

# Psychological Well-Being of an English Lecturer in Managing Academic and Teaching Demands: A Narrative Study

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## Article history

Received: 08 April 2026

Revised: 25 May 2026

Accepted: 20 June 2026

## Keywords

Academic

Narrative study

Narrative inquiry

Psychological well-being

Teaching

## Abstract

This study explores and understands the psychological well-being of English language lecturers in managing academic and teaching demands through a narrative inquiry approach. Specifically, this research aims to identify internal and external factors influencing lecturers' psychological well-being and to understand how these experiences shape their professional identity, resilience, and meaning-making within the context of higher education. The narrative findings show that English lecturers' psychological well-being is a dynamic condition shaped by the interaction between internal psychological resources and external academic environments. Heavy and overlapping academic roles—teaching, research, administration, and service—create sustained workload pressure, emotional exhaustion, and blurred work–life boundaries, with administrative demands emerging as a major source of stress. Discipline-specific challenges in English teaching further intensify emotional labor, although meaningful teaching experiences and student progress serve as important protective factors. Internal resources such as motivation, resilience, self-efficacy, emotional regulation, reflective practice, and meaning-making help lecturers manage academic pressures and maintain professional commitment. While, external factors, including workload policies, leadership support, collegial relationships, teaching conditions, and institutional support systems, strongly influence whether demands are perceived as manageable or overwhelming. Overall, psychological well-being develops through continuous negotiation between personal coping capacities and organizational conditions, highlighting the need for both individual and institutional approaches to support English lecturers' well-being. Understanding lecturers' lived experiences enables institutions to design well-being-oriented policies and support systems. A holistic approach that combines institutional support with the strengthening of lecturers' internal coping resources is essential to promote sustainable well-being, enhance teaching quality, and ensure long-term professional commitment.

## 1. Introduction

English lecturers in higher education are required to fulfill multiple academic roles simultaneously. These roles commonly include teaching, classroom instruction, curriculum development, research productivity, and administrative duties, conducting research, publishing academic papers, supervising students, and participating in institutional activities. As a result, lecturers must continuously balance their time, energy, and professional responsibilities. Teaching responsibilities remain the core duty of English lecturers, including lesson planning, classroom instruction, assessment, and student feedback. In addition to teaching, lecturers are expected to update their teaching materials and adopt innovative methods to meet curriculum standards and student needs. Beyond teaching, lecturers are also responsible for research, academic publications, and administrative tasks. These include attending meetings, preparing reports, and participating in accreditation processes. The combination of these responsibilities often increases workload intensity and reduces opportunities for rest and psychological recovery.

Managing these multiple demands can be challenging, especially when expectations from institutions continue to increase. English lecturers are often expected to maintain high teaching quality while also meeting research and administrative targets. This situation may place significant pressure on lecturers and influence their psychological well-being. High academic workload can directly affect lecturers' psychological well-being. When demands exceed personal capacity, lecturers may experience stress, emotional exhaustion, and reduced motivation. Over time, these conditions may negatively influence their mental health and professional performance. Conversely, poor psychological well-being may affect lecturers' teaching performance and interaction with students. Emotional fatigue and stress can reduce

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doi: <https://doi.org/10.71131/7tpfb963>

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teaching quality and professional commitment. Thus, maintaining psychological well-being is essential for sustaining long-term teaching effectiveness.

English lecturers also face unique challenges related to language instruction and communication. They are expected to maintain high levels of language proficiency and adapt teaching strategies to diverse student abilities. These expectations may create additional pressure compared to other academic disciplines. Furthermore, English lecturers often deal with varying student motivation, language anxiety, and cultural differences. Managing these classroom dynamics requires emotional sensitivity and psychological resilience. These unique challenges may significantly influence lecturers' psychological well-being.

The multiple roles carried by English lecturers often overlap and compete for limited time and energy. Teaching preparation, classroom engagement, assessment, and student consultation require continuous emotional and cognitive involvement, while research and publication demand deep concentration and sustained effort (Fitria, 2021). Administrative duties further reduce personal recovery time, making role overload a common experience among lecturers. This complexity places lecturers in a vulnerable position where professional expectations may exceed individual capacity. Such demanding conditions increase the risk of chronic stress when institutional expectations are not balanced with adequate resources or support. Continuous exposure to workload pressure can weaken lecturers' emotional resilience and reduce their ability to manage classroom challenges effectively. Over time, this condition may lead to emotional fatigue, disengagement, and decreased enthusiasm for teaching and academic responsibilities, which ultimately affects both personal well-being and instructional outcomes.

