

Original Article

Well-Being, Resilience, and Job Satisfaction Among Nurse Educators of Selected Universities and Colleges

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Abstract. Nurse educators play a vital role in higher education, yet limited research has examined how well-being and resilience influence their job satisfaction, creating a gap in understanding key factors that support professional sustainability. This study aimed to assess levels of well-being, resilience, and job satisfaction among nurse educators, to determine relationships among these variables and selected demographic factors, and to identify predictors of job satisfaction. Using a descriptive-correlational design, data were collected from 174 nurse educators in selected universities and colleges. Well-being, resilience, and job satisfaction were analyzed alongside selected demographic characteristics using statistical tools such as Pearson's r correlation and Regression analysis. Findings showed that most nurse educators were aged 30-39 years, female, earned 24,060-48,120 pesos per month, were master's graduates, had less than 5 years of experience, and were employed full-time. Overall, respondents reported positive well-being, normal resilience, and job satisfaction. Significant relationships were found between: highest educational attainment and length of service with well-being; age and highest educational attainment with resilience; sex and length of service with job satisfaction; and among the three main variables of this study. Regression analysis showed that well-being and resilience can predict 34.3% of the variance in job satisfaction. This study concludes that well-being and resilience are key predictors of job satisfaction among nurse educators. Nine (9) focus areas were identified: stress management; continuing professional development; team-building; equitable employment; gender and development; streamlined processes; reward and recognition; and immersive leadership, which together provide a framework for enhancing nurse educator outcomes.

Keywords: *Higher education; Job satisfaction; Nurse educators; Resilience; Well-being.*

Nurse educators play a crucial role in shaping the future nurses of tomorrow, instilling both competence and compassion; however, little is known about the interplay among their well-being, resilience, and job satisfaction, given their unique demographic profile. The World Health Organization (2023) describes well-being as a positive state people experience, influenced by social, economic, and environmental factors. It involves maintaining a quality of life by effectively managing stress and having a work-life balance. While resilience is the capacity to successfully adjust to difficult situations (American Psychological Association, n.d). This includes using coping strategies, leveraging interpersonal support, and maintaining a positive outlook in difficult situations. Meanwhile, Job satisfaction is a favorable state that arises when a person evaluates their work

experience (Montuori et al., 2022). With these definitions in mind, it is important to consider these constructs when crafting workplace strategies, as failure to do so may negatively affect institutional outcomes. The importance of well-being is increasingly recognized as a critical factor in employee productivity and retention (Gupta et al., 2024). When supported by resilience, well-being can be a strong determinant of job satisfaction, as higher levels of well-being and resilience may lead to better performance and a reduced risk of burnout. In the higher education sector, nurse educators are essential in sustaining the quality of nursing education. They influence not only the academic and clinical competence of their students, but also the potential long-term effect on the nursing workforce. The pressures associated with the teaching profession have heightened the importance of examining faculty well-being, resilience, and employee satisfaction, as these are recognized as central to employees' effectiveness and retention.

Studies show that nurses generally report positive well-being, moderate resilience, and job satisfaction (Sy et al., 2023; Lumayag & Bacarisas, 2024; Yahyaei et al., 2025). This indicates that, generally, nurses are resilient and see the positive aspects of life despite the challenges of their profession. The study by Gojar (2024) also showed that academic settings influence faculty well-being. However, the ongoing shortage of nursing faculty places substantial strain on higher education's manpower (Antig et al., 2024). Hence, it is important to address sustaining well-being, resilience, and job satisfaction to maintain and enhance the effectiveness of nursing faculty. Previous studies have demonstrated significant relationships between demographic characteristics and well-being, indicating that older individuals tend to report higher levels of well-being (Garcia, 2020; Kim et al., 2020; Wilson et al., 2020; Solmi et al., 2021; and Cuizon & Lorenzo, 2022), while income positively influences it (Hukom & Madrigal, 2020; Thomson et al., 2022; and Villarino, 2023). Sex has also been identified as a contributing factor (Garcia, 2020; Yalcin-Siedentopf et al., 2020; Moleño & Doromal, 2024), although findings regarding educational attainment remain inconsistent, with some studies reporting a negative correlation with well-being (Cuizon & Lorenzo, 2022). In terms of resilience, prior research suggests that it is associated with demographic variables (Garcia, 2020; Hukom & Madrigal, 2020; Yalcin-Siedentopf et al., 2020; Shen, 2024; and Weitzel et al., 2022), highlighting that both individual and contextual factors shape resilience. Similarly, job satisfaction has been linked to demographic characteristics (Akbari et al., 2020; Kume, 2020; Oducado et al., 2021; Solomon, 2021; Bulilan, 2023; Khahro et al., 2023; and Anam & Khaliq, 2024), with evidence generally showing that it increases with income and length of service, although results related to age and sex remain inconclusive. Furthermore, existing literature has established significant interrelationships among well-being, resilience, and job satisfaction (Calaguas, 2020; Albano, 2021; Dreer, 2021; Alave & Temelo, 2022; Labrado et al., 2022; Ren et al., 2022; Delos Santos, 2023; and Ibrahim & Hussein, 2024). These findings support the theoretical assumption that well-being and resilience act as protective factors, enhancing job satisfaction and overall work engagement.

As a nurse educator, the researcher has firsthand experience with the challenges and demands of the academe. This includes spending long hours preparing lectures, even during unpaid hours and rest days, in order to ensure that discussions proceed smoothly - an effort that requires both resilience and a strong sense of well-being. However, the researcher has also seen how the growing pressure of the profession can take a toll on nurse educators, leading to burnout, disengagement, and even questioning one's commitment to the field. In the Philippines, where many nurses seek opportunities overseas for better prospects, there is a resulting shortage of nurses in both academic and clinical settings. Therefore, issues related to well-being and resilience must be addressed to support nurse educators who choose to remain in the country and continue shaping future nurses. Addressing these concerns may also help prevent the further deterioration of the nurse-to-patient ratio and mitigate the ongoing issue of "brain drain".

This study is driven by the need to understand the levels of well-being, resilience, and job satisfaction, as well as other factors, such as demographic profiles, that may affect them. Specifically, it aims to: (1) describe the profile of the respondents in terms of age, sex, monthly income, highest educational attainment, length of service, and type of employment; (2) determine the levels of well-being, resilience, and job satisfaction among nurse educators; (3) test the significant relationships between the respondents' demographic profile and their well-being, resilience, and job satisfaction; and (4) analyze the relationships among well-being, resilience, and job satisfaction. The findings of this study are expected to contribute to the development of strategies and interventions that can enhance the well-being, resilience, and job satisfaction of nurse educators, with significant implications for delivering high-quality education for future nurses.

This study is anchored on the Conservation of Resources (COR) Theory and Self-Determination Theory (SDT).

