Assessing College Instructors' Well-Being Towards the Development of Comprehensive Self-Care Framework

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Abstract - This study aimed to investigate the physical and mental, affective, cognitive, environmental, and social well-being of 41 college instructors from two higher education institutions in the province of Bulacan to propose a holistic self-care framework. The study employed the modified PACES framework from the research of Torres and Madera (2023). Using descriptive quantitative research, the validity and reliability of the questionnaire were established through an inter-rater approach. The data were collected through Google Forms and statistically interpreted using mean and frequency. The study revealed that sleep deprivation was commonly reported by teachers, while some experienced stress and exhaustion caused by a substantial workload. Respondents were content with their working environment. Respondents claim to have positive emotional dispositions and exhibited a sense of direction and purpose in life. Respondents show positive cognitive well-being through maintaining focus, showing proficiency in facilitating instruction, managing classrooms, and fostering student involvement, which nevertheless needs improvement. Educators possess an adequate amount of time to fulfill their professional responsibilities, which allows for healthy work-life equilibrium. However, they indicate a desire for additional breaks throughout the workday. Respondents claim to have participated in various professional development sessions but are lacking in research endeavors. Generally, college instructors reported favorable social well-being, characterized by a higher degree of confidence in school administration and professional support. Based on the research results, an adaptable PACES framework was created, and depending on the context, it is recommended that this framework be used to improve college teachers' overall well-being.

Keywords - *affective, cognitive, college instructors, environment, physical and mental, social well-being*

Introduction

College instructors assume a pivotal role in the lives of college students. It is undeniable that one of the most significant components in colleges and universities that affect students' performance, happiness, and achievement is their educators. Higher educational institutions have high expectations for instructors' work because of the critical role that they play in the lives of students. Hence, both educational institutions and educators must uphold equilibrium and prioritize their instructors' well-being.

Occupational well-being henceforth referred to as "well-being," encompasses physical, emotional, cognitive, environmental, and social elements as it relates to an employee's capacity to successfully balance the obligations of their professional and personal lives in order to enhance overall satisfaction, financial success, and personal well-being (Kuye et al., 2022). Teachers who prioritize their own well-being are better equipped to manage the demands of the job, including course preparation, grading, and administrative tasks. They can create a more positive and engaging learning environment for their student, in personal and professional development. Instructors who prioritize their well-being are more likely to engage in ongoing professional development and seek out opportunities for growth and advancement (Torres & Madera, 2023). Additionally, prioritizing well-being can lead to increased job satisfaction and decreased turnover rates (Hascher & Waber, 2021). By taking care of their well-being, college instructors can create a more sustainable and fulfilling career path. On the other hand, instructors who are experiencing high levels of stress, burnout, or other well-being concerns may struggle to effectively engage with students, resulting in decreased motivation and academic achievement (Dreer, 2023). Thus, the overall well-being of college instructors plays a crucial role in creating a positive campus culture. Institutions that prioritize the well-being of their faculty and staff are more likely to attract and retain talented individuals, resulting in a more diverse and experienced workforce. Moreover, instructors with healthy well-being are more likely to foster a sense of community and collaboration among members of their school-community (Hascher & Waber, 2021).

The purpose of this research is to evaluate the physical and mental, affective, cognitive, environment and social well-being of 41 college instructors at two higher education institutions in the province of Bulacan towards the development of a comprehensive self-care framework.
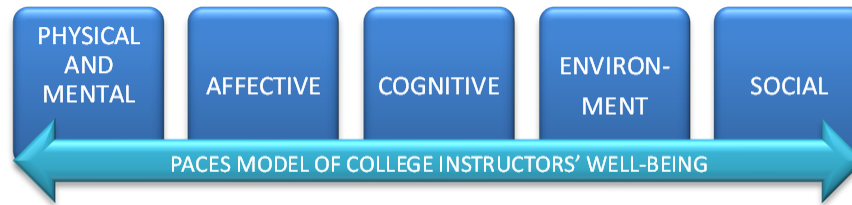
Figure 1 Interactive domains of the PACES model of student well-being

Physical and Mental Well-being

The upholding of teachers' physical and mental well-being is of paramount importance to their job performance, satisfaction with their work, and general quality of life. By emphasizing fostering a sense of physical and mental well-being, educational institutions have the potential to support educators in leading better and more productive lifestyles. This study aims to investigate the physical well-being of teachers by examining the occurrence and severity of psychosomatic symptoms. Additionally, the mental well-being of teachers will be assessed through an examination of stress levels and burnout.

