Research Article

State-facilitated development support: Precursor to higher education teachers' positive professional outlook

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ABSTRACT

This qualitative study examines the interplay between emotional resilience, job satisfaction, and occupational stress among college educators, focusing on how state-facilitated professional development programs impact these psychological dimensions. Using semi-structured interviews with 25 college teachers in the Biliran Province of the Philippines, the study highlights key themes regarding teachers' experiences and perspectives. While the study provides valuable insights, the sample size is relatively small and geographically limited, which may not fully capture the experiences of higher education teachers across the Philippines. To acknowledge this limitation, the discussion section explores potential biases and the need for broader studies. Findings indicate that state-supported initiatives play a crucial role in equipping educators with updated teaching strategies, fostering resilience, and enhancing job satisfaction. However, persistent stressors—such as time constraints, heavy workloads, and disparities in access to resources between urban and rural educators—remain critical challenges. To maximize effectiveness, professional development programs should be structured to address psychological well-being, mitigate stressors, and ensure equitable access across regions. These insights contribute to the discourse on strengthening teacher support systems and improving the overall quality of education.

Keywords: State-facilitated; Development Support; Higher Education; Teachers; Positive Professional Outlook

1. Introduction

Professional development programs are fundamental in enhancing teachers' emotional resilience, job satisfaction, and overall professional outlook. These initiatives, particularly those supported by the state, provide educators with structured training, essential resources, and collaborative opportunities to navigate professional challenges effectively. By addressing key stressors such as workload demands, resource limitations, and administrative responsibilities, these programs serve as a buffer against occupational stress and burnout.

Emotional resilience is critical in helping teachers adapt to challenges and maintain effective teaching strategies. Stress, identified as a physiological response to both internal and external pressures, can hinder instructional effectiveness when prolonged 3[1]. As Lange et al.[2] explain, emotional regulation plays a crucial role in how individuals perceive and react to stressful situations, underscoring the need for

interventions that promote teachers' psychological stability.

In addition to fostering resilience, professional development positively influences job satisfaction—a key aspect of teachers' psychological well-being. Beyond resilience, professional development has a direct impact on job satisfaction. Research shows that teachers who engage in well-structured training programs report higher motivation, a greater sense of accomplishment, and improved job performance[3]. As Sorensen and Ladd[4] suggest, teachers who feel supported are less likely to experience burnout and frustration, leading to higher job retention rates. Furthermore, opportunities for collaborative learning have been found to boost morale and professional confidence, ultimately benefiting both teachers and students[5].

However, occupational stress remains a critical challenge for educators, impacting their mental health and job performance. Persistent issues such as heavy workloads, limited time, and bureaucratic hurdles hinder teachers' ability to engage fully in their roles and professional development opportunities. These stressors contribute to diminished psychological well-being, often resulting in burnout. The findings align with Nwoko et al.[6], who highlight that professional development positively influences teacher job satisfaction and emotional resilience. However, this study extends prior research by emphasizing regional disparities in access to state support, particularly between urban and rural educators. Unlike McCallum et al.[7], who focused on general teacher well-being, this study provides a more targeted exploration of stressors related to professional development accessibility.

The interconnected dimensions of emotional resilience, job satisfaction, and occupational stress highlight the necessity for comprehensive support systems. This study builds on Fathi et al.'s[8] model of teacher emotional resilience, confirming that structured support systems mitigate occupational stress. However, it also suggests that beyond resilience training, tangible resource allocation (e.g., digital learning tools, scheduled professional development days) is equally crucial in sustaining teacher well-being. Burnout directly impacts educators' mental health, teaching effectiveness, and students' academic performance and social behavior[9-10]. By focusing on teachers' psychological well-being, professional development programs not only strengthen individual capabilities but also foster healthier educational environments. State-facilitated initiatives that address these psychological aspects empower educators to thrive, ensuring effective teaching and improved educational outcomes.

This study aims to examine the interplay between emotional resilience, job satisfaction, and occupational stress among educators, with a particular focus on the role of state-facilitated professional development programs. Analyzing these factors, the research seeks to offer insights into how teacher support systems can be strengthened to improve educators' well-being, performance, and ultimately, student success.

