Working Conditions and Mental Health of Filipino Teachers in New York City

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Abstract

Teacher well-being plays a vital role in instructional quality, job satisfaction, and teacher retention. This study examined the interplay between teacher working conditions and the mental health of Filipino educators in New York City public high schools during the 2023–2024 school year. Anchored in the Conservation of Resources theory and the Job Demands–Resources model, the study employed a descriptive qualitative research design. Data were gathered through structured and open-ended interviews administered to thirtytwo Filipino teachers across the five boroughs of New York City. Thematic analysis revealed key dimensions of working conditions, including work environment, professional relationships, physical and technological resources, and administrative support. Findings further showed that supportive leadership, adequate resources, and holistic teaching support systems positively influenced mental well-being, job satisfaction, and teaching tranquility, while excessive demands posed mental health risks. The study highlights the need for evidencebased policies and institutional practices that promote work environments and prioritize well-being.

Keywords: teacher working conditions; mental health; Filipino educators; qualitative research; educational management

Introduction

Educational management is fundamental in fostering teacher well-being and offering indispensable support for effective teaching and learning (Bush, 2011). This multifaceted role significantly facilitates students' comprehensive development, molds the overarching learning environment, and is a key player in teacher retention. Amidst the dynamic educational paradigm of today, refining management practices is paramount, especially in creating nurturing environments that bolster teacher welfare and job satisfaction, thus enhancing their propensity to remain and flourish within educational institutions.

Contrarily, as highlighted by the Alliance of Concerned Teachers (ACT) Partylist (2021), the actuality of public school teachers in the Philippines often deviates from this optimistic narrative. Educators routinely grapple with onerous workloads, insufficient remuneration, and a shortage of fundamental support systems, leading to elevated attrition rates within the profession. Recent data from the Department of Education Bohol Division (DepEd Bohol) underscore this trend, revealing a worrisome exodus of teachers from their roles due to escalating mental health issues.

This stark disparity emphasizes the necessity for an exhaustive investigation into the interplay between working conditions and mental health among educators. While earlier studies have recognized this link, a substantial gap persists in comprehending the nuanced influence of working conditions on educators' mental well-being. This knowledge void underscores the need for an all-encompassing study on how teacher working conditions influence mental health outcomes. Specifically, focusing on regions known for their favorable working conditions for educators is essential to this inquiry, as they are expected to provide a unique vantage point and insights into the potential mechanisms and practices that foster positive mental well-being among educators.

The expected outcomes of this research aim to enlighten policymakers and administrators and act as a guide for developing evidence-based interventions and policies, addressing the pressing challenge of retaining proficient educators and significantly contributing to the overall improvement of the educational ecosystem.

Review of Related Literature

The intricate interplay between teacher working conditions and mental health within educational settings is paramount. In the context of a study that explicitly aims to investigate the interplay between teacher working conditions and the mental health of Filipino educators in New York City schools while proposing evidence-based strategies for enhancing overall teacher well-being, two theoretical frameworks stand out as particularly valuable.

The Conservation of Resources (COR) theory and the Job DemandsResources (JD-R) model offer insightful perspectives for understanding the complexities inherent in these relationships, serving as robust theoretical frameworks that can effectively guide and enhance the current study focused on investigating the interplay between teacher working conditions and the mental health of Filipino educators in New York City schools and proposing evidencebased strategies for enhancing overall teacher well-being.

Within the framework of the Conservation of Resources (COR) theory by Hobfoll (1980), the study unfolds as an exploration into the nuanced dynamics of how specific teacher working conditions can act either as valuable resources, enriching overall well-being, or as stressors that deplete the mental health resources of educators. This aligns seamlessly with the COR theory's foundational premise that individuals continually strive to acquire, retain, and safeguard resources they perceive as valuable. In the context of educators, these resources extend beyond the tangible to include intangibles like autonomy, support, and a positive work environment.

On the other hand, Bakker and Demerouti's (2000) Job DemandsResources (JD-R) model, as applied in this study, offers a systematic and insightful framework for dissecting the intricate relationship between teacher working conditions and mental health. In essence, the model unfolds as a structured lens through which specific demands within the working environment are identified, meticulously analyzed, and subsequently understood as potential stressors that might contribute to mental health challenges among educators.

Focusing on demands, the JD-R model prompts a thorough investigation into teacher working conditions that may exert pressure and strain on educators.