Physical health is a critical component of occupational well-being (Stoewen, 2017). Maintaining good physical health can lead to increased energy levels, improved immune function, and better overall functioning in daily life. Poor physical health, on the other hand, can lead to decreased productivity, increased sick days, and a lower quality of life. It is essential to engage in regular physical activity, eat a balanced and nutritious diet, and get enough restorative sleep to maintain good physical health (Stoewen, 2017). By prioritizing physical health, individuals can improve their occupational well-being and overall quality of life.

Mental health also plays a crucial role in occupational well-being (Cloninger, 2006). Mental health issues such as depression, anxiety, and burnout can negatively impact an individual's ability to perform well at work, leading to decreased productivity and job satisfaction. It is essential to prioritize mental health by engaging in stress-reducing activities, seeking support when needed, and practicing self-care. By taking care of their mental health, individuals can improve their occupational well-being, leading to increased job satisfaction, productivity, and overall life satisfaction. Practicing self-care, such as taking time for hobbies or engaging in activities that bring joy - Setting boundaries and prioritizing rest. By prioritizing physical and mental health and implementing effective strategies for improvement, individuals can improve their occupational well-being and overall quality of life (Cloninger, 2006).

Affective Well-being

This study also aims to investigate the affective well-being of teachers by examining their job satisfaction with their profession, job satisfaction with their current working environment, affects, and purposefulness.

Affective well-being, or emotional well-being, is a crucial aspect of occupational well-being. Understanding emotions in the workplace is essential for maintaining a positive work environment and promoting employee satisfaction and productivity (Cloninger, 2006). Emotional intelligence, or the ability to recognize and manage one's own emotions and those of others, is an important skill for effective workplace communication and collaboration (Cloninger, 2006). By fostering emotional intelligence and promoting a positive work environment, organizations can improve the affective well-being of their employees, leading to increased job satisfaction and reduced turnover rates.

Strategies for managing emotions are also an important aspect of affective well-being in the workplace. Mindfulness practices, such as meditation and deep breathing, can help individuals regulate their emotions and reduce stress and anxiety levels (Law et al., 1996). Additionally, cognitive-behavioral techniques, such as reframing negative thoughts and practicing positive self-talk, can help individuals manage their emotions and maintain a positive outlook (Cloninger, 2006). By implementing these strategies, individuals can improve their affective well-being and promote a healthier workplace environment.

It is important to recognize the importance of positive affect in occupational well-being (Law et al., 1996). Positive affect refers to the experience of positive emotions, such as joy, excitement, and contentment, and has been linked to numerous benefits, including increased creativity, improved problem-solving abilities, and reduced stress levels (Stoewen, 2017). By fostering positive affect in the workplace through activities such as team-building exercises and recognition programs, organizations can promote a more positive work environment and improve the overall affective well-being of their employees (Law et al., 1996).

Cognitive Well-being

The intellectual dimension of occupational well-being emphasizes the importance of intellectual stimulation in the workplace (Stoewen, 2017) which, in the context of this study, include the teachers' capacity to concentrate, efficacy in classroom management, efficacy in instruction, and efficacy in student engagement. The National Wellness Institute promotes six dimensions

of wellness, including the intellectual dimension, which encourages creative and stimulating mental activities (Law et al., 1996). Research has shown that engaging in cognitive hobbies such as reading and word puzzles can have prognostic effects on cognitive functioning, promoting intellectual stimulation and cognitive well-being (Ruthirakuhan et al., 2012). Therefore, individuals must prioritize intellectual stimulation in the workplace to enhance cognitive functioning and overall well-being.

There are various strategies that individuals can employ to improve their cognitive functioning and promote cognitive well-being (Goetzel et al., 2018). These strategies include: - Engaging in cognitive hobbies and activities such as crossword puzzles, reading, or learning a new language - Practicing mindfulness and meditation to improve attention and focus - Prioritizing sleep and rest to improve cognitive functioning - Engaging in regular physical activity to promote blood flow to the brain and improve cognitive functioning By implementing these strategies, individuals can enhance their cognitive functioning, leading to improved job performance and overall well-being.

