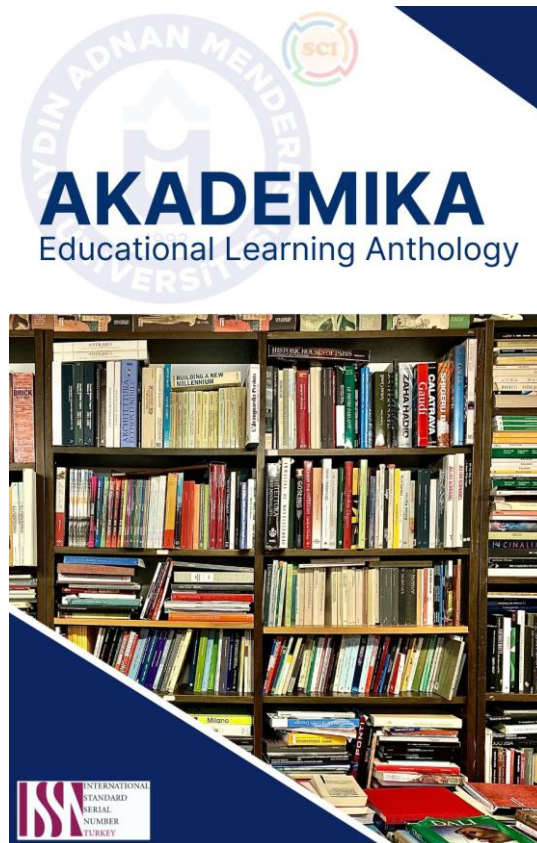


# **LIVED EXPERIENCES ON WELLBEING OF UNIVERSITY TEACHERS IN THE NEW NORMAL: BASIS FOR PSYCHOSOCIAL SUPPORT SERVICES**



## **AKADEMIKA: EDUCATIONAL LEARNING ANTHOLOGY**

Volume: 1

Issue: 1

Pages: 54-54

Document ID: 2024AELA0012

DOI: 10.5281/zenodo.10913172

Manuscript Accepted: March 2024

## **Lived Experiences on Wellbeing of University Teachers in the New Normal: Basis for Psychosocial Support Services**

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### **Abstract**

The COVID-19 pandemic has forced teachers to adjust to numerous changes before and during the transition to in-person learning. As a result, their well-being has received lesser attention and intervention. This study used a qualitative phenomenological approach to investigate the lived experiences of university teachers, focusing on their personal views, challenges, and coping mechanisms used in maintaining their well-being in the New Normal. Wellbeing involves eight dimensions, namely, vocational, financial, emotional, spiritual, social, intellectual, physical, and environmental well-being (Kasly, 2023; Albrenct, 2014). Applying purposive sampling, teachers with high levels of stress and little to moderate levels of well-being were determined using the results of the Perceived Stress Scale (PSS-10) and the BBC- Wellbeing Scale administered to the teachers. Seven (7) participants went through a series of in-depth interviews, and qualitative data were gathered, organized, and analyzed using thematic analysis. Participants and experts' validation was utilized to ensure the integrity of the data. The findings showed that teachers had positive perceptions of their vocational, emotional, spiritual, social, intellectual, and environmental well-being but negative perceptions of financial and physical well-being. External challenges in vocational and environmental aspects were revealed, while other well-being dimensions revealed internal challenges. Surprisingly, teachers used problem-solving coping mechanisms to navigate all well-being challenges except emotional well-being. Challenges were categorized, identifying five areas of psychosocial support: Career Development, Financial Literacy, Positive emotions, Meaningful Connections, and Physical Health and Safety. These served as pillars of the proposed psychosocial support services for teachers. The results and findings provided valuable insights that contribute to the Guidance and Counseling practice for school professionals.

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