This analysis allows for a nuanced understanding of the potential stressors inherent in their roles, such as excessive workload, time pressure, or other factors that might negatively influence mental well-being. By scrutinizing these demands, the study gains valuable insights into teachers' challenges within the educational context.

Conversely, the JD-R model directs attention to the positive aspects of teacher working conditions that act as resources, providing support for wellbeing and fostering job satisfaction. This aspect of the model acknowledges that not all aspects of the working environment are detrimental; some elements serve as buffers against stress and contribute positively to educators' mental health. These resources may include professional support, autonomy, and a positive organizational culture.

The dual process perspective of the JD-R model allows for a more nuanced examination of the contrasting pathways through which working conditions influence mental health. By acknowledging that job demands may lead to burnout, a state of chronic workplace stress, and job resources may lead to work engagement, characterized by a positive, fulfilling work-related state, the model captures the complexity of educators' experiences. This dual approach recognizes that the same working conditions can yield different outcomes, shedding light on how teachers respond to their professional environments.

In this study, the researchers also conducted an extensive and comprehensive review of relevant literature published within the last five years. The literature search encompassed academic journals, research papers, and reputable sources, aiming to investigate the interplay between teacher working conditions and the mental health of Filipino educators in New York City schools. By delving into diverse publications, this review ensured a holistic understanding of the subject matter, laying the groundwork for a well-informed and insightful exploration of the research topic.

In his seminal work, Bush (2011) comprehensively explores the crucial role that educational management plays in shaping the overall well-being of teachers. The study delves into the multifaceted responsibilities that academic managers bear, emphasizing three key dimensions: administrative, strategic, and leadership functions. Bush (2011) argues that a supportive environment is a direct outcome of effective educational management. Well-organized

administrative structures, clear strategic direction, and strong leadership characterize such an environment. In this context, support is not only extended to teachers but also encompasses the well-being of students. The study posits that when educators operate within a supportive framework, they are more likely to experience job satisfaction, leading to positive outcomes for educators and students.

The scoping review by Rodrigues et al. (2019) systematically examined existing literature to provide a comprehensive overview of teachers' mental health challenges. The study uncovered a concerning prevalence of stress, burnout, anxiety, and depression within the teaching profession. These mental health conditions, as identified by the research, are associated with a range of factors, with working conditions being a central focus. The study serves as a backdrop for the current research by emphasizing the importance of delving into the nuanced relationship between teacher working conditions and mental wellbeing. This aligns with the current research's objective of investigating the interplay between teacher working conditions and mental health.

In their study, Gobbato et al. (2014) delve into the specific connection between working conditions and mental health outcomes, examining how factors within the professional environment contribute to conditions such as depression and anxiety among teachers. The study acknowledges that the teaching profession is not immune to the challenges associated with mental health, and the working conditions teachers experience play a crucial role in shaping their psychological well-being.

One essential contribution of the study is its recognition of the intricacies of work demands. The research goes beyond a general workload assessment and support to dissect the nuanced elements contributing to mental health challenges. Gobbato et al. (2014) emphasize that understanding these intricate aspects is crucial for effectively developing targeted interventions and strategies to address mental health issues among teachers.

Moreover, Day and Palmer (2014) delve into the multifaceted relationship between teachers' work and their well-being. They recognize that workload, organizational culture, and professional relationships contribute to teachers' overall experiences and satisfaction. This complexity becomes a focal point for the current research, which seeks to explore the specific factors within

teacher working conditions affecting the mental health of Filipino educators in New York City.

Day and Palmer's (2014) literature review informs the current study's rationale and provides a theoretical framework for understanding the complex interplay between teachers' working conditions and their mental health. By identifying the need for a more nuanced exploration, the literature review guides the current research to uncover culturally relevant insights within the specific demographic of Filipino teachers in New York City.

Li et al. (2021) conducted a study investigating teacher self-efficacy's mediating role in the complex relationship between working conditions, mental health, and student outcomes. Their research provides a broader perspective on the consequences of teacher well-being for student success, indirectly supporting the current research's emphasis on the holistic development of students, educators, and the overall educational environment.

Li et al.'s (2021) study provides a theoretical framework for understanding the broader consequences of teacher well-being, emphasizing the mediating role of teacher self-efficacy. The indirect support for the holistic development of students and educators aligns with the objectives of the current research, which seeks to investigate the interplay between teacher working conditions and the mental health of Filipino educators in New York City schools.