Cognitive well-being has a significant impact on job satisfaction. Research has established that individuals with higher cognitive well-being report higher levels of job satisfaction and work engagement (Soh et al., 2016). By prioritizing intellectual stimulation and cognitive well-being, individuals can experience greater job satisfaction, leading to increased motivation and productivity in the workplace. Additionally, cognitive well-being can also enhance social and emotional well-being, as it can improve communication skills, problem-solving abilities, and emotional regulation (Ruthirakuhan et al., 2012; Hammell, 2017). Hence, prioritizing cognitive well-being in the workplace is essential for overall well-being and job satisfaction.

Environmental Well-being

The physical work environment has a significant impact on occupational well-being, as it can affect an individual's physical health, comfort, and safety (Hammell, 2017). A healthy and comfortable work environment can contribute to reduced stress levels, increased productivity, and improved job satisfaction (Sorensen et al., 2018). On the other hand, a poorly designed or maintained work environment can lead to physical discomfort, injuries, and illnesses, which can negatively impact an individual's well-being and job performance (Sorensen et al., 2018; Sorensen et al., 2018). Therefore, it is essential to pay attention to the physical work environment when considering occupational well-being, which in this study will specifically investigate physical learning, teachers' workload, and professional development.

Creating a healthy and comfortable work environment involves implementing various strategies (Sorensen et al., 2018; Hammell, 2017). These strategies may include: - Providing ergonomic furniture and equipment - Maintaining appropriate lighting and temperature levels - Ensuring good air quality - Reducing noise levels - Encouraging regular breaks and physical activity. By implementing these strategies, employers can create a work environment that promotes physical well-being and comfort, which can positively impact job performance and overall occupational well-being (Stoewen, 2017).

Environmental well-being is crucial for job performance, as it can directly impact an individual's physical and mental health (Law et al., 1996). By prioritizing environmental well-being, individuals can experience increased job satisfaction, reduced stress levels, and improved physical health (Sorensen et al., 2018). Therefore, employers should consider the physical work environment as an essential factor in promoting occupational well-being. By creating a healthy and comfortable work environment, employers can contribute to the well-being of their employees, leading to increased productivity, job satisfaction, and overall success (Law et al., 1996).

Social Well-being

Social support in the workplace is essential for maintaining social well-being, which is one of the seven dimensions of wellness (Stoewen, 2017). This research investigates the social well-being of teachers, encompassing their relationships with colleagues, academic heads, fellow teachers, and students, as well as the degree of trust involved. Research has shown that social support is associated with an increase in psychological well-being in the workplace (Sorensen et al., 2018). Positive relationships with colleagues can provide emotional and practical support, which can help individuals cope with work-related stressors and challenges (Kossek et al., 2011). Moreover, social support can foster a sense of belonging and connectedness, contributing to a positive work environment and job satisfaction.

Building positive relationships with colleagues can be achieved through various strategies, such as effective communication, active listening, and collaboration (Kossek et al., 2011). Showing appreciation and recognition for the work of colleagues can also strengthen relationships and contribute to a positive work culture (Mastroianni & Storberg-Walker, 2014). Additionally, participating in social activities outside of work, such as team-building exercises or volunteering, can help foster a sense of community and camaraderie amongst colleagues.

Social well-being has been shown to have a significant impact on job satisfaction and performance. A meta-analysis found that social support is positively related to job satisfaction and performance, as well as emotional stability (Węziak-Białowolska et al., 2020). Furthermore, social support can buffer the negative effects of work stress and increase resilience, contributing to better job

performance and overall well-being. By prioritizing social well-being and building positive relationships with colleagues, individuals can improve their job satisfaction and performance, as well as their overall quality of life (Law et al., 1996).

To recommend a holistic self-care framework for the population under investigation, this study examined the physical and mental, affective, cognitive, environmental, and social well-being of forty-one college instructors from two higher education institutions in the province of Bulacan. Adopted from the research of Torres and Madera (2023), the PACES framework was utilized in this investigation. The primary objectives of the holistic self-care framework for college instructors are to foster resilience, augment motivation, and advance the highest level of occupational well-being possible. By conducting an inquiry into the well-being of college instructors, one gains valuable insights that may serve as motivation for the development of intervention plans and approaches that address the specific needs of the above-population and foster their overall well-being.