2. Literature

The teaching profession is often regarded as rewarding and fulfilling[11-12]. However, educators encounter numerous challenges and pressures that significantly impact their occupational wellbeing and their capacity to sustain a supportive learning environment for students[13-14]. Occupational wellbeing refers to achieving a balance between work and personal life, fostering health and satisfaction, and providing financial stability[15-16]. Despite its importance, maintaining this balance has become increasingly difficult for professionals in today's demanding work environments[17]. Teachers, in particular, experience higher stress levels compared to many other professions[18]. Since educators play a vital role in shaping students' futures[19] and their wellbeing influences the classroom environment[20], supporting their occupational wellbeing is crucial[21].

Research indicates that teachers globally are reporting heightened levels of occupational stress, burnout, and anxiety[22-24]. The intensification of work has resulted in increased workloads, negatively affecting teachers' morale and job satisfaction while disrupting their work-life balance [25]. Conversely, resilience has been shown to mitigate symptoms of burnout and psychological distress in teachers. Coping mechanisms such as social support, exercise, and meditation have been effective in maintaining teacher wellbeing[26]. Emotional resilience, in particular, plays a crucial role in helping teachers manage stress and navigate daily teaching challenges[27].

The role of emotional resilience extends to fostering positive teacher-student relationships and creating cooperative classroom environments[28]. It also enhances teachers' emotional wellbeing and professional satisfaction[29]. Teachers experiencing positive emotions report increased self-efficacy and overall wellbeing, while those struggling with negative emotions often display stronger intentions to leave the profession[30-32]. Stress resulting from difficulties in regulating emotions can hinder performance; however, training programs have been shown to help teachers improve emotional regulation skills[33-34].

In the Philippine context, teaching is considered one of the most stressful professions. Factors such as excessive workloads, teaching outside one's specialization, and lack of administrative support contribute to occupational stress[35-36]. Limited access to professional development—particularly in rural areas—exacerbates these stressors, creating disparities in teacher support and job satisfaction.

To address these challenges, teachers' rights must be upheld, including access to professional development opportunities, fair employment practices, and academic freedom[37]. These rights are essential in promoting health, independence, and the professional dignity of educators. Moreover, understanding these rights empowers teachers to advocate for themselves and their students during conflicts while ensuring they operate within a fair and equitable environment[38]. Strengthening teacher rights creates a foundation for improving their overall wellbeing and effectiveness.

Ultimately, supporting teacher wellbeing requires a multifaceted approach that addresses occupational stress, emotional resilience, and professional development. By fostering resilience and creating supportive environments, educators are better equipped to manage challenges and sustain their commitment to teaching. This comprehensive support enables teachers to contribute positively to student outcomes and enhances the overall quality of education.

3. Methodology

This study utilized an exploratory qualitative design to examine the perceptions and experiences of college teachers regarding state-facilitated professional development programs. Such a design allows for a deeper understanding of participants' perspectives and behaviors within their contextual realities.

3.1. Population and sampling

This study included 25 college teachers from the Biliran Province, selected through purposive sampling. While this sample provides valuable insights, it is limited in its ability to fully represent higher education teachers across the Philippines. Factors such as regional differences, institutional policies, and varying levels of state support may influence the generalizability of findings. Future research should consider a larger sample across multiple regions to strengthen applicability.

3.2. Instrument

Data collection involved one-on-one interviews guided by a semi-structured questionnaire. The questions were framed to align with the research objectives, enabling the collection of meaningful data to

address the study's aims[39]. As presented in **Table 1**, the interview questions explored key aspects of state-facilitated professional development, including effective strategies, barriers to participation, and perceived benefits. The framework captured broad perspectives, while follow-up questions provided deeper insights into how teachers apply state support in their classrooms and its influence on student engagement and learning outcomes.

Table 1. Interview guide questions.

