the theme of continuous educational engagement.	Merging – converging	The high rating for teachers receiving regular helpful supervision highlights the importance of supervision in fostering professional growth. This suggests that effective supervision provides support, feedback, and guidance necessary for teachers to improve their practice and develop professionally.
Learning Opportunities and Professional Development.	From Table 2 on professional development item 2 about teachers having regular opportunities for learning and development (M=4.53) which are all rated as very high.	Table 5 on the Seminar and workshop under the theme of continuous educational engagement.	Merging – converging	The high rating for teachers having regular opportunities for learning and development emphasizes the importance of ongoing professional growth. This suggests that providing regular learning opportunities fosters a culture of continuous improvement and supports teachers in staying updated with the latest research, techniques, and practices in education. Such opportunities contribute to their effectiveness and job satisfaction.

Social Interaction and Self-Care in the Workplace. In the quantitative phase of the study, the item 'taking time at work to talk with co-workers' was rated very high under the category of Self-Care. This finding aligns with the qualitative data, where 'Self-regulated Techniques' emerged as a key theme. The strong connection between these results indicates that engaging in social interactions at work is an important self-care strategy, contributing to overall well-being and effective self-regulation. This convergence between the qualitative and quantitative data underscores the significance of incorporating social time into work routines as a means of maintaining balance and promoting mental health.

Financial Stability and Job Satisfaction. In the quantitative phase of the study, the item 'earn sufficient money for my needs' received a very high rating under the category of Self-Care. This result is closely tied to the qualitative findings, where 'Job Satisfaction and Fulfillment' emerged as a significant theme. The connection between these results suggests that financial stability plays a crucial role in job satisfaction and overall fulfillment. The convergence of qualitative and quantitative data highlights the importance of adequate compensation in ensuring not only financial well-being but also a deeper sense of contentment and fulfillment in one's professional life.

Supervision and Professional Growth. In the quantitative phase of the study, the item 'get regular helpful supervision' was rated very high under the category of Professional Development. This finding aligns with the qualitative data, where 'Continuous Educational Engagements' emerged as a key theme. The strong connection between these results suggests that regular, constructive supervision is a critical component of ongoing professional growth and learning. The convergence of the qualitative and quantitative data underscores the importance of consistent support and guidance in fostering continuous educational development and enhancing professional competencies.

Learning Opportunities and Professional Development. In the quantitative phase of the study, the item 'having regular opportunities for learning and development' received a very high rating in the category of Professional Development. This finding is closely related to the qualitative data, where 'Continuous Educational Engagements' emerged as a prominent theme. The alignment between these results indicates that providing frequent opportunities for learning and development is essential for effective professional growth. The convergence of qualitative and quantitative data highlights the crucial role that ongoing educational opportunities play in fostering continuous skill enhancement and overall career advancement.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

First, the status of teachers' professional well-being is very high in terms of perspective, self-management, support, meaningfulness, self-care, practice competence, and professional development. Hence, this indicates that the indicators of professional well-being are always manifested by the language teacher.

Second, the thematic analysis of the qualitative data was done based on the responses gained through the conduct of in-depth interviews (IDI). The results gave more information about the side of the in terms of their perception of professional well-being. Qualitatively, teachers have different insights with regard to their professional well-being. The following themes emerged: Job Satisfaction and

Fulfillment, Passion in One's Chosen Career Path, Students' Diverse Needs and Behavior, Enduring Psychological Setbacks in Teaching, and Teaching Motivation and Engagements.

Third, from the participant's responses, other themes are identified, which show the insight shared by language teachers with regard to their professional well-being. The following are the themes: Self-regulated Techniques, Continuous Educational Engagements, Provision of Professional Development Initiatives, Self-care and Personal Enjoyment, Effective Time Management, and Holistic Wellness.

Lastly, to better understand the impact on teachers' professional well-being, responses were analyzed thematically, corroborating the quantitative findings of the study. The integration of findings from both phases provided a comprehensive view based on the research plan. The quantitative results indicated the status of teachers' professional well-being, which aligned with the insights gained from the qualitative phase. The analysis showed that despite challenges, such as stress and workload, the overall professional well-being of teachers was largely positive. Both the quantitative and qualitative results confirmed that while there were negative aspects, the benefits and positive effects on teachers' well-being were significant. This synthesis demonstrates the importance of prioritizing teachers' professional well-being, as it directly impacts their effectiveness and satisfaction in their roles.

Based on the findings of the study, the following recommendations were being drawn:

Since the status of professional well-being reveals that among the seven indicators of professional well-being, meaningfulness has the lowest, it is recommend that teachers

Moreover, based on the qualitative phase results on the perception of language teachers with regard to their professional well-being, teachers may look for strategies to enhance their overall well-being. Teachers may seek job satisfaction and fulfillment through meaningful teaching experiences and positive student interactions. They should cultivate passion in their career by engaging in activities that reignite enthusiasm. They may address students' diverse needs to ensure an inclusive learning environment. To handle psychological setbacks, teachers may develop resilience strategies and seek support. Teachers also can enhance motivation and engagement by adopting innovative teaching approaches and staying updated with educational advancements.

Furthermore, the various insights and perceptions identified among language teachers regarding their professional well-being may be adapted to meet their needs. Additionally, as teaching methodologies evolve and new challenges arise, new strategies may emerge for teachers to enhance their well-being and effectiveness in the classroom. These evolving strategies enable teachers to address their well-being needs and stay resilient in the face of changing demands in education.

Additionally, the researcher recommends enhancing teachers' professional well-being through various initiatives. This could include organizing workshops and seminars tailored to address the specific needs of teachers, focusing on topics such as stress management, work-life balance, and personal development. In-house training sessions could be conducted within the institution, providing teachers with opportunities to improve their well-being in a familiar environment. Furthermore, institutions could sponsor teachers to attend off-campus and online training programs aimed at promoting well-being and enhancing job satisfaction. These recommendations aim to support teachers in maintaining their overall well-being and effectiveness in their profession.

Lastly, it is recommended for teachers to prioritize their well-being by practicing responsible self-care strategies. They should be mindful of the potential negative effects of stress and burnout and take proactive steps to mitigate them. Teachers can enhance their understanding of well-being by investing time in personal development and self-awareness practices. By adopting these strategies, teachers can maintain a healthy balance and effectively manage the demands of their profession, ultimately maximizing their professional well-being and job satisfaction.

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