COR Theory explains that individuals strive to acquire, protect, and maintain personal (e.g., skills and self-esteem), social (e.g., support systems), and structural (e.g., financial and institutional resources) resources to cope with stress and promote well-being. Resource loss may lead to stress and burnout, while resource gain enhances well-being and resilience (TheoryHub, n.d.). In this context, nurse educators sustain these resources to manage workplace demands and maintain psychological well-being. SDT posits that well-being and motivation are enhanced when the needs for autonomy, competence, and relatedness are fulfilled (Cherry, 2024). When these needs are met, individuals experience higher motivation, well-being, and job satisfaction; when unmet, these outcomes decline. Together, both theories suggest that strengthening resources and fulfilling basic psychological needs enhance nurse educators' well-being, resilience, and job satisfaction, while deficiencies may reduce motivation and lead to poorer outcomes. The study was conceptualized to examine the role of well-being and resilience in job satisfaction. Well-being and resilience were treated as independent variables, while demographic factors served as moderating variables, and job satisfaction as the dependent variable. This study assumes that the level of well-being and resilience of nurse educators influences job satisfaction.

Methodology

Research Design

This study employed a descriptive-correlational design to examine the well-being, resilience, and job satisfaction among nurse educators of selected universities and colleges. This approach enables the researcher to describe a population, situation, or phenomenon and to identify the relationship between two variables without controlling for them.

Participants and Sampling Technique

The researcher conducted the study at selected higher education institutions in Camarines Sur, with nurse educators as respondents and a target population of 315. Using the Raosoft calculation with a confidence interval of 95%, a margin of error of 5%, and a response distribution of 50%, the researcher had a sample size of 174. The researcher used purposive stratified sampling, dividing respondents into strata based on the number of nurse educators per institution. Respondents were then selected based on the given criteria. To preserve data privacy, these institutions have been coded HEI1-HEI5. The following were the sample sizes per institution: HEI1 (90), HEI2 (29), HEI3 (22), HEI4 (15), HEI5 (18). The inclusion criteria includes: (1) Filipino nurse educators in higher education settings offering nursing programs, whether in government or private universities and colleges; (2) may be full-time or part-time nurse educators; (3) aged 20 to 59 years; (4) those who may hold leadership positions but have a teaching load; (5) those willing to provide informed consent and take part in the study; and (6) those with internet access. Furthermore, the following exclusion criteria were observed: (1) Nurse educators without teaching load, (2) Non-teaching staff and administrative personnel.

Research Instrument

A questionnaire was the main tool for gathering data, adopting well-reliable and validated research instruments. The first part of the questionnaire elicited respondents' demographic profile. Specifically, it gathered information on age, sex, monthly income, highest educational attainment, length of service, and type of employment. The second part measured well-being using the WHO-5 Well-being Index. WHO-5 is an open-access, 6-point Likert scale that measures an individual's current mental well-being (WHO, 2024). It has an internal consistency of 0.81-0.90 (Cronbach's alpha; Lara-Cabrera et al., 2022) and good test-retest reliability (Schougaard et al., 2022). It has been validated in multiple languages, including Filipino, and shows consistent reliability across diverse populations (Carrozzino et al., 2022). Furthermore, in the study by Gallemmit et al. (2024), this tool was validated as psychometrically sound for measuring Filipinos' well-being. The third part measured the level of assessment of resilience using the Brief Resilience Scale (BRS). BRS is an open-access, easy-to-use assessment tool that enables individuals to evaluate their resilience. It has an internal consistency of 0.80 to 0.91, as measured by Cronbach's alpha. BRS has been widely used worldwide, with more than 3100 citations as of 2024, and has been translated into various languages. This tool has also been used in the Philippines. An example of this was the study by Pangngay (2024), which used it to measure resilience among college students. In the study by Sanchez et al. (2021) in the Philippine setting, BRS showed internal reliability of 0.87-0.90. The fourth part measured the level of assessment on job satisfaction using the Job Satisfaction Survey (JSS). JSS is a widely used scale that measures employees' job satisfaction (Spector, 2023). It measures nine (9) facets of job satisfaction, namely: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication. It has been widely translated, including into Filipino in 2013 and Tagalog in 2022. Furthermore, multiple studies in the Philippines have used this tool to measure work satisfaction. Sapar & Oducado (2021)

reported internal consistency of 0.91 and test-retest reliability of 0.71. The study used these well-established, reliable, and validated questionnaires without any modifications. Using these standardized instruments ensures methodological rigor, as their psychometric qualities have already been demonstrated in prior empirical studies, both international and local.

Data Gathering Procedure

Formal letters requesting to conduct the study were submitted to the respective university and college administrators at the selected institutions. Approval from these authorities was obtained prior to the commencement of the data gathering to ensure proper ethical clearance and institutional compliance. Upon approval, the researcher administered the questionnaire via Google Forms. The first section of the online questionnaire contained the informed consent. This section consists of the title of the study, the researcher's information and affiliation, the brief background of the study, the purpose of the study, eligibility, procedures, estimated duration, voluntary participation, risks, possible benefits, confidentiality, use of data, and whom to contact. The consent form also contains options for the respondents. It includes a "Yes, I agree to participate" option if they choose to, and a "No, I do not agree to participate" option if they choose not to. Data collection was conducted from June to October 2026 until the required number of respondents was reached.

Data Analysis Procedure

The researcher used several statistical tools to treat the gathered data. The responses have been classified and tabulated systematically according to the different variables included in the study. For the respondents' profiles, the researcher used frequency, percentage, and counts by total score to obtain the distribution of respondents by profile. For the level of assessment on well-being, resilience, and job satisfaction, the researcher utilized frequency, percentage, counts by total score, mean, and standard deviation. For well-being, the respondents' answers were calculated by totaling the scores for each of the five questions. To get a percentage score, the raw score is multiplied by four. The following scale was used in interpreting well-being (Topp et al., 2015): 51 - 100% (positive well-being), 29 - 50% (low well-being), and 0 - 28% (poor well-being). Furthermore, to derive understanding from each WHO-5 statement, the researcher utilized the following scale: 0-0.83 (at no time), 0.84-1.66 (some of the time), 1.67-2.49 (less than half of the time), 2.50-3.32 (more than half of the time), 3.33-4.15 (most of the time), and 4.16-5 (all the time). For resilience, the following scale was used: 4.31-5.00 (high resilience), 3.00-4.30 (normal resilience), and 1.00-2.99 (low resilience). To derive understanding from each BRS statement, the researcher utilized the following scale: 1.00-1.80 (strongly disagree), 1.81-2.60 (disagree), 2.61-3.40 (neutral), 3.41-4.20 (agree), and 4.21-5.00 (strongly agree). For job satisfaction, the following scales were used: 1-1.83 (disagree very much), 1.84-2.6 (disagree moderately), 2.67-3.49 (disagree slightly), 3.5-4.32 (agree slightly), 4.33-5.15 (agree moderately), 5.16-6 (agree very much). Job satisfaction score (sum): 36 - 108 (dissatisfied), 109 - 143 (ambivalent), and 144 - 216 (satisfied). Job satisfaction score (facet): 4-12 (dissatisfied), 13-15 (ambivalent), and 16-24 (satisfied). Job satisfaction (overall): 36 - 108 (dissatisfied), 109 - 143 (ambivalent), and 144 - 216 (satisfied).