These studies laid the groundwork for the current research by providing theoretical frameworks, insights into the challenges teachers face, and considerations for the nuanced relationship between teacher working conditions and mental health.

The theories, models, related literature, and studies highlight teacher working conditions and mental health interconnectedness. These set the stage for the current research, which seeks to contribute to the existing body of knowledge by providing nuanced insights into the experiences of Filipino educators in New York City schools.

The Problem

The main thrust of this study was to investigate the interplay between teacher working conditions and the mental health of Filipino educators in New York City schools for the school year 2023-2024.

Specifically, the following sought to answer the following questions:

1. What are the working conditions of Filipino educators in New York City schools?
2. How do Filipino educators in New York City schools navigate the various factors influencing their mental health?
3. How do working conditions affect the mental health of the Filipino Teachers?

Research Methodology

Research Design

In pursuit of this study's overarching goal, a descriptive-qualitative research design was utilized to comprehensively investigate the working conditions and mental health of high school teachers in New York City schools. Following Creswell's (2013) recommendation, this research design allowed for a profound exploration of the essence of participants' experiences and the meanings they attributed to them.

Moreover, the research design prioritized the voices and experiences of participants, allowing teachers to express their thoughts, feelings, and perceptions. This approach captured diverse perspectives, enabling a nuanced understanding of teachers' subjective experiences in response to initiatives promoting working conditions and mental health. By adopting the research design, this study aimed to delve into the essence of teachers' experiences, capturing the richness and complexity of their narratives.

Research Environment

This study was conducted in New York City, which is comprised of five boroughs where the Hudson River meets the Atlantic Ocean. At its core is Manhattan, a densely populated borough that was among the world's major commercial, financial, and cultural centers. Its iconic sites include skyscrapers such as the Empire State Building and sprawling Central Park.

The New York City Department of Education was the department of the government that managed the city's public school system. The City School District of New York City was the most extensive school system in the United States, with over 1.1 million students taught in more than 1,800 schools. It was the most extensive system of schools in the United States and was headed by the school's chancellor in conjunction with a leadership team. New York City Public Schools contained 1851 schools and 1,050,649 students.

According to the latest survey, the district's minority enrollment was 90%, with 54.1% of students classified as poor. The city was divided into 32 geographic districts, then into smaller zones, determining the area served by local schools. Each district has its superintendent and receives guidance from a Community District Education Council of parents and local representatives. The most dominant group of students, comprising 41%, was Hispanic/Latino, followed by blacks, comprising 24.7%, whites with 14.6%, Asians or Asian/Pacific Islanders with 16.1%, American Indians or Alaska Natives with 1.2%, and Native Hawaiians or other Pacific Islanders with 0.5%.

Research Participants

The participants in this study comprise teachers who were systematically chosen from the five boroughs of New York City: Manhattan, The Bronx, Brooklyn, Staten Island, and Queens. The selection process involved randomness to ensure unbiased representation. Inclusion criteria for participation involved being actively engaged as a high school teacher in one of the specified boroughs. This deliberate sampling strategy aims to yield a diverse and representative cohort, facilitating a comprehensive exploration of the experiences and perspectives about the research focus on the working conditions and mental health of Filipino educators in New York City.

Table 1

Research Participants

School District	Number of Participants	Percentage of Sample
Bronx	10	31.25%
Manhattan	5	15.63%
Brooklyn	8	25.00%
Queens	6	18.75%
Staten Island	3	9.37%
Total	**32**	**100.00%**

Research Instrument

The study utilized an interview schedule designed using Google Forms, a user-friendly platform allowing efficient data collection and organization. The researchers carefully crafted the interview schedule, incorporating a mix of structured questions and open-ended prompts to capture a wide range of insights. This intentional blend of planned and spontaneous questions, validated by graduate school professors, ensured that the interview process aligned seamlessly with the study's focus on exploring teacher working conditions and mental health.

The structured questions were designed to gather specific information related to working conditions, while the open-ended prompts allowed teachers to express their perceptions and experiences freely. This approach aimed to facilitate a comprehensive exploration of the nuances and complexities surrounding the interplay between working conditions and mental health among educators. To facilitate in-depth analysis, all interview conversations were

meticulously recorded and subsequently transcribed for a thorough thematic analysis.

Research Procedure

Data Gathering. The researchers initiated the ethical process by submitting a formal letter seeking approval from the Department of Education Internal Review Board (IRB). This step was crucial to ensure compliance with ethical standards, particularly concerning interviews involving students, teachers, and principals under the Department of Education's purview. Upon receiving IRB approval, the researchers distributed consent forms to Filipino teachers participating in the study.