Methodology

This study described the well-being of college instructors in two HEIs using a descriptive quantitative research design.   The participants of the study include 41 college instructors from two HEIs in the province of Bulacan. The modified survey questionnaires from the research of Madera and Torres (2023) underwent rigorous validation from the experts before data gathering. The questionnaire was composed of five domains of well-being, namely: physical and mental, affective, cognitive, environment, and social. The questions were answered based on the given instructions from each variable. Each variable employed different scales to measure the perceptions of the respondents. The inter-rater approach was followed to ensure the questionnaire's validity and reliability. Data for this study were gathered through the administration of Google Form online survey questionnaires to the respondents to the study. The data generated by the research instrument were recorded, analyzed, and interpreted using suitable statistical tools such as mean and frequency.

Results and Discussions

This section presents a comprehensive analysis, interpretation, and discussion of the data collected from the research exploration.

Table 1. Psychosomatic symptoms of physical and mental well-being

Psychosomatic Symptoms		Average	Interpretation
1	**Headache**	3.02	About once or twice a month
2	**Stomach Pain**	2.43	About once or twice a year
3	**Back Pain**	3.48	About once or twice a month
4	**Irritability**	2.95	About once or twice a year
5	**Feeling Nervous**	2.63	About once or twice a year
6	**Fatigue**	3.65	About once or twice a month
7	**Feeling Dizzy**	2.90	About once or twice a year
8	**Anxiety**	2.82	About once or twice a year
9	**Sleep Deprivation**	3.68	About once or twice a month
Frequency of Psycho-Somatic Symptoms	3.06	About once or twice a month	

Table one (1) shows data regarding the frequency of psychosomatic symptoms reported by teacher-respondents and their respective average frequencies. College instructors commonly experienced sleep deprivation (3.68), exhaustion (3.65), back discomfort (3.48), and headache (3.02) monthly. In contrast, respondents reported experiencing irritability (2.95), dizziness (2.90), anxiety (2.82), nervousness (2.63), and stomachache (2.43) with lower occurrence.

The data highlights that sleep deprivation is a prominent psychosomatic symptom among teachers. Quality sleep plays a crucial role in maintaining work-life balance by replenishing their energy. Teaching involves complex mental tasks like lesson planning, decision-making, and student assessment, making mental well-being vital. The Mental Health Foundation UK (2023) emphasizes the link between poor sleep and compromised mental health. Ridenour (2023) stresses the importance of good sleep for teachers' cognitive abilities and overall performance.

Therefore, cultivating healthy sleep practices is essential for both educational effectiveness and teacher well-being. Conversely, teachers experience fewer stomachaches, but their eating schedules require attention. Their busy responsibilities and subject demands often make it challenging to have proper meals during the day, leading to hurried and uncomfortable eating when they get a break. Freuman (2017) highlights the importance of providing teachers with adequate mealtime allowances to improve their physical well-being.

In general, respondents report psychosomatic symptoms occurring once or twice a month. This suggests a need for proactive measures to maintain teachers' physical and mental well-being, ensuring their effectiveness in the classroom and overall quality of life.

Table 2. Stress and Burn-out of physical and mental well-being

Stress and Burn-out		Average	Interpretation
1	**I don't experience stress in my work.**	2.46	Quite a bit
2	**I have adequate time to prepare for my lessons.**	2.39	Quite a bit
3	**I have manageable subjects to teach.**	2.92	Quite a bit
4	**I have manageable paperworks to do.**	2.46	Quite a bit
5	**I have manageable administrative works to do.**	2.70	Quite a bit
General Average		2.59	Quite a bit

Table two (2) reveals the reported frequency of stress and burnout among the participants described as "quite a bit". This signifies that the described occurrence happens fairly often and is a noticeable aspect of the teacher's experience at the school. The respondents exhibit unanimous agreement in their assessment of the stress and burnout they encounter, yielding an average score of 2.59, indicating a significant level of stress and burnout. The presence of a notable level of stress and burnout among the participants can account for a significant portion of the observed phenomena, albeit not to an extensive degree. One of the primary factors that caused stress and burnout among teachers is the high workload associated with teaching various subjects (2.92) and engaging in administrative tasks (2.70).