For the correlation, the chi-square test of independence was used to assess the relationship between respondents' profiles and well-being, resilience, and job satisfaction. Furthermore, to tabulate the distribution frequency and counts by total score was used. For the relationships among nurse educators' assessment of their well-being. Resilience and job satisfaction, the research utilized Pearson's *r* correlation, while to get their predictive relationship, linear regression was used. Assumption checks were conducted to determine the appropriateness of the statistical analyses. The Shapiro-Wilk test indicated a statistically significant deviation from normality ($p = 0.020$); however, this was considered minimal given the large sample size ($n = 174$) and the robustness of parametric tests. Independence of errors was confirmed using the Durbin-Watson test ($DW = 2.02$), indicating no autocorrelation. Multicollinearity was also not a concern, as evidenced by a low Variance Inflation Factor ($VIF = 1.13$) and a high tolerance value (0.884), both within acceptable thresholds. Taken together, these results suggest that the assumptions for regression analysis were adequately satisfied. Therefore, parametric statistical methods, including Pearson's *r* correlation and linear regression, were deemed appropriate for the analysis.

Ethical Considerations

In conducting this study, the researcher observed key ethical safeguards. Respect for persons was ensured through informed consent, where respondents were fully informed about the study's purpose, procedures, and benefits. Participation was voluntary, with the option to withdraw at any time without penalty and to skip any uncomfortable questions. Beneficence and non-maleficence were upheld by minimizing risks through the use of standardized, widely validated, and objective instruments that reduce the likelihood of emotional discomfort.

Justice was ensured through fair and equitable selection of respondents based on clear inclusion and exclusion criteria, giving all eligible nurse educators equal opportunity to participate. Confidentiality and anonymity were strictly maintained, as respondents were not required to provide identifying information. Institutional tracking was done through coding to protect identities. Ethical clearance was obtained from the institutional ethics committee, and the study was conducted in accordance with its recommendations. Finally, strict data protection measures were implemented. Digital data was stored in encrypted devices, while physical documents were securely kept. After the required retention period, all data were permanently deleted or destroyed. These safeguards ensured that the study was conducted ethically, responsibly, and with full respect for participants' rights and dignity.

Results and Discussion

Profile of the Respondents

Age

As shown in Table 1, most nurse educators are in the 30-39 age range, indicating that the teaching workforce in nursing programs is predominantly composed of young-to-middle-aged professionals. This aligns with the study by Maravillas & Mallorca (2025), which found that most respondents were in the young adult age group. The result may be partly explained by prevailing hiring and qualification standards, particularly those aligned with the CHED requirements, which generally require faculty members to hold at least a master's degree and possess relevant clinical experience prior to their appointment. The concentration of nurse educators in this age bracket suggests that many are likely in their early academic careers while simultaneously transitioning from clinical practice to academic roles. This stage is often characterized by career adjustment and professional development demands that may influence well-being, resilience, and job satisfaction. Given this demographic profile, it is crucial for higher education institutions to design interventions and strategies that are responsive to early-career nurse educators. Strategies focused on mentoring, professional development, workload management, and psychological support may be beneficial for strengthening their well-being and resilience, thereby enhancing their job satisfaction in the academe.

Sex

Table 1 shows that almost three-fourths of the respondents were females, indicating a strong female predominance among nurse educators in selected institutions. This aligns with the studies of Hilario et al. (2024) and Maravillas & Mallorca (2025), which found that 70% of their respondents were female nurse educators. This aligns with current dynamics, in which the nursing profession remains dominated by women. Moreover, existing studies have shown significant relationships when grouped by sex, such as those reported by Yalcin-Siedentopf et al. (2020), Garcia et al. (2020), and Moleño and Doromal (2024), which have established associations between sex and well-being, indicating that sex may play a role in shaping variations in well-being resilience and job satisfaction among nurse educators. Given this context, the predominance of female respondents provides a relevant basis for further examining how sex-related differences may contribute to understanding nurse educators' well-being, resilience, and job satisfaction, thereby informing more targeted and inclusive institutional interventions.

Monthly Income

Table 1 shows that most respondents earn between 24,060 and 48,120 pesos per month, indicating that the majority of nurse educators fall within the lower to mid-income bracket in the Philippine academic nursing workforce. This finding is consistent with reported compensation levels for clinical instructors in the country, with average monthly salaries approximating 37,069 pesos (Indeed, n.d.), suggesting alignment between the study's respondents and prevailing national salary structures for similar positions. Existing literature further highlights the relevance of income in shaping key psychological and occupational outcomes. Studies by Burks (n.d.), Hukom and Madrigal (2020), Thomson et al. (2022), Villarino et al. (2023), Tugade and Arcinas (2023), and Anam and Khaliq (2024) have consistently reported significant associations between monthly income and variables such as well-being, resilience, and job satisfaction. These findings suggest that financial compensation may influence how individuals perceive their work environment, cope with stress, and evaluate their overall professional satisfaction. Given this context, understanding the income profile of nurse educators is essential, as it provides insight into how economic factors may contribute to variations in well-being, resilience, and job satisfaction. Such knowledge may inform institutional and policy-level interventions to improve compensation structures and enhance the overall welfare of nurse educators.

Table 1. *Distribution of Respondents According to Profile*

Characteristics	Frequency	Percentage
Age		
20-29	11	6.30%
30-39	87	50.00%
40-49	30	17.20%
50-59	46	26.40%
Sex		
Female	123	70.70%
Male	51	29.30%
Monthly Income		
Below 24,060 pesos	6	3.40%
24,060 – 48,120 pesos	94	54.00%
48,120 – 84,210 pesos	55	31.60%
84,210 – 144,360 pesos	15	8.60%
Above 144,360 pesos	4	2.30%
Highest Educational Attainment		
College Graduate	6	3.40%
Master's Degree with units	51	29.30%
Masters Graduate	86	49.40%
Doctorate Degree with units	23	13.20%
Doctorate Graduate	8	4.60%
Length of Service		
0-4.99	115	66.10%
5-9.99	31	17.80%
10-14.99	12	6.90%
15-19.99	4	2.30%
More than 20	12	6.90%
Type of Employment		
Full-time Faculty	100	57.50%
Part-time Faculty	74	42.50%
Total	174	100.00%

Highest Educational Attainment

The data revealed that nearly half of the nurse educators held master's degrees, indicating that a substantial proportion of respondents met the minimum academic qualification required by the Commission on Higher Education (CHED) for college instructors. This requirement generally stipulates that faculty members in higher education institutions should possess at least a master's degree, a standard that aligns with the findings of Maravillas and Mallorca (2025), who similarly reported that most nurse educator respondents held graduate-level qualifications. This level of educational attainment reflects the professionalization of nurse educators in higher education institutions and underscores their preparedness for academic and clinical instruction roles. Furthermore, previous studies have highlighted the relevance of educational attainment in relation to key work-related outcomes. Solomon et al. (2021) and Cuizon and Lorenzo (2022) reported significant associations between educational attainment and variables such as job satisfaction, well-being, and resilience, suggesting that higher educational qualifications may influence how individuals perceive and cope with their professional responsibilities. Given these findings, examining the role of educational attainment is important in understanding variations in nurse educators' well-being, resilience, and job satisfaction. This insight may serve as a basis for developing targeted academic and professional development strategies to enhance job satisfaction and strengthen workforce sustainability in higher education institutions.