Conducting interviews was facilitated via Google Forms, providing a convenient and structured platform for data collection. Teachers were engaged through the distributed open-ended questionnaires designed to gather their insights on working conditions and mental health. exploration of their perspectives. Furthermore, the integrated consent form in Google Forms emphasized the voluntary nature of participation, allowing participants to withdraw or discontinue their involvement in the study at any stage. This meticulous adherence to ethical considerations underscored the researchers's commitment to upholding the well-being and rights of research participants throughout the study while leveraging technology for efficient data collection and ethical research practices.

Data Analysis. This qualitative research employed Thematic Analysis as a robust framework for gathering and analyzing information. It was mainly focused on investigating Filipino educators' working conditions and mental health in New York City schools. Thematic Analysis was employed as the primary analytical framework. This involved systematically coding and categorizing the collected data to identify recurring themes, patterns, and insights related to teacher working conditions and mental health. Through this rigorous analytical process, key themes and findings emerged, shedding light on the complex interplay between these factors and their impact on educators.

Finally, the research findings were synthesized and interpreted within the broader educational management and support systems context. The conclusions drawn from the analysis provided valuable insights into the

potential strategies and interventions to improve working conditions and support mental health in schools. By connecting the procedures and steps of the research process with the specific focus on investigating teacher working conditions and mental health, this study not only contributes to the existing body of knowledge but also offers actionable recommendations for enhancing the well-being and effectiveness of educators in educational settings.

Results and Discussion

Teacher Working Conditions

This section summarizes teacher working conditions based on participants' responses. Table 2 categorizes the prevailing working conditions in New York City schools into clustered and emergent themes to provide a structured and accessible overview of the various aspects of teacher working conditions.

Table 2

Teacher Working Conditions

No	Codes	Themes
1	Comfort in Current School Adaptation and Adjustment Success and Achievements Feeling of Support	Work Environment
2	Collegial Collaboration Supportive Administration Feeling of Support	Professional Relationships
3	Diverse Classroom Settings Optimal Classroom Space Advantageous Class Size	Physical Environment
4	Comfort and Productivity	Comfort and Productivity

5	Provision of Classroom Tools Equipment Support Professional Development	Resources

Work Environment. The emergent "Work Environment" theme encompasses a comprehensive understanding of the factors influencing teachers' professional well-being. The clustered themes within this category, including "Comfort in Current School," "Adaptation and Adjustment," "Success and Achievements," and "Feeling of Support," collectively highlight various dimensions contributing to the overall work environment of teachers. This resonates with the research of Gobbato et al. (2014), emphasizing the need to delve into specific aspects of the work environment that influence the mental health of educators.

Professional Relationships. Within the "Professional Relationships" theme, the clustered aspects of "Collegial Collaboration" and "Supportive Administration" underline the significance of interpersonal dynamics in shaping the overall work environment. These findings align with existing literature, such as the work of Li et al. (2021), which recognizes the mediating role of teacher self-efficacy in the relationship between working conditions and mental health.

Physical Environment. The emergent theme of "Physical Environment" brings attention to the tangible aspects influencing the work environment, including "Diverse Classroom Settings," "Optimal Classroom Space," and "Advantageous Class Size." This echoes the importance of considering physical surroundings, as discussed by Rodrigues et al. (2019), whose scoping review emphasized the impact of working conditions, such as space and resources, on teachers' mental health.

Comfort and Productivity. "Comfort and Productivity" as an emergent theme highlights the interconnectedness between teachers' comfort levels and overall productivity. While this theme is self-contained, it reinforces the idea that teachers' well-being is intricately tied to their sense of comfort and efficiency in their work, aligning with the comprehensive approach advocated by Day and Palmer (2014).

Resources. The "Resources" theme emphasizes the material and professional support essential for teachers' work environment. The clustered themes, including "Provision of Classroom Tools," "Equipment Support," and "Professional Development," resonate with the broader literature on the importance of resources in teacher well-being (OECD, 2020).

These emergent themes underscore the intricate factors contributing to teachers' work environment. The study aligns with existing research, offering nuanced insights into the specific dimensions of teacher working conditions that influence their well-being, with implications for educational policymakers and administrators.