Professional identity construction for English lecturers in language education is a complex and ongoing process crucial in educational settings (Alfiana, 2024). This study reveals that an English lecturer constructs and perceives her professional identity and navigates the challenges through personal values, experience, education, and social interaction. With a high rate of attrition and burnout of teachers as a global concern, teacher resilience has become a trendy topic in the research of their professional development as one of the pillars of positive psychology (positive character traits) (Duan et al., 2023; Xue, 2021).

Psychological well-being functions as a protective factor that enables lecturers to cope with academic pressures and maintain professional commitment. When lecturers experience emotional balance and a sense of purpose, they are better equipped to handle challenges, adapt to change, and sustain motivation. Well-being also influences how lecturers interact with students, design learning experiences, and respond to institutional demands, making it a crucial element of educational quality. Psychological well-being is closely related to how lecturers manage pressure and expectations. Lecturers who struggle to cope with excessive demands may experience anxiety and dissatisfaction with their work. Therefore, understanding workload-related challenges is essential for promoting lecturers' psychological well-being. Psychological well-being plays an important role in supporting effective teaching and learning. Lecturers with positive psychological well-being tend to show higher enthusiasm, creativity, and engagement in the classroom. This condition contributes to a more supportive and productive learning environment.

Despite its importance, lecturers' psychological well-being remains underrepresented in academic discourse compared to student-centered research. This gap limits understanding of how institutional systems, workload policies, and academic cultures impact lecturers' mental health. Without sufficient attention to lecturers' well-being, higher education institutions may overlook critical factors that influence teaching effectiveness, staff retention, and academic productivity. Gaining a deeper understanding of lecturers' psychological well-being can guide institutions in creating more humane and sustainable academic environments. Evidence-based insights can support the development of policies related to workload distribution, mental health services, mentoring systems, and professional development programs. By prioritizing lecturers' well-being, institutions can foster healthier workplaces that benefit both educators and students.

In the context of higher education, discussions about psychological well-being have mostly focused on students, while the well-being of lecturers has received less attention. In fact, lecturers, particularly English lecturers, face unique challenges such as high expectations for language proficiency, continuous performance evaluation, and heavy teaching loads. Without adequate coping strategies and institutional support, these pressures can negatively influence their emotional health and teaching performance.

Well-being is defined from eudaimonic and hedonic perspectives, emphasizing self-actualization, positive relationships, emotions, satisfaction, and happiness (Sya'idah & Rohmana, 2023). Then, psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively (Huppert, 2009). Psychological well-being is a state in which a person feels emotionally good, can manage stress effectively, has a sense of satisfaction and finds meaning in life, and can function optimally in carrying out daily activities, both in personal, social, and academic contexts. Psychological

well-being is considered a key component for the mental and physical health of individuals that is influenced by various attributive factors (Zhang, 2021). Some of the important attributes that have a constructive and encouraging effect on the improvement and progress of good habits, positive thinking, behavior, and well-being of individuals like teachers are emotions. Educators' emotions and emotive features have essential roles in educational circumstances as they affect nearly all facets of their occupation.

The issue of psychological well-being in education has emerged as an increasingly critical topic in recent years (Mukhlis et al., 2024). This is due to the significance of psychological well-being in enhancing the performance of educational institutions, encompassing students, teachers, and the process of formulating school policies. Therefore, exploring the psychological well-being of an English lecturer in managing academic and teaching demands is important. By employing a narrative study, this research seeks to understand the lecturer's personal experiences, challenges, and strategies in maintaining psychological well-being. The findings are expected to provide insights for educators and institutions in creating supportive academic environments that promote lecturer well-being and sustainable teaching practices. Narrative inquiry provides rich, contextual insights by capturing how lecturers make sense of their professional journeys over time. Through personal narratives, lecturers can reveal how they experience stress, derive meaning from teaching, and develop coping mechanisms. This approach allows researchers to understand well-being not merely as a psychological condition, but as an ongoing process shaped by personal, professional, and institutional factors.