Length of Service

Data in Table 1 revealed that more than half of the nurse educators have less than five years of teaching experience, indicating that the workforce is largely composed of early-career faculty members. This finding is consistent with the study of Maravillas and Mallorca (2025), which similarly reported a predominance of respondents with relatively short lengths of service. The result suggests a workforce that is still in the early stages of professional socialization in the academic environment, as individuals adapt from clinical practice to teaching roles. This profile has important implications, as prior studies have identified length of service as a factor associated with key work-related outcomes. Research by Kim et al. (2020), Kume (2020), and Khahro et al. (2023) has shown that tenure or years of experience may influence well-being, resilience, and job satisfaction, as individuals with longer service often develop greater familiarity with institutional systems, improved coping mechanisms, and stronger professional adjustment. Given this context, understanding the distribution of length of service among nurse

educators is essential in interpreting their well-being, resilience, and job satisfaction. Insights derived from this demographic factor may help institutions design targeted interventions, such as mentoring programs, onboarding support, and professional development initiatives, to enhance adaptation, strengthen resilience, and improve overall job satisfaction among early-career faculty.

Type of Employment

Lastly, the data revealed that the majority of respondents were full-time faculty members, indicating that most nurse educators hold stable, regular academic appointments. This finding is consistent with the study by Hilario et al. (2024) and with prevailing hiring priorities at higher education institutions, which generally favor full-time academic personnel to ensure continuity in teaching, research, and institutional responsibilities. This employment profile is also significant in understanding workforce experiences, as prior research has shown that employment type is associated with key psychological and occupational outcomes. Shen et al. (2024) reported that employment status may influence both well-being and resilience, suggesting that full-time and part-time faculty may experience differences in workload stability, institutional support, and access to professional development opportunities. Given this context, the predominance of full-time faculty in the present study provides an important basis for examining how employment type may shape nurse educators’ well-being, resilience, and job satisfaction. This understanding may help institutions develop employment policies and support mechanisms that promote sustained well-being and resilience among faculty members.

Level of Assessment on Well-Being

This subsection discusses the level of well-being assessment among nurse educators at selected universities and colleges.

Table 2. Distribution of Respondents According to the Level of Well-Being

Well-Being	Frequency	Percentage
Low well-being	6	3.40%
Positive well-being	168	96.60%
Total	174	100.00%

Table 3. Assessment of Nurse Educators on Well-Being

Indicators	Mean	Interpretation	SD
1. I have felt cheerful and in good spirits	4.06	Most of the time	0.703
2. I have felt calm and relaxed	3.91	Most of the time	0.767
3. I have felt active and vigorous	3.93	Most of the time	0.734
4. I woke up feeling fresh and rested	3.7	Most of the time	0.883
5. My daily life has been filled with things that interest me.	4.02	Most of the time	0.779
Well-Being	78.46	Positive well-being	12.950

Data revealed that the majority of respondents have positive well-being, with 168 respondents (96.60%) and a well-being score of 78.46. Most of the time, respondents feel positive emotions, such as happiness and interest, in their daily lives. They also most of the time felt lively, relaxed, and at ease, while feeling well-rested was slightly lower, but still experienced most of the time. This suggests that nurse educators experience positive emotions and emotional stability, which could improve productivity and engagement. This aligns with the CIPD (2023) and Moleño and Doromal (2024) articles, which found that most employees rated their well-being positively. Several studies also underscore the importance of motivation, emotional stability, and work-life balance in achieving well-being, which could impact work engagement and job satisfaction (Kundi et al., 2022; Monga & Soni, 2023; Bello et al., 2024). While the overall level of well-being is positive, institutions should continue fostering environments that promote mental well-being, as this could affect employees' engagement with work. Providing avenues for stress reduction, recognition, and career advancement can further enhance their well-being.

Level of Assessment on Resilience

Data indicate that more than three-fourths of the respondents were resilient, as reflected in their resilience score of 3.48, which is within the normal range. Looking more closely, data show that respondents generally believe they can quickly recover from difficult and stressful situations. At the same time, they tend to disagree with statements suggesting they struggle to cope or take a long time to bounce back from setbacks.

Table 4. *Distribution of Respondents According to the Level of Resilience*

Resilience	Frequency	Percentage
Low Resilience	18	10.30%
Normal Resilience	139	79.90%
High Resilience	17	9.80%
Total	174	100.00%

Table 5. *Assessment of Nurse Educators on Resilience*

Indicators	Mean	Interpretation	SD
1. I tend to bounce back quickly after hard times.	3.63	Agree	1.07
2. I have a hard time making it through stressful events.	2.47	Disagree	0.87
3. It does not take me long to recover from a stressful event.	3.42	Agree	1.11
4. It is hard for me to snap back when something bad happens.	2.47	Disagree	0.90
5. I usually come through difficult times with little trouble.	3.13	Neutral	1.05
6. I tend to take a long time to get over setbacks in my life.	2.36	Disagree	0.90
Overall Resilience	3.48	Normal Resilience	0.58

However, they remain neutral about whether they can navigate through difficult times with ease. These indicate that they can effectively cope with stress, adapt to challenges, and recover from difficulties commonly experienced in academic and clinical settings. This aligns with the study by Ibrahim & Hussein (2024), in which the majority of their respondents demonstrated high levels of resilience at work. Sharma et al. (2021), Montuori et al. (2022), and Delos Santos et al. (2023) also emphasized the importance of resilience in enhancing work engagement and job satisfaction while lowering occupational stress. Overall, the findings suggest that nurse educators can effectively manage typical work pressures while maintaining performance within established standards. This level of resilience enables them to handle routine stressors in teaching and mentoring, though continued support and professional development may further strengthen their capacity to thrive amid increasing pressures and demands at work.

Level of Assessment on Job Satisfaction

Table 6 shows that most nurse educators were satisfied with their jobs (98, 56.30%), followed by ambivalent nurse educators (70, 40.20%). Lastly, 6 or 3.40% were dissatisfied.

Table 6. *Distribution of Respondents According to Level of Job Satisfaction*

Job Satisfaction	Frequency	Percentage
Dissatisfied	6	3.40%
Ambivalent	70	40.20%
Satisfied	98	56.30%
Total	174	100.00%

Table 7. *Assessment of Nurse Educators on Job Satisfaction per Facet*

Indicators	Mean	Interpretation	SD
Pay (Statements 1, 10, 19, 28)	16.40	Satisfied	3.50
Promotion (Statements 2, 11, 20, 33)	14.50	Ambivalent	3.07
Supervision (Statements 3, 12, 21, 30)	18.90	Satisfied	3.86
Fringe Benefits (Statements 4, 13, 22, 29)	14.60	Ambivalent	4.01
Contingent Rewards (Statements 5, 14, 23, 32)	16.00	Satisfied	3.55
Operating Conditions (Statements 6, 15, 24, 31)	13.30	Ambivalent	2.88
Coworkers (Statements 7, 16, 25, 34)	18.20	Satisfied	3.61
Nature of Work (Statements 8, 17, 27, 35)	19.10	Satisfied	3.79
Communication (Statements 9, 18, 26, 36)	17.80	Satisfied	3.86
Total Satisfaction	148.70	Satisfied	23.69

Pay

The findings indicate overall satisfaction with pay ($M = 16.4$, $SD = 3.50$), suggesting a generally favorable perception of compensation. Respondents moderately agreed that their pay is fair, while slightly agreeing that the frequency of raises is infrequent. They also moderately disagreed with feeling unappreciated in terms of pay, and slightly agreed with satisfaction with the chances of a salary increase. These imply the respondents' perceptions reflect a balanced yet pragmatic view of their compensation. They are satisfied with the level of remuneration, particularly when they compare it to the work they do and how valued they feel. Though their agreement is lower on frequency and size of raises, it does not cause major frustration, as they are aware of the realities of their

employment. This is understandable, as, for example, in the government, the salary increases are mainly due to national government decisions, step increments every three years, and career progression. These realities set their expectations reasonably and helped them avoid frustration. These findings align with those of Krepia et al. (2023) and Anam & Khaliq (2024), which underscore the importance of salary for job satisfaction. While better pay may make them more satisfied with their jobs, they understand that salary increases have limitations, depending on their current competencies and the length of service at their current institution.