Navigating Factors Influencing Mental Health

This section encapsulates how Filipino educators navigate factors influencing mental health, drawing insights from participants' responses. Table 3 systematically categorizes these influences, presenting a structured and accessible overview of how Filipino educators in New York City schools contend with various factors affecting their mental well-being.

Table 3

Navigating Factors Influencing Mental Health

No	Codes	Themes
1	Regular Check-ins Mini-sessions on Mental Wellness	Mental Wellness Initiatives
2	Prioritize Self-Care Listening to One's Body Surrounding Oneself with Support	Self-Care and Supportive Surroundings
3	Meditation and Reflection Practices Engaging in Self-awareness Physical Activities for Well-being Personal Time-off Prioritization	Holistic Well-being Practices

4	Connecting with a Higher Force Building a Supportive Community	Spiritual Connection and Community Building
5	Incorporating Self-Activities in Class Stressing the Importance of "Me-Time"	In-Class Well-being Practices
6	Incorporating Wait Time in Student Interactions Promoting Mental Health Support Encouraging Work-Life Balance Providing Professional Development Fostering Supportive Leadership Establishing Peer Support Groups Implementing Wellness Programs for Teachers	Educational Environment Enhancement

Mental Wellness Initiatives. The emergent theme of "Mental Wellness Initiatives" provides insight into the proactive measures educators adopt to safeguard their mental well-being. Implementing regular check-ins and minisessions on mental wellness signifies a collective effort within the educational community to address and prioritize mental health concerns. This implies a crucial recognition of the need for support systems and open dialogue in educational settings.

These findings resonate with existing literature that underscores the significance of proactive mental health measures in educational environments (Jennings & Greenberg, 2009). The emphasis on regular check-ins and wellness sessions aligns with preventive strategies to mitigate stressors (Hargreaves, 1998). The literature supports that such initiatives contribute to a healthier and more resilient teaching community, ultimately positively impacting the educational environment.

Holistic Well-being Practices. The emergent theme of "Holistic Wellbeing Practices" highlights a comprehensive approach to well-being that extends beyond the workplace. The emphasis on meditation, relaxation, and prioritizing personal time off suggests acknowledging that mental health is

intricately linked with holistic practices encompassing various aspects of educators' lives. This theme signifies understanding the interconnectedness between personal and professional dimensions, recognizing that individual well-being significantly contributes to professional effectiveness.

The emphasis on holistic well-being practices aligns with existing literature advocating a holistic approach to teacher well-being (Skaalvik & Skaalvik, 2017). This literature underscores the importance of considering multiple dimensions of well-being, including physical, emotional, and social aspects. Prioritizing personal time off resonates with studies emphasizing the crucial role of achieving a healthy work-life balance in sustaining well-being (Kyriacou, 2001).

Self-Care and Supportive Surroundings. The emergent theme of "SelfCare and Supportive Surroundings" underscores the individual responsibility of educators in cultivating their well-being. Prioritizing self-care, active listening to one's body, and pursuing supportive environments collectively build a more resilient teaching community. Educators recognizing and prioritizing self-care signify a positive shift toward individual agency in maintaining well-being.

Simultaneously, the emphasis on creating supportive surroundings implies a shared responsibility among educators and the broader educational community to foster an environment conducive to well-being.

This theme aligns with existing literature that emphasizes the significance of self-care in promoting teacher well-being (Haberman, 1990). Literature in this domain recognizes that educators who actively engage in selfcare practices are better equipped to navigate the challenges of their profession and maintain a positive outlook. Additionally, prioritizing self-care and seeking supportive environments resonates with studies on teacher resilience (Day & Gu, 2014). These studies highlight the importance of fostering a supportive context that enables educators to cope with stressors, ultimately contributing to their sustained well-being.

Mindful Engagement and Reflection. The emergent theme of "Mindful Engagement and Reflection" accentuates the significance of mindfulness practices and reflective activities in promoting mental well-being among

educators. Engaging in practices such as meditation, self-awareness, and physical activities suggests a purposeful and intentional effort to cultivate a mindful and balanced approach to teaching. Incorporating mindful engagement and reflection practices indicates a conscious commitment to integrating wellbeing into educators' daily professional lives.

This theme aligns with the growing literature on the benefits of mindfulness in education (Roeser et al., 2013). Research suggests that mindfulness practices contribute to improved focus, reduced stress, and increased overall well-being among educators. The intentional inclusion of physical activities within mindful engagement aligns with a holistic perspective that recognizes the interconnectedness of physical and mental well-being. Studies, such as those highlighted by Ratey (2008), emphasize the positive impact of exercise on mental health, further supporting the relevance of integrating physical activities in fostering mental well-being.