Research Questions	Interview Guide Questions
What strategies do college teachers identify as effective for state-facilitated professional development?	1. What specific state-facilitated professional development programs have you participated in, and how effective did you find them? 2. In your opinion, what elements are crucial for a professional development program to be considered effective for science and mathematics teachers? 3. How do you think collaboration among educators during professional development sessions contributes to the effectiveness of these programs? 4. Can you share examples of strategies that you believe could be implemented at the state level to better support professional development for teachers in science and mathematics? 5. What barriers do you perceive in accessing or participating in state-facilitated professional development, and how could these be addressed?
How do college teachers perceive the role of state support in enhancing their teaching practices and overall effectiveness?	1. How would you describe the level of state support you receive in your role as a science or mathematics teacher? 2. In what ways has state support positively impacted your teaching practices or professional growth? 3. Can you provide an example of a specific state initiative or resource that has helped you improve your effectiveness as a teacher? 4. What challenges do you face in obtaining state support, and how do these challenges affect your teaching practices? 5. How do you envision the ideal state support system for science and mathematics teachers, and what specific features would it include to enhance your effectiveness?

3.3. Data gathering procedure

Participants were invited to participate in interviews at times convenient for them, ensuring an environment conducive to open and honest responses. Each session was recorded with participant consent to accurately capture their perspectives for analysis. Each interview lasted approximately 30 to 45 minutes. Data collection occurred over a three-month period, ensuring that responses accounted for any policy changes or environmental shifts affecting teachers' professional experiences. Specifying the time frame, this study considers external influences on emotional resilience, job satisfaction, and occupational stress.

3.4. Data analysis

Thematic analysis was employed to identify and interpret patterns or themes within the data. Reflexive thematic analysis was chosen due to its flexibility and capacity to provide nuanced insights into qualitative data[40]. This approach facilitated the extraction of significant themes related to the effectiveness, barriers, and perceived benefits of professional development programs.

3.5. Ethical considerations

Ethical principles were upheld throughout the study. Informed consent was obtained from all participants, and their identities were protected by using pseudonyms and securing all data on encrypted devices. Approval from the relevant ethics board was secured prior to data collection. Additionally, the study adhered to the ethical guidelines for qualitative research to ensure the well-being and rights of participants were respected[41].

4. Results

Research Objective 1: What strategies do college teachers identify as effective for state-facilitated professional development?

Question 1: What specific state-facilitated professional development programs have you participated in, and how effective did you find them?

1.1. Workshops and seminars efficiency

The respondents, college teachers (n = 20) emphasized that workshops and seminars provided up-to-date teaching methods and relevant strategies for effective classroom engagement.

> "The workshops I attended proved invaluable in providing me up-to-date teaching tools while keeping me abreast of scientific innovations."

> "Seminars provided the avenue to interact with peers and share teaching strategies that have significantly improved my classroom control and student participation.

1.2. Appropriateness of classroom-based training

Respondents (n=20) indicated that training pertinent to real issues in the classroom was helpful since they were able to apply their newly learned skills immediately in their classrooms. The in-class simulation and facilitator's feedback were most helpful.

> "Hands-on training that applies directly to classroom realities is very effective. The controlled environment in which we have the opportunity to practice what we learn helps us apply such strategies with confidence."

> "For classroom-centered programs, what really makes a difference is the practical focus. It is easy to immediately take these strategies into our routine teaching practices.".

Question 2: In your opinion, what elements are crucial for a professional development program to be considered effective for science and mathematics teachers?

2.1. Relevance and practical application

Many teachers (n = 15) had it that the content be linked to current scientific research or teaching practice. For them, it was best to have programs that find application in real life and, more importantly, applications that make sense for immediate use in the classroom.

> "Some professional development should bring relevant and applied content to the table; then whatever we learn must be applied directly in teaching."

> "More practical programs, linking to practice, would help absorb new strategies. For subject matters like science and maths, hands-on is highly necessary."

2.2. Interactivity and hands-on approach

All Teachers (n=25) preferred active classes, saying that on-hands activities would allow one to keep and apply the learning skills. Peer teaching activities and interactive modules were "necessities" in deeper learning.

> "Practical experiences and hands-on activities contribute immensely to effective learning outcomes. When I am participating, I actually remember better

and apply strategies better, so it would be pretty beneficial for an individual, whether it be in life or in other subjects like school."

"People can easily understand new methods by just observing and experiencing peer-to-peer practices during the sessions."

Question 3: How do you think collaboration among educators during professional development sessions contributes to the effectiveness of these programs?

3.1. Learners from learners

Most respondents (n = 20) emphasized that learning is more effective, especially when it is done among learners. Sharing experiences in class with the different perspectives is going to create a friendly atmosphere to where teachers can learn from success and failure.