Teaching multiple subjects demands considerable time and energy, leaving little room for rest or personal time. Additional administrative tasks, such as meetings and extracurricular activities, further contribute to the workload, resulting in exhaustion and stress. The Guardian's Survey (2018) provides substantial evidence of the challenges teachers face. The survey indicates that over 80% of teachers struggle with the high volume of their workload, and a significant majority report adverse effects on their mental and physical well-being. The primary role of teachers is to deliver knowledge, develop students' skills, mentor and inspire them, and serve as role models (Fayyoumi, 2018). Unfortunately, teachers often can't fully commit to these responsibilities due to the excessive burden of administrative tasks. This underscores the immediate need to address work-related stress and its impact on the health of teachers within their profession.

Table 3. Teacher's affective well-being

Affective Well-being		Average	Interpretation
Job Satisfaction with Profession		2.95	Not Satisfied
Job Satisfaction with Current Working Environment		3.03	Satisfied
Affects		3.23	Often
Purposefulness		3.70	Agree
Overall Job Satisfaction (1 lowest -10 highest)	7.86		
(1 lowest -10 highest)			
Overall Life Satisfaction (1 lowest -10 highest)	8.06		

Table three (3) shows the college teachers' affective well-being. With regards job satisfaction with profession, teachers exhibit dissatisfaction on their job, as shown by the mean of 2.95; however, teachers show job satisfaction with current working environment as attested by the mean of 3.03. On affects that involve healthy and happy emotional dispositions, teachers reported that they often exhibit a cheerful, calm, relaxed, active, fresh, and engaged attitude, as reflected by the mean of 3.23. On purposefulness, teachers agree that they have a clear purpose in life in terms of achieving their goals, sense of direction, importance, and determination, as reflected by the mean of 3.70.

Teaching is a complex profession that demands specific factors to keep educators motivated and dedicated to their craft. Teachers often grapple with dissatisfaction due to various factors, including burnout, emotional strain, lack of control, insufficient resources, and a dearth of appreciation (Jerabek & Muoio, 2018). Occupational stressors also play a role, such as students' misbehavior stemming from poor attitudes, noise, and impoliteness (Rosas, Yangan, Rosaroso, Aririesgado, 2020). Despite this overarching sense of "dissatisfaction," many teachers persevere in the profession because they find a deep sense of purpose in teaching.

Based on a scale ranging from 1 (lowest) to 10 (highest), college teachers express an average overall job satisfaction rating of 7.86 and an overall life satisfaction rating of 8.06. This suggests that, generally, college teachers are content with their jobs and lives. However, it's important to note that while these ratings indicate a generally positive state of being, there may still be areas that require attention and improvement. While the overall satisfaction levels are relatively high, it is essential to delve deeper into specific areas or aspects of their work and life that may need further consideration to enhance their well-being and overall job satisfaction.

Table 4. Teacher's cognitive well-being

Cognitive Well-being	Average	Interpretation
Capacity to Concentrate	3.36	Often
Efficacy in Classroom Management	3.68	To some extent
Efficacy in Instruction	3.68	To some extent
Efficacy in Student Engagement	3.82	To some extent

Table four (4) presents insights of the cognitive health of college instructors. The respondents' mean rating of 3.36 for their ability to concentrate is described as "often," signifying a frequent capacity for focus on their work. The mean ratings for teachers' effectiveness in classroom management, instruction, and student engagement were 3.68, 3.68, and 3.82, respectively, which indicated "some degree of efficacy." The evaluations indicate that teachers adequately manage the classroom, convey instructions, and maintain student interest; however, there are certain aspects of the aforementioned criteria that require enhancement. This could involve addressing issues related to student behavior, diversifying their teaching methods, incorporating more interactive or innovative approaches, and adapting to individual student needs. Continuous professional development in pedagogical techniques could be valuable in this regard. The study of Barni, Daioni and Benevene (2019) confirmed that teachers' self-efficacy, namely teachers' beliefs in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity, plays a key role in influencing important academic outcomes (e.g., students' achievement and motivation) and well-being in the working environment.

Table 5. Teacher's environment well-being

Environment	Average	Interpretation
Physical Learning	3.85	About half of the lessons
Workload	3.13	Agree

The environmental dimensions of the occupational well-being of college instructors are detailed in the table above. Regarding physical learning, instructors assert that, depending on the nature of the course, approximately half of the lessons are conducted in a conventional classroom with breakout areas and a collaborative teaching area where multiple instructors share a variety of connected learning spaces. However, certain subjects like physical education, subjects with laboratory, practicum subjects, field trips, etc. may be conducted in open spaces or non-traditional classrooms, including libraries, canteens, and open fields.