Spiritual Connection and Community Building. The emergent theme of "Spiritual Connection and Community Building" introduces a distinctive dimension to educators' well-being, recognizing the significance of spirituality and a sense of community in fostering mental health. Connecting with a higher force and actively building a supportive community suggests a broader and interconnected perspective on well-being. This theme implies a recognition that well-being is not solely an individual endeavor but is intertwined with broader spiritual and communal contexts.

Despite the limited literature specifically addressing spirituality in education, there is a growing awareness of the influence of a sense of community and purpose on mental health. This theme emphasizes the holistic nature of well-being, highlighting the interconnectedness of spiritual, communal, and individual dimensions. It underscores the potential benefits of fostering a supportive spiritual and communal environment within educational settings.

In-Class Well-being Practices. The emergent theme of "In-Class Wellbeing Practices" highlights the integration of well-being practices within the classroom setting. The inclusion of self-activities and the emphasis on "metime" reflect an understanding that external factors do not solely influence teacher well-being but are also intricately connected to in-class experiences.

This theme suggests that the well-being of educators is not only a product of external support systems but is also shaped by the dynamics and experiences within the classroom environment.

In-class well-being practices carry implications for pedagogy and curriculum design, emphasizing the interconnectedness of teaching practices and teacher well-being. The recognition of the importance of "me-time" implies a need for balance between professional and personal life, and this balance can be integrated into school policies and cultural norms. While literature addressing in-class well-being practices is limited, the theme aligns with broader discussions on the intersection of teaching practices and teacher wellbeing.

Educational Environment Enhancement. The emergent theme of "Educational Environment Enhancement" emphasizes the necessity of adopting a holistic approach to teacher well-being. This approach considers external support mechanisms and the daily experiences and practices within the educational environment. It underscores the potential influence of classroom dynamics on teacher well-being, recognizing that the overall educational setting plays a crucial role in shaping the experiences of educators.

The theme emphasizes systemic changes to enhance the educational environment for teachers. It aligns with the literature on organizational factors influencing teacher well-being (Collie et al., 2012). Educational environment enhancement implies a multifaceted approach involving various stakeholders. Policymakers and administrators are crucial in creating policies that support mental health, work-life balance, and professional development.

In summary, each emergent theme provides unique insights into factors influencing teacher well-being. The implications call for a comprehensive, multifaceted approach involving individual practices, organizational changes, and broader cultural shifts within educational institutions. The related literature provides a foundation for understanding and further exploring these themes in the context of teacher well-being.

Influence of Teacher Working Conditions on Mental Health

This section encapsulates the perceived influence of teacher working conditions on mental health, as expressed by Filipino educators through their

responses. Table 4 systematically categorizes these influences, presenting a structured and accessible overview of how Filipino educators in New York City schools perceive the effects of working conditions on their mental well-being.

Table 4

Influence of Teacher Working Conditions on Mental Health

No	Codes	Themes
1	Facilitating Continuous Growth Fostering Supportive Well-being Empowering through Training for Well-being	Empowering Support Systems
2	Enhancing Satisfaction, Longevity, and Well-being Boosting Curriculum-related Mental Well-being	Job Satisfaction and Wellbeing
3	Creating Teaching Tranquility Responsive Support for Mental Wellness	Teaching Tranquility
4	Technology's Positive Influence on Well-being	Technologically Well-equipped
5	Comprehensive Teaching Packages for Mental Well-being	Holistic Teaching Packages

Empowering Support Systems. The emergence of the theme "Empowering Support Systems" highlights administrators' active role in fostering an environment that supports continuous professional growth and prioritizes teachers' well-being through empowerment via training initiatives. This theme underscores the understanding that administrative practices significantly influence teachers' mental health.

The importance of administrative support aligns cohesively with existing literature emphasizing the critical role of leadership in influencing teacher well-being (Day & Gu, 2007). Research studies consistently demonstrate a positive association between supportive leadership and various indicators of teacher well-being, including job satisfaction and overall mental health (Skaalvik & Skaalvik, 2017).

Job Satisfaction and Well-being. The emergence of the theme "Job Satisfaction and Well-being" sheds light on the intricate relationship between job satisfaction, professional longevity, and the broader well-being of teachers. This theme suggests that a teaching environment characterized by satisfaction positively influences teachers' mental health and contributes significantly to their sustained commitment to the profession.