Promotion

The foregoing data showed that, with promotion, the respondents were generally ambivalent ($M = 14.5$, $SD = 3.07$). Respondents slightly agree that opportunities for promotion are limited but fair, acknowledge a better chance for high performers, and express satisfaction with their own chances. Though they slightly disagree that promotion in their institution is faster than in others. These insights reflect their awareness of organizational constraints on career progression, which, in the academe, are addressed through reclassification every three years based on their competencies. Hence, they are realistic in understanding that to get promoted, they need to develop their competencies in line with the reclassification requirements. This belief mitigates their potential frustration due to career progression. Anam and Khaliq (2024) showed that equal opportunity in promotion improves job satisfaction. Overall, their ambivalence shows that the current promotion system may be viewed as limited, but fair, as career progression in the academe is a well-established system where nurse educators do not compete with others, but rather challenge themselves to get better through acquiring higher points in reclassification, such as in research, community extension, training, and advancement in education. These reflect that, even though they believe the requirements for reclassification are somewhat more constraining than before, this does not diminish their belief that they still have a chance to get promoted.

Supervision

The data showed that most respondents were satisfied with supervision ($M = 18.9$, $SD = 3.86$). The respondents agree moderately with the idea of having competent and likable supervisors. They also disagree moderately on having supervisors who are unfair and inattentive to their feelings. These indicate a generally positive and supportive leadership. Suggesting confidence in the leadership abilities of their superiors and satisfaction with how they are managed. It also reinforces that currently, the majority of nurse educators perceive fairness and empathy from their superiors, particularly being attentive to their emotional and personal concerns. These perceptions are critical in promoting psychological safety and open communication within the workplace. These are consistent with the articles by Alruwaili (2025) and Abdelhay et al. (2025) on the significance of effective and supportive leadership as a key factor in improving job satisfaction. Collectively, these findings suggest that supervision functions as both a protective and an enabling factor, with competent, approachable supervisors not only supporting task performance but also contributing significantly to employees' emotional well-being through fairness and concern. This climate likely would enhance job satisfaction among nurse educators, as employees feel valued and supported by their immediate leaders.

Fringe Benefits

The data indicate ambivalent attitudes among nurse educators toward fringe benefits ($M = 14.6$, $SD = 4.01$). Data showed that respondents agreed slightly that their benefits are comparable to those of other organizations and equitable, and that some benefits were missing. Though they slightly disagree with being dissatisfied with their benefits. The data reflect a realistic appraisal of their institutions' benefits, reducing their feelings of inequity when comparing their situation with peers. However, they believe there are opportunities for improvement, particularly regarding some benefits they believe they should be receiving. Notably, their slight disagreement with their benefits suggests that, despite gaps, they are generally satisfied with them. These findings are consistent with those of Krepia et al. (2023), which show that benefits, in any form, improve job satisfaction. Also, Rothacker-Peyton (2022) suggests that addressing structural inequalities can improve job satisfaction. As evidenced by their ambivalent appraisal, perceived gaps in the benefits system should be addressed to improve nurse educators' job satisfaction. Even though fringe benefits are not a strong source of motivation among nurse educators, it still serves as a stabilizing element that could strengthen employee well-being and satisfaction.

Contingent Rewards

Data indicate that nurse educators are generally satisfied with contingent rewards ($M = 16$, $SD = 3.55$). The respondents agree slightly on when they do a good job, they get recognized as they should have, but disagree slightly on not feeling appreciated for the work they do, receiving few rewards, and not getting rewarded for their

efforts. These results suggest a generally positive rewards-and-recognition climate in which nurse educators feel reasonably valued. They recognize that rewards and recognition mechanisms are present and functioning, reinforcing desirable performance and effort. This is confirmed by the majority's slight disagreement with not feeling appreciated and with few rewards, or with not being rewarded for their efforts, which implies that nurse educators generally feel valued and acknowledged. This aligns with Rokeman et al. (2023) and Krepia et al. (2023), highlighting the importance of rewards and recognition in improving employee satisfaction, particularly when tailored to employees' needs and preferences. Overall, the findings indicate that contingent rewards serve as a subtle yet effective means of affirming nurse educators' contributions and sustaining morale. Their balanced perception suggests appreciation is communicated in ways that meet basic expectations, contributing to job satisfaction and continued engagement at work.

Operating Conditions

The data showed that, under operating conditions, most respondents are ambivalent ($M = 13.3$, $SD = 2.88$). Respondents slightly disagree that rules and regulations make their job difficult, and that the workload and paperwork are excessive. They also moderately disagree that their efforts are sometimes blocked by red tape. These suggest that respondents do not view daily tasks and administrative requirements as major obstacles. It appears that institutions have systems in place to limit excessive paperwork and heavy workloads, while having rules and regulations that are not restrictive. Though some bureaucratic barriers remain, they may cause delays or require additional effort to navigate institutional procedures. These findings align with those of Donley (2021) and Krepia et al. (2023), who described how the work environment affects employees. The study by Li & George (2025) found that red tape affects job satisfaction, potentially harming workers if not managed effectively. They also noted that while self-efficacy may mediate the relationship between red tape and job satisfaction, it may not be the most productive strategy. Collectively, the findings suggest that operating conditions are functional, but red tape impedes efficiency and job satisfaction.

Coworkers

The foregoing data showed that, among coworkers, most respondents were generally satisfied ($M = 18.2$, $SD = 3.61$). The majority of respondents moderately agree that they enjoy being with colleagues, indicating strong camaraderie and supportive relationships. These positive social interactions can enhance morale, foster teamwork, and contribute to a more productive and satisfying work experience among nurse educators. They slightly disagree about frequent conflict and moderately disagree that they must work harder due to coworkers' incompetence, suggesting minimal conflict at work and confidence in their peers' abilities. This perception implies a competent workforce in which nurse educators are responsible, thereby reducing the undue burden on other employees. These findings reflect a positive, collaborative interpersonal climate in the workplace, aligning with Krepia et al. (2023), who found that relationships with coworkers are a key factor in nurse educators' employee satisfaction. Tast et al. (2025) also underscored that supportive colleagues and positive interpersonal relationships contribute to workplace harmony, collaboration, and mutual respect, which are key factors in job satisfaction. Overall, the findings underscore that collegial relationships, low levels of conflict, and confidence in peers' competence contribute to a supportive, effective team dynamic that could positively affect job satisfaction among nurse educators.