Teachers' psychological well-being is defined as their evaluation and contentment with their own fulfillment, wellness, and profession as a concept best observable in positive psychology (Ismail et al., 2023). According to Zohrabi & Khalili (2024), positive psychology constitutes an approach to the study of human behavior that examines the extent to which individuals' affective factors are likely to ameliorate their life conditions and their performance in diverse academic and occupational settings. Job satisfaction, resilience, and teacher well-being, as the three major psychological variables emotioncy- based education, have received special attention among English as a foreign language (EFL) researchers (Han, 2022).

Narrative research in language teaching and learning is concerned with the stories teachers and learners tell about their lived and imagined experiences (Barkhuizen, 2014). Teachers typically tell about their professional development and their practices, and learners about their experiences of learning and using languages. Narrative inquiry allows researchers to explore personal experiences through storytelling and reflection. This approach focuses on how individuals interpret and give meaning to their experiences. For lecturers, narrative inquiry provides space to express emotions, struggles, and personal insights. Through narratives, lecturers can describe how they manage academic and teaching demands in their words. This captures the complexity of psychological well-being that may not be visible through quantitative data. Thus, narrative inquiry is suitable for exploring lived experiences in academic contexts.

The role of teachers' psychological and affective factors in their pedagogy and practice has been widely reported in the recent literature (Mao & Zhang, 2025). Green & Myatt (2011) report on a narrative research study exploring the experiences and perceptions of eight international academic staff at a large, research-intensive university in Australia. The findings suggest the difficulties faced by the participants were resolved over time, albeit at great personal cost, and with varying costs to the institution in terms of the quality of teaching, student learning, and research. Çelik (2012) explores the experiences of Turkish ELT teachers who completed doctoral studies abroad and returned to serve as teacher educators within the Turkish higher education system, with particular attention to how systemic power relations shaped their professional contributions. The findings indicate that although the returning academics possessed advanced expertise and made meaningful contributions to teaching and academic development, their potential impact was significantly constrained by rigid administrative systems, limited institutional support, and hierarchical power dynamics. Xu (2014) reports on a narrative study of university EFL teachers' research practices and their identity construction as researchers in China. It recounts four scenarios of teachers' identity construction as researchers and explores the reasons why their identities as researchers are more or less fragmented at different times, which may be attributed to academic competence signaled by research interests and publications, institutional and peer support in the workplace, and the professional life cycles in which they are involved. Methanonphakhun (2016) reflects the common narratives of ten foreign teachers relating their teaching experiences in Thailand. There are issues and challenges which they have to face such as, racial discrimination and prejudice, foreign teachers' high expectation toward students, teaching materials and the long teaching hours and the remunerations that they encounter. Although foreign teachers can settle, there are real challenges that make up their day to day existence, there are problems with their visas and, of course, the language barrier. Tran et al. (2017) investigated ELT lecturers' experiences of a new research policy and its impact on their academic identities and emotions. Taking a social-psychological approach and using inductive thematic analysis, the study identified four types of responses to the new research policy according to participants' emotional