"The reasons I like collaborating with fellow educators is that we will expose ourselves to various ways of teaching. Learning from people who face similar problems and experiences is very insightful."

"Peer interaction enriches the experience. We get to discuss what works in different classrooms, which adds depth to our professional growth."

3.2. Network building and support systems

Professional development sessions were found valuable for teachers (n = 20) because they provided a network of supportive peers who could be consulted and advised on even after the formal sessions were over. This is the network that becomes a long-lasting support system in return for ideas.

"Creating a network during these sessions means we have ongoing support. It's a huge benefit especially when we face new challenges in teaching. "

"Collaboration with peers builds long-term relationships. These networks give us the resources and the advice at the exact time we need it most."

Question 4: Can you share examples of strategies that you believe could be implemented at the state level to better support professional development for teachers in science and mathematics?

4.1. Sufficient funding for continuous professional learning

Teachers (n = 15) suggested that increasing financial support for professional development, including stipends for teachers attending training, would enhance accessibility.

"If the state provided more financial incentives, we could attend many more professional development programs without worrying about costs."

"Funding continuous learning is important. When stipends are given to stipend professional development, then we can attend without taking money from our pockets."

4.2. Dedicated time for professional development

The respondents (n = 20) believe that the state should identify dedicated professional development days in the academic calendar. This would remove the problem of time clashes with teaching responsibilities and encourage more participation.

"Dedicated professional development days ensure that all the teachers have the time and are not impacted by other regular duty commitments."

"When we have these specific days, it has allowed us to focus without feeling
rushed or worried about our classroom responsibilities."

Question 5: What barriers do you perceive in accessing or participating in state-facilitated professional development, and how could these be addressed?

5.1. Time constraint and workload overload

Teachers (n=20) they pointed out that time and workload pressures greatly limited attending the professional development sessions. They suggested holding sessions during breaks or half-day format.

"It's really tough to find some time for professional development since so many
things are piling on our heads. Scheduling it during the breaks can really help
much."

"Workload is a big challenge. Half-day sessions or weekend workshops would
make it easier for many of us to participate."

5.2. Limited program availability in rural areas

Teachers (n=20) living in rural areas have noticed that the professional development programs are not accessible to them in sufficient measures. They commented that distance learning be widened through the online platform so that all professionals across the length and breadth of the country be able to take benefit.

"Teachers teaching in rural settings face a peculiar challenge when it comes to
professional development. Online opportunities may bridge this gap.

"Online training would be leveled for all, regardless of location."

Research Objective 2: How do college teachers perceive the role of state support in enhancing their teaching practices and overall effectiveness?

Question 6. How would you describe the level of state support you receive in your role as a science or mathematics teacher?

6.1. Access to resources

Teachers (n = 20) highlighted considerable differences in access to resources between different locations and institutes. In urban areas, the teachers would be supported more; however, most of the teachers in the rural regions would not be fully supported due to the lack of resources.

"Well, the level of support we get from the state depends on where we teach.
The city schools have more at their disposal, while we in rural areas sometimes miss
out.

"I think it is quite evident that the state support does vary. I have colleagues in
other institutions getting more tools, so we are not at par."

6.2. Appreciation for technology and learning materials

Respondents (n=15) appreciated the state for providing science and math education technology and relevant materials. According to them, the said help is a basis for the facilitation of more engaging and effective learning spaces.

"It really is a big help when it comes to state support in the form of technology.
For instance, simulations really make science lessons more interesting for students."

> "I appreciate the resources available. They make elaborate concepts lively and allow us to teach them in ways far more interesting for our students."

Question 7. In what ways has state support positively impacted your teaching practices or professional growth?

7.1. Enhanced instructional approaches

Some teacher (n=15) reported that state funded professional development activities have opened their eyes to fresh instructional approaches. This has enabled them to reach different types of learners in their classes better.

> "The most positive aspect of these state-funded professional developments is that they expose people to new methods. They have assisted me in communicating with varied types of learners in the class."

> "State-funded programs have shown us ways to engage our students more effectively. That, I am sure, I could clearly observe the positive development of my teaching.

7.2. Greater satisfaction and confidence

Respondents (n=15) indicated that state funding boosted their self-esteem and job satisfaction. When participants feel that their growth is appreciated, they feel compelled to continue growing as professionals.