Nature of Work

Most respondents were satisfied with the nature of their work ($M = 19.1$, $SD = 3.79$). They moderately agree that Most respondents were satisfied with the nature of their work. They moderately agree that they like their work, feel proud of it, and find it enjoyable. They also moderately disagree that their work is meaningless ($M = 2.43$, $SD = 1.42$). These findings reflect satisfied nurse educators who feel a positive connection to their roles. It also suggests that nurse educators experience meaningful engagement and satisfaction in their work. These perceptions point to clear alignment between personal values and job responsibilities, fostering motivation and sustained commitment. Moreover, it reinforces the view that they uphold their work with purpose and value. This indicates that nurse educators generally perceive their roles as significantly contributing to broader organizational goals or societal needs, rather than merely performing routine or trivial tasks. This aligns with prior studies, such as those by Krepia et al. (2023), which indicate that nurses view their work positively, leading to higher employee satisfaction. The combination of pride, enjoyment, and meaningfulness highlights the intrinsic rewards of the job, which likely supports resilience by buffering against stressors. This positive perception also underscores its central role in sustaining motivation and well-being among nurse educators.

Communication

Lastly, most respondents were generally satisfied with the communication ($M = 17.8$, $SD = 3.86$). They moderately agree that communication within the organization is good, while moderately disagreeing that goals were unclear, and that assigned tasks were not clearly explained. They also slightly felt uninformed about organizational matters. These findings indicate a generally effective and transparent flow of information within their organization. It suggests that nurse educators perceive channels for sharing information, feedback, and updates as functional and accessible. It also implies that they understand what is expected of them and how their tasks align with broader organizational objectives, while feeling reasonably well-informed about the organization. While there may be occasional gaps in information, these are not substantial enough to generate confusion or disengagement. These findings align with Krepia et al. (2023), who identified workplace communication as one of the extrinsic factors affecting job satisfaction. Collectively, these findings suggest that communication within the respondents' organizations is largely effective and supportive. Although there may be room for improvement, communication appears to contribute positively to employee satisfaction.

In summary, the results indicate a generally positive level of job satisfaction among nurse educators, reflected in the overall mean score of 148.71 (satisfied). Compensation, promotion, and fringe benefits were viewed with realism and mild constraint, but these did not lead to strong dissatisfaction. In contrast, organizational relationships were notably positive, with supervisors perceived as fair and supportive, and collegial interactions characterized by camaraderie and low conflict, contributing to trust and workplace morale. Operating conditions and communication were likewise assessed as generally functional and manageable, although occasional bureaucratic processes were identified as minor barriers to efficiency. Communication within institutions was reported to be clear and effective, particularly regarding goals and task direction. The nature of work emerged as the strongest source of satisfaction, with nurse educators expressing pride, enjoyment, and a strong sense of meaning in their roles. Overall, job satisfaction is driven primarily by intrinsic motivation, positive interpersonal relationships, and supportive leadership. While some structural limitations exist, they are outweighed by the work's meaningfulness and quality, indicating a generally resilient and satisfied workforce.

Relationship Between Profile and Well-Being, Resilience, and Job Satisfaction

Relationship Between Profile and Well-Being

Table 8 showed a weak positive but significant relationship between well-being and both the highest educational attainment ($p = 0.002$, $r = 0.30$) and length of service ($p = 0.026$, $r = 0.24$), while other demographic factors were negligible. The relationship with educational attainment suggests that as they attain higher levels of education, their well-being tends to improve. This finding suggests that higher educational attainment may enhance well-being by increasing professional competence, confidence, and self-fulfillment. Earning advanced degrees also provides broader opportunities, recognition, and a greater sense of accomplishment. However, this finding contrasts with that of Cuizon & Lorenzo (2022), which showed that educational attainment is negatively correlated with well-being.

Table 8. Chi-Square Test Between the Profile of the Respondents and Well-Being

Indicators	χ^2	r	Interpretation	p	Decision	Conclusion
Age	2.77	0.12	Negligible	0.429	Accept Ho	Not significant
Sex	0.05	0.02	Negligible	0.826	Accept Ho	Not Significant
Monthly Income	1.98	0.11	Negligible	0.739	Accept Ho	Not Significant
Highest Educational Attainment	17.00	0.30	Weak Positive	0.002	Reject Ho	Significant
Length of service	11.10	0.24	Weak Positive	0.026	Reject Ho	Significant
Type of employment	0.22	0.04	Negligible	0.643	Accept Ho	Not Significant

Length of service also showed a significant positive relationship with well-being, suggesting that more experienced nurse educators tend to report higher well-being. This finding may be attributed to the accumulation of professional experience, which allows seasoned nurse educators to develop coping strategies, greater confidence, and a stronger sense of belonging, consistent with Kim et al. (2020), who show that more experienced nurses have lower stress and anxiety than their peers with shorter tenure. Data also indicates no significant relationship on age, sex, monthly income, and type of employment. This suggests that these profiles are not determinants of nurse educators' perceptions of their well-being. This aligns with the studies of Urmatam et al. (2021), Moleño & Doromal (2024), Villarino et al. (2023), Cuizon & Lorenzo (2022), and Kraft & Kraft (2023). Overall, the findings underscore the importance of continuous professional development, opportunities for professional growth, recognition of service, and a supportive work environment, which could improve the well-

being of nurse educators.

Relationship Between Profile and Resilience

Table 9 showed significant relationships between resilience and both age ($p = 0.043$, $r = 0.264$) and highest educational attainment ($p = 0.015$, $r = 0.314$), while other demographic factors had negligible relationships.

Table 9. Chi-Square Test Between the Profile of the Respondents and Resilience

Indicators	χ^2	r	Interpretation	p	Decision	Conclusion
Age	13.00	0.26	Weak Positive	0.043	Reject Ho	Significant
Sex	2.84	0.13	Negligible	0.241	Accept Ho	Not Significant
Monthly Income	9.81	0.23	Weak Positive	0.279	Accept Ho	Not Significant
Highest Educational Attainment	19.00	0.31	Moderate Positive	0.015	Reject Ho	Significant
Length of service	5.49	0.18	Negligible	0.704	Accept Ho	Not Significant
Type of employment	0.13	0.03	Negligible	0.936	Accept Ho	Not Significant

Age shows a weak positive but significant relationship with resilience. These findings indicate that nurse Age exhibits a weak yet significant positive relationship with resilience. These findings imply that as nurse educators age, their resilience increases slightly. This aligns with the studies of Garcia et al. (2020) and Shen et al. (2024). This finding may be attributed to resilience developing over time through exposure to different life challenges. With increasing age, nurse educators accumulate experience, which likely enhances their ability to adapt, regulate emotions, and recover from stress.

Regarding the highest educational attainment, the present study found a moderate, positive, and significant relationship with resilience among nurse educators. This aligns with the studies of Garcia et al. (2020), Weitzel et al. (2022), and De Andrade et al. (2024), which emphasize that advanced education enhances individual coping strategies to address challenges. Furthermore, educational advancement contributes significantly to the development of resilience. As individuals become more exposed to complex academic demands and responsibilities, they develop greater self-efficacy and confidence, which are essential components of resilience. Data for sex, monthly income, length of service, and type of employment showed no significant relationship with resilience. This suggests that these profiles do not significantly influence resilience among nurse educators. This aligns with the studies of Hukom & Madrigal (2020) and Garcia et al. (2020). Overall, age and highest educational attainment appear to influence resilience among nurse educators, suggesting that institutional support, mentorship, and continuous professional development are essential for developing resilience.