The respondents' evaluation of the workload standard with the general mean of 3.13 indicate agreement. Specifically, instructors affirm that they were granted sufficient time to fulfill their professional obligations (3.14), manageable duties (3.29), flexible scheduling (3.29) that enabled them to achieve a work-life balance (3.0), and the ability to engage in additional responsibilities including student counseling and parent communication (3.12). However, teacher-respondents confirmed that they have insufficient time for breaks as attested by the mean of 2.97 during the work days which is in contrast with the rest of the indicators. The Conservation of Resources (COR) theory (2022) suggests that teachers, like all individuals, aim to preserve and replenish their personal resources. These resources can include time, energy, and mental well-being. Taking breaks is essential for teachers because it allows them to recover and conserve these valuable resources. Teachers often face high job demands, such as lesson planning, classroom management, and student interactions, which can deplete their resources throughout the day. Breaks offer a way to restore their energy, maintain mental well-being, and reduce stress (Albulescu, P. et.al. 2022). By taking sufficient breaks, teachers can better manage their workload and protect their resources, ultimately enhancing their job performance and overall job satisfaction.

Table 6. Teacher's environment well-being

Professional Development	Yes	No
Participation in a network of teachers formed specifically for the professional development of teachers	39	2
Individual or collaborative research on a topic of interest to you professionally	31	10
Mentoring and/or peer observation and coaching, as part of a formal school arrangement	33	8
Attending a course, workshop, or conference relevant to your subject-matter field	35	6
Learning new pedagogical or instructional approaches with digital resources for teaching.	39	2

Teachers' professional development in the workplace as assessed by educators are detailed in the table above. The vast majority of instructors responded affirmatively to each item, which means teachers engage in various activities such as collaborative research, peer evaluation, professional development seminars, and acquiring knowledge of novel pedagogical approaches through the use of digital teaching resources.

The findings show that collaborative research on a professionally interesting topic needs enhancement. Collaborative research in their field of expertise allows teachers to deepen their knowledge, stay updated on the latest developments, and augment their expertise in their field. Additionally, research can lead to improved teaching methods and materials, benefiting both teachers and students. It also fosters a sense of professional growth and accomplishment, which can boost job satisfaction and motivation. Durksen, T. et.al. (2017) highlighted the positive relationship between motivational constructs and professional learning – specifically, when learning is collaborative. Moreover, mentoring and peer observation and coaching offers new educators guidance, support, and a sense of belonging, helping them navigate the challenges of the profession. Peer observation and coaching enable teachers to learn from one another, share effective teaching practices, and receive constructive feedback. This leads to improved teaching skills, enhanced student learning outcomes, and a collaborative and supportive school culture.

Finally, data revealed that there was more emphasis on learning new pedagogical or instructional approaches with digital resources for teaching. However, applying pedagogical instructional approaches is more important than just learning new approaches with digital resources because effective teaching relies on how well pedagogical methods are implemented, not just the tools used. Digital resources are valuable, but they should complement, not replace, sound pedagogical practices. It's the effective use of pedagogy that makes a difference in student outcomes.

Table 7. Teacher's social well-being

Social Well-being	Average	Interpretation
Relationships with colleagues	3.55	Good
Academic heads	3.53	Good
Teacher-Student	3.80	Good
Trust	3.59	Good

Table seven (7) shows the social well-being of college instructors. Teachers assessed their relationships with colleagues, academic heads and students as good with a rating of 3.55, 3.53 and 3.80 respectively with relationship with students as the highest. The teacher respondents also rated trust levels as good. It means that teachers can rely on the school's management for professional support, the academic heads have confidence in the expertise of the teachers, colleagues can be counted on in times of difficulties, and the feeling of mutual trust among colleagues is high. It suggests that teachers are respected for their knowledge and teaching abilities. As the variables of teachers' social well-being was only described as "good" indicates a positive but not necessarily optimal or outstanding level of social well-being among teachers. It suggests that while the current social well-being is generally positive, there is still room for improvement. The Education Hub's (2023) underscored the idea that there is potential to create an even more supportive and positive environment for teachers. This, in turn, can lead to better interactions with students and ultimately have a positive impact on student learning.