> "Knowing that the state is investing in us gives me confidence that my work makes a difference, which motivates me to perform better."

> "I feel confident for the future knowing that the state supports our efforts by investing in us."

Question 8. Can you provide an example of a specific state initiative or resource that has helped you improve your effectiveness as a teacher?

8.1. Government-sponsored workshops and conferences

Teachers (n=25) reported government-sponsored workshops and conferences as worthwhile. These enable them to acquire modern techniques from specialists in the field and carry these lessons into their classrooms.

> "But being able to attend government-sponsored workshops has really been a big help. Ideas and strategies we take back are things I take right back to my classroom."

> "State-sponsored workshops make a difference. They give us access to the latest techniques, which we can then pass on to our students."

8.2. Access to educational software and resources

Respondents (n=15) noted that the provision of educational software by the state greatly enhanced their teaching, particularly in the STEM subjects. The programs, such as interactive labs, allow students to visualize and interact with concepts.

> "State-provided software like virtual labs really make science and math much more accessible and much more engaging to my students."

"Having access to it is just a game changer. Especially with subjects like science, it helps to be able to see things in action."

Question 9. What challenges do you face in obtaining state support, and how do these challenges affect your teaching practices?

9.1. Bureaucratic delay and paperwork

Teachers (n=15) were more likely to say that bureaucratic processes become a barrier to the access of state resources. Long hours for approval processes delay tools at their most needed times.

"It's frustrating when we have to wait so long for approvals. By the time the resources arrive, they're often less relevant to what we're currently teaching."

"The volume of paperwork required is overwhelming. If the process were faster it would make all the difference in our classrooms."

9.2. Budget Constraints and Resource Limitations

Some instructors (n=20) indicated that limited state budgets assure that not all schools are fully provided with resources. Such budgetary inadequacies limit their ability to provide quality education reliably.

"We lose a great tool sometimes because of the budget. It is such a pity that the schools are not treated equally when supporting them."

"The budget constraint makes us work on whatever we can manage, and it is not very engaging for our students when we cannot apply everything we would like to in the practical applications, especially with subject matter such as science and math."

Question 10. How do you envision the ideal state support system for science and mathematics teachers, and what specific features would it include to enhance your effectiveness?

10.1. Flexible and customized professional development

There is a support structure that would be able to allow teachers (n=15) a menu of various professional development opportunities, based upon the specific learning needs, which would help teachers better meet the unique classroom challenges in their classrooms.

"It would be an ideal system if we could choose sessions that target our individual goals rather than this one-size-fits-all approach."

"Flexibility in professional development would allow us to target the needs we see in our classrooms, making the training much more practical."

10. 2. Sustained funding and access to quality resources

Teachers (n=15) noted that there was a need for more focus on sustained funding that would ensure continued access to refreshed teaching tools and quality STEM resources. This would yet improve the impact of teaching further.

"Reliable funding would mean that we're not going to lose our resources. It allows us to continually grow and become better educators."

"Consistent access to quality resources and funding makes it easier to introduce innovative teaching methods into the classroom, especially in science and math."

10.3. Enhancing student and faculty recruitment

Teachers (n=10) recommended that the ideal system should entail less bureaucratic delays, preferably a smoothed application process so they have time to utilize the resources more quickly and less administrative hassle.

> "If applying for state support was faster and easier, we'd have more time and energy to focus on teaching rather than paperwork."

> "It would mean resources came to us when needed and, therefore, enhanced our responses to the classroom needs in real time, said one respondent."

10.4. Peer networks and mentor ship opportunities

For some participants (n=20), there was potentiality in the ideal system of peer networks and mentor ship opportunities as developed under the current system. They argue that these provide continuous advice and create a community of support.

> "A network where we can exchange ideas with other science and math teachers would be so helpful. Mentor ship opportunities would also make it easier to learn from experienced teachers."

> "It would give us mentors and a peer community for access to resources and insights that we might not get ourselves, helping in our growing process continuously."

5. Discussion

The results of this study reveal the significant psychological factors of emotional resilience, job satisfaction, and occupational stress among college educators. These elements notably influence their professional experiences and responses to state-supported professional development programs.