Relationship Between Profile and Job Satisfaction

The provided data show significant relationships between job satisfaction and both sex ($p = 0.022$, $r = 0.20$) and length of service ($p = 0.031$, $r = 0.30$), while age, monthly income, highest educational attainment, and type of employment show no significant relationships. Regarding sex, data revealed that it has a weak but significant positive relationship to job satisfaction. Existing literature shows contrasting results. Madan (2024) and Hilario et al. (2024) found no association between sex and job satisfaction, while other studies found significant but mixed results. For instance, Akbari et al. (2020) found significant differences between the sexes, with females reporting lower job satisfaction than males, whereas Kume (2020) concluded that females are more satisfied than males. This suggests that, while the relationship is not strong, gender differences still influence satisfaction with one's work. This result may be attributed to differences in coping strategies and role expectations across sexes. Women, for instance, may derive greater satisfaction from the relational and nurturing aspects of being nurse educators, while men may focus more on opportunities for achievement and advancement. Overall, while there are differences in job satisfaction between genders, work environment and leadership support are important for fostering job satisfaction across genders.

Table 10. Chi-Square Test Between the Profiles of the Respondents and Job Satisfaction

Indicators	χ^2	r	Interpretation	P	Decision	Conclusion
Age	3.92	0.15	Negligible	0.687	Accept Ho	Not Significant
Sex	7.65	0.20	Weak Positive	0.022	Reject Ho	Significant
Monthly Income	13.20	0.27	Weak Positive	0.105	Accept Ho	Not Significant
Highest Educational Attainment	4.97	0.17	Negligible	0.761	Accept Ho	Not Significant
Length of service	16.90	0.30	Weak Positive	0.031	Reject Ho	Significant
Type of employment	1.90	0.10	Negligible	0.386	Accept Ho	Not Significant

Regarding length of service, the results showed a weak but significant positive relationship with job satisfaction among nurse educators. It indicates that more years spent in the academe modestly enhance work satisfaction. This is consistent with Kume (2020), Khahro et al. (2023), Bulilan (2023), and Hilario et al. (2024), who reported positive, significant correlations. Longer experience likely brings confidence, mastery in teaching, familiarity with the systems, and stronger collegial relationships. These accumulated experiences can gradually enhance feelings of competence and fulfillment, contributing to job satisfaction. Moreover, it can also be inferred that nurse educators who stay longer in the academe gain professional stability, trust in the institution, and clear career expectations, all of which contribute to job satisfaction. Overall, this finding suggests that retention and experience contribute positively to job satisfaction. It is important for educational institutions to continuously provide support and developmental opportunities to ensure that both new and seasoned nurse educators feel fulfilled and motivated, thereby enhancing job satisfaction. Data on age, monthly income, highest educational attainment, and employment type showed negligible relationships, suggesting that these factors do not strongly influence satisfaction among nurse educators. This is consistent with the studies by Urmata et al. (2021), Bulilan (2023), and Hilario et al. (2024). These findings suggest that with age, both younger and older nurse educators may experience comparable levels of motivation and contentment in their roles, while income differences may be relatively uniform. It may also suggest that higher degrees do not automatically translate into fulfillment in their roles, possibly due to increased responsibilities or institutional constraints that diminish their motivation. Regarding employment type, the data suggest that both full-time and part-time employees derive similar levels of satisfaction from their work, regardless of the number of hours they teach or the permanence of their position. Overall, the results suggest that job satisfaction among nurse educators is shaped more by positive work culture, leadership, and interpersonal relationships. Reinforcing these elements through a supportive, inclusive work environment is essential to enhancing job satisfaction.

Relationship Among Well-Being, Resilience, and Job Satisfaction

Relationship Between Well-Being and Resilience

Table 11 shows a strong, positive, and significant relationship between well-being and job satisfaction ($r = 0.49$; $p < .001$), indicating that nurse educators with positive well-being are more likely to achieve work satisfaction. This finding is consistent with Calaguas (2020), Dreer (2021), and Estrellado & Chavez (2023), who also found a link between well-being and satisfaction. When nurse educators feel happy, engaged, and supported, they are more likely to achieve professional fulfillment in their roles. The strong positive correlation suggests that well-being is a crucial determinant of job satisfaction, with nurse educators who maintain good well-being better equipped to maintain effective relationships among colleagues and sustain enthusiasm for work. The results highlight the importance of promoting well-being initiatives in academic settings. Supporting the holistic wellness of nurse educators can enhance satisfaction, productivity, and retention.

Table 11 *Correlation Matrix Among Well-Being, Resilience, and Job Satisfaction*

		Well-Being	Resilience
Resilience	Pearson's r	0.34	—
	Df	172	—
	p-value	<.001	—
Job Satisfaction	Pearson's r	0.49	0.46
	Df	172	172
	p-value	<.001	<.001

Relationship Between Resilience and Job Satisfaction

The data in Table 11 reveal a strong and statistically significant positive relationship between resilience and job satisfaction ($r = 0.46$; $p < .001$), indicating that nurse educators with higher levels of resilience are more likely to experience greater job satisfaction. This suggests that the ability to adapt, recover, and maintain psychological stability in the face of workplace stressors plays a crucial role in shaping positive perceptions of one's professional role. This finding is consistent with the studies of Albano (2021), Labrado et al. (2022), Alave and Temelo (2022), and Ibrahim and Hussein (2024), which collectively emphasize that resilience enhances emotional stability, work engagement, and overall job satisfaction. These studies suggest that resilient individuals are better equipped to manage academic pressures, workload demands, and institutional challenges, allowing them to maintain a more positive outlook toward their work. In this context, resilience among nurse educators serves as a protective psychological resource, enabling them to reframe stressors as manageable challenges and opportunities for growth rather than sources of frustration or burnout. This adaptive capacity not only supports emotional well-being but also strengthens commitment and satisfaction in their academic roles. Overall, the findings highlight

the critical importance of fostering resilience within higher education institutions. Interventions such as stress management programs, mentoring systems, and peer support initiatives may help strengthen resilience, thereby enhancing and sustaining job satisfaction among nurse educators over time.

Relationship Between Well-Being and Resilience

Table 11 revealed a moderate, positive, and significant relationship between well-being and resilience ($r = 0.34, p < .001$). This indicates that nurse educators with higher levels of well-being tend to exhibit stronger resilience, suggesting that positive psychological functioning is associated with a greater capacity to adapt to and recover from work-related stress and challenges. In practical terms, this means that individuals who experience greater emotional stability, positive affect, and overall well-being are more likely to demonstrate effective coping strategies and psychological endurance in demanding academic environments. This finding is consistent with the study of Pangngay (2023), which identified a predictive relationship between well-being and resilience, emphasizing that enhanced well-being contributes to the development of resilience among nurse educators. The result reinforces the conceptual understanding that well-being serves as a foundation for adaptive capacity, enabling individuals to better manage occupational stressors and maintain functional performance in the workplace. Given this relationship, the findings highlight the importance of interventions that simultaneously address both well-being and resilience. Strengthening mental health support systems, promoting stress management programs, and fostering a supportive academic environment may help improve both constructs. Such integrated approaches are essential in enhancing nurse educators’ psychological resources, ultimately contributing to better overall mental health outcomes and sustained job effectiveness.