Conclusion and Recommendation
The teacher-respondents reported experiencing sleep deprivation more frequently than stomachaches, and many indicated a significant level of stress and burnout. High workload was identified as a primary contributor to this stress. Job satisfaction was mixed, with dissatisfaction regarding the profession but satisfaction with the working environment. In terms of emotional well-being, teachers often reported positive emotional dispositions. They expressed a sense of purpose and clear direction in life. Their cognitive health indicated a frequent ability to focus on work, while their effectiveness in classroom management, instruction, and student engagement was perceived as reasonably competent, with room for improvement. The environmental aspects of teaching varied based on the nature of the course. Regarding workload, teachers affirmed having sufficient time for their professional duties and flexibility for work-life balance. However, they expressed a need for more breaks during the workday. In terms of professional development, educators engaged in various activities to enhance their teaching skills and knowledge. Social well-being among college instructors was generally positive, with high levels of trust in school management and professional support. The highest mean was found in their relationship with students.

Physical and Mental Well-being

Sleep Quality Improvement Program. Teachers can enhance sleep by adopting good hygiene practices, including avoiding screens and keeping phones out of bed, skipping late-night caffeine, and refraining from eating close to bedtime. Establishing calming bedtime routines, like jotting down daytime stresses, aids sleep. The optimal schedule prioritizes 6.5 to eight hours of sleep per night with a consistent pre-sleep ritual. Optimizing sleep, improving hygiene, and addressing sleep disorders help manage sleep loss, leading to improved task management and student learning while preventing chronic sleep deprivation-related health issues.

Work-Life Balance Initiatives. Cultivating a culture that values and actively supports a healthy work-life balance among teachers involves implementing various strategies to prioritize well-being. The school must offer healthy work-life balance activities which may include flexible work arrangements, training on time management and stress reduction, regular check-ins to assess workload and well-being, and regularly assessing and adjusting workload distribution based on teacher feedback.

Figure 2. Proposed Well-Being Framework of the College Instructors
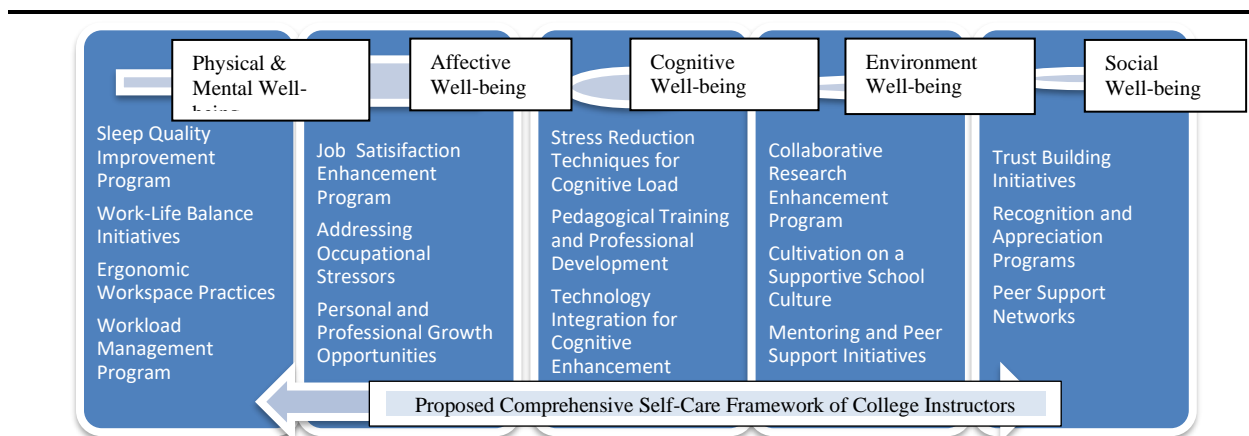
Ergonomic Workspace Practices. The teaching environment is designed to prioritize comfort, efficiency, and overall health. The school can provide adjustable desks and chairs for personalized workspaces, optimize natural lighting, minimize glare, position computer equipment at optimal heights to reduce strain, maintain a comfortable temperature, ensure technology accessibility, and provide resources on ergonomic practices for teachers' physical and mental well-being.

Workload Management Program. The goal of a workload management program is to create an environment that promotes the physical health and mental well-being of teachers by addressing factors such as stress, burnout, and fatigue associated with their professional responsibilities. The school can optimize workload distribution, provide support mechanisms, and foster a culture of well-being. Workload management programs contribute to a healthier and more sustainable teaching profession.