Participants highlighted the importance of emotional resilience in overcoming the difficulties inherent in the teaching profession. State-provided workshops and seminars were identified as crucial for enhancing resilience, as they equipped teachers with up-to-date strategies and resources. Practical training and classroom-based programs further strengthened teachers' confidence in applying new methods effectively, demonstrating that resilience is closely tied to practical support systems. Additionally, collaborative activities during professional development sessions facilitated peer learning and the formation of support networks, which are essential for boosting resilience. Teachers are encouraged to shift from focusing on rote memorization to creating environments that promote active engagement, problem-solving, and practical application. Techniques such as project-based learning, collaborative activities, and open-ended questioning can encourage higher-order thinking[42]. However, the same methods of higher-order thinking may not always be effective in all contexts. It is vital to consider cultural backgrounds and educational contexts[43]. These findings stress the importance of incorporating emotional resilience-building components into state-supported professional development programs.

It is recognized that teachers and their quality are vital to the learning process and student outcomes[44]. The study found that access to relevant and practical professional development programs significantly improved teachers' job satisfaction. Teachers reported feeling accomplished and supported when workshops addressed real classroom challenges and offered immediate applications, fostering a sense of purpose and professional fulfillment. Additionally, opportunities for collaboration and the creation of peer networks during professional development sessions were emphasized as factors contributing to job satisfaction. Job

satisfaction is identified as a key predictor of turnover[45]. The study also showed that state-provided resources, such as educational technology and financial support, improved instructional methods and strengthened teachers' confidence, reinforcing their sense of recognition and value in their roles.

Despite the advantages of professional development programs, the study pointed out ongoing stressors that affect teachers' psychological health. Teachers frequently face high levels of stress in their work but are equipped with effective coping mechanisms to manage it[46]. Time constraints and heavy workloads were commonly mentioned as obstacles to participation, reducing the effectiveness of these programs. Respondents from rural areas also noted challenges in accessing resources, indicating disparities in state support. However, participants proposed practical solutions, such as dedicating specific days for professional development and offering online training, to alleviate these stressors. Addressing these barriers is critical for reducing burnout and creating a supportive environment that prioritizes teachers' mental health and work-life balance.

The connection between emotional resilience, job satisfaction, and occupational stress was evident in the findings. Teachers who displayed greater emotional resilience and job satisfaction reported lower levels of occupational stress, demonstrating the interdependent nature of these factors. State-supported programs that focus on psychological well-being not only help teachers manage stress but also create a positive ripple effect, improving their job satisfaction and professional growth. Despite the challenges they encounter, teachers and school administrators are expected to deliver the highest quality of education, which has led to significant pressure, anxiety, and stress for both teachers and students, as well as parents[47].

To strengthen the impact of professional development programs, there must be a deliberate effort from policymakers to create flexible, accessible, and needs-based training. This ensures that educators, regardless of their location, receive adequate support. Moreover, integrating psychological resilience training alongside material resource provision can create a more holistic approach to teacher well-being. Only through such structured and sustained efforts can educators achieve long-term job satisfaction, lower occupational stress, and ultimately foster more effective and resilient learning environments.

6. Conclusion

The findings of this study underscore the crucial role of state-facilitated professional development programs in fostering emotional resilience, job satisfaction, and mitigating occupational stress among college educators. However, due to the limited sample size of 25 teachers from the Bicol region, findings should be interpreted with caution, as they may not fully represent the experiences of higher education teachers across the Philippines. Participants emphasized the need for programs that provide practical, relevant, and engaging content, coupled with opportunities for collaboration and peer support. While state-facilitated programs contribute to improved teaching effectiveness and resilience, barriers such as time constraints, bureaucratic inefficiencies, and funding limitations hinder full participation. To address the identified disparities between urban and rural teachers, this study suggests that future research adopt a larger, more diverse sample covering multiple regions. Additionally, expanding the research design to include mixed-method approaches—incorporating both qualitative insights and quantitative data—would enhance the study's generalizability and depth of analysis. Prioritizing psychological well-being, targeted resource allocation, and equitable access to professional development programs, state-supported initiatives can empower educators to thrive, leading to enhanced teaching effectiveness, improved student outcomes, and a more sustainable educational environment.

Conflict of interest

The authors declare no conflict of interest.

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