The identified link between job satisfaction and teacher well-being aligns seamlessly with existing research that emphasizes the impact of job satisfaction on retention within the teaching profession (Ingersoll & Strong, 2011). Moreover, the literature consistently underscores the pivotal role of a positive workplace in promoting and maintaining teachers' mental health (Skaalvik & Skaalvik, 2017).

Teaching Tranquility. The emergence of the theme "Teaching Tranquility" underscores the vital importance of cultivating a tranquil teaching environment and providing responsive support for teachers' mental wellness. This theme reflects an awareness that the teaching environment's physical and emotional aspects substantially influence teachers' mental health.

Institutions that prioritize the creation of tranquil teaching environments and offer responsive administrative support are actively contributing to the mental wellness of their teaching staff. A positive and stress-free atmosphere fosters teachers' mental health and well-being. This aligns with existing studies that highlight the critical role of workplace conditions in determining teacher satisfaction (Kyriacou, 2001).

Moreover, the emphasis on responsive administrative support resonates with literature recognizing the significance of addressing teacher needs for overall well-being (Skaalvik & Skaalvik, 2017). This theme underscores the importance of physical conditions and the emotional climate within educational

institutions in shaping teachers' mental health. It implies that institutions that proactively address both these aspects contribute positively to creating an environment that supports the mental wellness of their teaching staff.

Technologically Well-equipped. The emergence of the "Technologically well-equipped" theme underscores the positive influence of technology, including laptops, computers, smartboards, and website resources, on teacher well-being. This theme suggests that access to technological tools contributes significantly to a sense of preparedness and confidence among teachers, positively influencing their mental health.

Institutions that invest in providing teachers with adequate technological resources actively contribute to their teaching staff's overall wellbeing. The implication is that integrating technology into teaching practices not only enhances instructional methods but also plays a crucial role in positively influencing the mental health of educators. This aligns with existing research that emphasizes the pivotal role of digital tools in enhancing teaching effectiveness (Ertmer et al., 2012). Studies have demonstrated that technology integration can increase teacher confidence and job satisfaction, highlighting the broader impact of technological support on teacher well-being.

Holistic Teaching Packages. The emergence of the theme "Holistic Teaching Packages" signifies the positive influence of a comprehensive approach to teacher support, incorporating ready-made lesson plans, digital tools, and various resources, on mental well-being. This theme implies that a complete and well-rounded teaching experience contributes significantly to overall satisfaction and well-being.

Institutions that provide holistic teaching packages play a crucial role in contributing to the mental well-being of teachers by offering a comprehensive set of resources. The implication is that a structured and complete teaching experience positively influences teacher satisfaction and effectiveness. This aligns with existing literature that advocates for a holistic approach to teacher support (Guskey & Yoon, 2009). Studies have highlighted the positive impact of well-rounded support systems on teacher satisfaction and overall well-being, emphasizing the importance of a comprehensive approach in fostering a positive teaching environment.

Conclusion

Analyzing teacher working conditions, factors influencing mental health, and the influence of teacher working conditions on mental health collectively provides a rich and nuanced understanding of educators' experiences and well-being. The findings emphasize the need for a holistic understanding of educators' experiences, considering the intricate interplay between working conditions and their influence on well-being.
Recommendations for educational institutions include fostering supportive and empowering environments, prioritizing job satisfaction, incorporating stressreducing measures, ensuring access to technological resources, and providing comprehensive teaching packages. By addressing these aspects, institutions can contribute to a positive and conducive environment that enhances educators' mental health and overall well-being.

Statement of Conflicts of Interest and Ethical Considerations

The authors declare no conflicts of interest related to this study. The research was conducted in accordance with established ethical standards for studies involving human participants. Ethical approval was obtained from the Holy Name University Ethics Review Board prior to data collection. Permission and endorsement were secured from the appropriate authorities, and all participants were provided with a clear explanation of the study's purpose and procedures.

Participation was entirely voluntary, and informed consent was obtained from all respondents. Participants were informed of their right to withdraw from the study at any stage without penalty. No incentives or compensation were offered, and no known risks were associated with participation. Confidentiality and anonymity were strictly maintained, with all data handled securely and used solely for academic purposes. The study ensured respect for participants' rights, well-being, and dignity throughout the research process.

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