Affective Well-being

Job Satisfaction Enhancement Program. A Job Satisfaction Enhancement Program is vital for teachers' well-being, influencing their motivation and overall fulfillment. It includes regular recognition and appreciation programs, tailored professional development opportunities, transparent feedback mechanisms, workload management strategies to prevent burnout, and support for innovative ideas, fostering autonomy and creativity to enhance job satisfaction.

Addressing Occupational Stressors. Proactively managing teaching stressors enhances a positive work environment and boosts teachers' emotional resilience. This involves workshops on stress awareness and management strategies, training in mindfulness and relaxation techniques, ensuring access to mental health resources, and organizing workshops to build resilience and coping skills for teachers.

Personal and Professional Growth Opportunities. These opportunities empower teachers to continually develop their skills, pursue their passions, and navigate their careers with a positive mindset. Specific practices may include offering tailored professional development opportunities aligned with teachers' interests, allowing them to enhance their skills and stay updated on current educational practices, providing pathways for teachers to participate in leadership development programs, allowing them to take on leadership roles and contribute to decision-making processes, and organizing networking events, conferences, or workshops where teachers can connect with peers, share experiences, and expand their professional networks.

Cognitive Well-being

Stress Reduction Techniques for Cognitive Load. To enhance teachers' cognitive well-being, practices include mindfulness and meditation for relaxation and focus, prioritizing high-impact tasks, ongoing professional development to stay current, simplifying instructional design, efficient feedback systems, regular exercise for cognitive function and stress reduction, and reflective practices for continuous improvement.

Pedagogical Training and Professional Development. These programs are vital for teachers' cognitive well-being, enhancing skills, critical thinking, and adaptability in education. This includes workshops on inquiry-based learning, fostering an investigative teaching approach, integrating neuroeducation insights for a deeper understanding of cognitive learning processes, facilitating collaborative lesson planning sessions to encourage cognitive collaboration and creativity, and providing access to cognitive science research for evidence-based instructional practices.

Technology Integration for Cognitive Enhancement. This program helps teachers seamlessly integrate technology into teaching, creating an engaging and cognitively enriching learning environment. It includes workshops on digital pedagogy, training on interactive platforms and apps for cognitive engagement, introducing adaptive learning technologies for personalized instruction, incorporating gamification strategies for skill development, and providing data analytics training for informed teaching adjustments.

Environment Well-being

Collaborative Research Enhancement Program. Practices in a Collaborative Research Enhancement Program to improve teachers' environmental well-being include establishing research groups for collaboration, ensuring access to resources like databases and journals, implementing mentoring and peer support, providing recognition, incentives, and research grants, offering flexible work policies for research, and fostering partnerships with external institutions for broader research opportunities.

Cultivation of a Supportive School Culture. This involves creating a culture that supports teachers' well-being, professional growth, and collaboration, contributing to a healthy work atmosphere. Specific practices include ongoing professional development, access to support services like counseling, wellness programs for physical and mental well-being, organizing social events and team building, and ensuring fair distribution of resources for collaboration.

Mentoring and Peer Support Initiatives. These initiatives create a positive professional environment fostering growth and community among educators. Practices include structured mentorship programs for guidance, Professional Learning Communities (PLCs) for collaboration and development, personalized mentor-mentee pairings, anonymous peer feedback for continuous improvement, and peer recognition programs for celebrating contributions and cultivating a positive school culture.

Social Well-being

Trust Building Initiatives. These initiatives aim to create an environment where teachers feel supported, respected, and valued. Practices include clear conflict resolution protocols, aligned professional development opportunities, transparent performance evaluations, promotion of inclusivity, and implementation of consistent and transparent policies to build trust in fairness and equity within the school community.

Recognition and Appreciation Programs. Acknowledging teachers' efforts enhances their value, morale, and job satisfaction, contributing to a cohesive and motivated teaching community. Strategies include hosting regular appreciation events, showcasing achievements through newsletters or social media, expressing gratitude with personalized notes, and providing special tokens like gift cards for teachers' dedication.

Peer Support Networks. These networks facilitate mutual assistance, fostering connection, shared experiences, and emotional support within the teaching community. This includes collaborative problem-solving sessions, informal support circles based on shared interests, open discussions, regular wellness check-ins, social connection opportunities, and collaboration across grades or subjects for a diverse exchange of ideas and teaching methods.

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