Regression Analysis Among Well-Being, Resilience, and Job Satisfaction

Understanding the relationships among well-being, resilience, and job satisfaction also requires examining their predictive effects. The regression model in Table 12 shows that well-being and resilience are strongly, positively, and significantly related to job satisfaction. Together, they explain 34.3% of the variance in job satisfaction, indicating that more than one-third of the variance in nurse educators’ job satisfaction is attributable to these factors. This highlights the importance of intrinsic and psychological factors in shaping professional fulfillment.

Table 12. Multiple Regression Analysis Between Well-Being, Resilience, and Job Satisfaction

Model	R	R ²
1	0.586	0.343

Predictor	Estimate	SE	t	p	r	Decision	Conclusion
Intercept ^a	46.538	10.911	4.27	<.001			
Well-being	0.699	0.121	5.79	<.001	0.382	Reject Ho	Significant
Resilience	13.597	2.693	5.05	<.001	0.333	Reject Ho	Significant

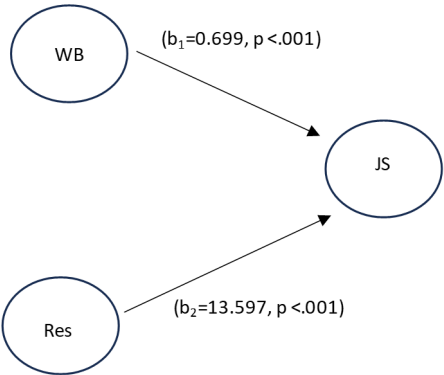


Figure 1. Well-Being, Resilience, and Job Satisfaction Structural Model

This result aligns with Meeusen et al. (2024), who found that reduced occupational well-being and resilience negatively affect job satisfaction. Separately, both well-being and resilience show moderate positive relationships with job satisfaction: nurse educators with higher well-being or normal-to-high resilience report greater

satisfaction with their work. These findings support the view that psychological wellness and coping skills are key resources for sustaining motivation, engagement, and contentment, even in demanding environments. Consistent results were reported by Calaguas (2020), Dreer (2021), Labrado et al. (2022), Alave & Temelo (2022), Estrellado & Chavez (2023), and Ibrahim & Hussein (2024), reinforcing the need to foster well-being and resilience to enhance job satisfaction among nurse educators.

The path analysis in Figure 1 shows that a one-unit increase in well-being corresponds to a 0.699-unit increase in job satisfaction, highlighting the importance of positive emotional and psychological states in enhancing workplace fulfillment. This suggests that nurse educators who experience higher levels of well-being are more likely to report greater satisfaction in their academic roles, reflecting improved engagement, motivation, and overall work experience. In addition, the resilience slope of 13.597 indicates that each one-unit increase in resilience leads to a 13.597-unit rise in job satisfaction, indicating a substantial influence. This finding underscores the critical role of resilience as a coping resource, enabling nurse educators to effectively manage stress, heavy workloads, and institutional demands, thereby maintaining higher levels of job satisfaction despite workplace challenges. Overall, the regression analysis confirms that both well-being and resilience are strong and meaningful predictors of job satisfaction. These results emphasize that fostering positive psychological states and strengthening adaptive capacities are essential in promoting job satisfaction among nurse educators. Consequently, higher education institutions should prioritize initiatives that enhance well-being and resilience, as these factors are vital not only for improving job satisfaction but also for supporting performance, retention, and long-term sustainability in nursing education.

Conclusion

The salient findings of this study showed that the majority of the nurse educators have positive well-being, normal resilience, and are satisfied with their jobs. This suggests that, despite the demands and challenges of academic and clinical instruction, nurse educators are generally able to maintain emotional stability and balance their personal and professional responsibilities. The study also revealed significant correlations in the following: highest educational attainment and length of service with well-being; age and highest educational attainment with resilience; sex and length of service with job satisfaction; well-being, resilience, and job satisfaction. Furthermore, the three-way correlation among well-being, resilience, and job satisfaction underscores the importance of each variable in improving the others. These results indicate that certain demographic characteristics contribute to improved self-fulfillment, professional competence, and coping capacity in the academic environment. The findings also highlight that intrinsic psychological factors, particularly well-being and resilience, play a crucial role in shaping job satisfaction among nurse educators. This is supported by the regression model, which showed a strong, positive, and significant relationship with well-being and resilience, explaining 34.3 percent of the variance in job satisfaction. When viewed individually within the model, well-being and resilience each have a moderate positive relationship with job satisfaction, reinforcing the idea that psychological and emotional resources are central determinants of workplace satisfaction. These findings support the conclusion that enhancing well-being and resilience can significantly improve job satisfaction among nurse educators.

The findings of this study deepen the application of Conservation of Resources Theory (COR) and Self-Determination Theory (SDT) in understanding job satisfaction among nurse educators. Anchored in COR Theory, the results show that well-being and resilience serve as vital psychological resources that individuals strive to acquire, maintain, and protect. When these resources are sustained, nurse educators demonstrate greater resilience and higher job satisfaction. Conversely, resource threats – such as heavy workloads and inequities – lead to stress, ambivalence, and dissatisfaction, supporting the theory's assertion that strain arises from actual or perceived resource loss. The study also reinforces SDT by demonstrating that job satisfaction improves when the basic psychological needs of autonomy, competence, and relatedness are fulfilled. Well-being and resilience help support these needs, enhancing motivation and overall satisfaction. Additionally, demographic factors play a moderating role by influencing opportunities for skill development, confidence, and problem-solving. Collectively, the findings highlight that job satisfaction is driven by well-being and resilience, shaped by individual, organizational, and demographic factors.

Based on these findings, nine focus areas were identified: stress management, continuing professional development, team-building, mentorship, equitable employment, gender and development, streamlined processes, rewards and recognition, and immersive leadership. These areas provide a comprehensive framework for supporting well-being, resilience, and job satisfaction.

However, the study is limited by its cross-sectional design, which restricts causal interpretation of the relationships among variables. It also relies on self-reported data, which may be subject to response bias. Additionally, the study was conducted only in selected higher education institutions in Camarines Sur, limiting the generalizability of findings to other regions or contexts. Future research may consider longitudinal designs to examine changes in well-being, resilience, and job satisfaction over time. Expanding the study to include a broader geographical scope or comparative analysis across regions is also recommended. Moreover, qualitative or mixed-method approaches may provide deeper insights into the lived experiences of nurse educators and further explain the dynamics underlying these variables. Overall, the study concludes that fostering well-being and resilience through holistic, inclusive, and supportive institutional strategies is essential to enhancing job satisfaction among nurse educators, which, in turn, contributes to improved teaching effectiveness and better educational outcomes for nursing students.

Contributions of Authors

The author conceptualized the research, conducted data gathering and data analysis, submitted and finalized the manuscript.

Conflict of Interests

There is no known conflict of interest.

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