experiences and emergent identities: the enthusiastic accommodators, the pressured supporters, the losing heart followers, and the discontented performers. Ubaque & Castañeda-Peña (2017) explore the real-life research experiences of EFL teachers by examining how their professional identities as teacher-researchers are constructed through narrative life histories. The findings reveal that teachers' identities as researchers are dynamically shaped through their engagement in collaborative research practices, institutional support, and personal investment in inquiry. Participation in research enhances teaching expertise and leads teachers to continuously renegotiate their professional identities based on interactions within their academic community and the integration of past and present experiences. Nazari & Ogghyanous (2021) examined the relationships among Iranian EFL teachers' turnover intentions, occupational stress, psychological well-being, and grit in light of their teaching experience. The analysis indicated that while occupational stress collectively influences the teachers' identity, emotions, and retention in the profession, their well-being was largely defined in light of various institutional and socio-economic factors. Daud (2021) explores how and why the author decided to become an English teacher by narrating personal life experiences that shaped professional identity and career choice. The findings reveal that the journey toward becoming an English teacher often begins long before formal teacher education and is influenced by a complex interaction of internal motivations and external factors. Internal factors include personal interests, values, and self-perception, while external influences involve significant others, socio-cultural expectations, economic considerations, and teacher-related political contexts. Siriwardana (2022) examines the well-being of an ESL teacher in Sri Lanka through personal reflections on teaching experiences. It finds that intrinsic motivation, passion for teaching, and positive relationships enhance professional satisfaction, while low salaries, limited professional development, job insecurity, and heavy workloads contribute to burnout. Krishnan (2022) identifies the positive and negative contributing factors influencing lecturers' psychological well-being, in relation to teaching motivation, career satisfaction, and mental health in the workplace. The findings reveal that teaching innovation, years of teaching experience, supportive facilities, a conducive working environment, and positive relationships with colleagues contribute positively to lecturers' psychological well-being. In contrast, strained relationships with superiors, performance appraisal systems, and low levels of student engagement were found to negatively affect lecturers' emotional health. Zhang (2021) explores the subjective factors that affect the psychological well-being of educators teaching in the higher education institution. The finding revealed twelve themes that determine the contributory factors to address the key research question, which were positive relationships, positive attitude, personal development, personal autonomy, conducive work environment, leadership support, religious and spiritual support, technology, work demand, training support, self-efficacy, and engagement. This finding also asserted that psychological well-being is a multidimensional construct and there is no sole determinant factor. Jing & Wei (2023) explore the impact of psychological well-being on the teaching practices of Chinese college English teachers and identify strategies for supporting their well-being. The findings demonstrate that higher levels of well-being positively influence instructional practices, leading to increased engagement, motivation, and satisfaction. Autonomy in teaching, competence and effectiveness, and positive student relationships are highlighted as essential factors. The study proposes strategies including autonomy support, competence development, social support, recognition and feedback, and work-life balance to promote the well-being of college English teachers. Sya'idah & Rohmana (2023) examine the psychological well-being of Indonesian pre-service English teachers, considering non-native speakers during their teaching practice. Findings revealed a high level of psychological well-being among the pre-service teachers, with positive scores in autonomy, environmental mastery, personal growth, self-acceptance, purpose in life, and positive relations. However, language anxiety impacted their confidence in English communication compared to native speakers. Significant transitions, professional domains, emotional intelligence, self-efficacy, and language anxiety were identified as factors influencing their well-being. Prasetya (2023) investigates the challenges of becoming an English lecturer of non-English program in a private institution and strategies for facing these challenges when the writer becomes an English lecturer. Being a lecturer in a private institution involves challenges in lesson preparation, classroom teaching with diverse students, and responsibilities outside the classroom, such as research and community service, requiring effective strategies to manage these demands. Sulistina et al. (2023) explore the career journey of a chemistry lecturer by documenting personal experiences related to challenges, achievements, scientific contributions, and the values of success developed throughout the academic career. The results show that many scientific contributions have been made by chemistry lecturers, including cooperation with universities abroad in the development of science and research, as well as collaborative research and publications, to the appointment of post-doctoral fellows. Fatma (2023) explores the experience of English as a Foreign Language (EFL) instructors' becoming academic researchers during their PhD journey in Türkiye. There are challenges that affect the management of multiple roles, and the existence of support mechanisms helps the EFL instructors cope

with the challenges they face. It was observed that they utilize some coping mechanisms to function properly in all the roles they were cast in, and they enact agency during their multiple role practices, especially for teaching and research practices through which nomadic identity practices could be explored. Regarding academic research practices, it was found that there are different professional identity spaces available for or hoped by the participants. Aquariza et al. (2024) explore the teaching performance of English pre-service teachers through a narrative analysis approach. The aim is to understand how these teachers construct their teaching identities and practices in the classroom. Findings reveal that pre-service teachers often navigate through phases of uncertainty and growth as they transition from being students to educators. Their narratives highlight the influence of personal experiences, pedagogical training, mentorship, and classroom dynamics on their teaching practices. Ghafar (2024) explores the influence of mental health on the instructional approaches employed by higher education English lecturers in the Kurdish region. This study finds effective techniques that may be implemented to enhance the psychological well-being of these teachers. The results indicate that there is a positive relationship between more significant levels of well-being and instructional practices, resulting in enhanced levels of participation, inspiration, and pleasure. By using several tactics, such as autonomy assistance, building skills, interaction, acknowledgment and feedback, and a healthy balance between work and life can enhance the overall well-being of higher education English lecturers. Bohara (2025) explore English language teachers' professional identities in relation to their cultural backgrounds, personal enthusiasm, and institutional conditions through their lived experiences and narratives used Clandinin and Connelly's narrative identity theory as a research method. The findings reveal that teacher identity is dynamically shaped by motivation, social recognition, and financial stability, as well as by the availability of administrative support, adequate resources, and collaborative institutional cultures. The narratives uncover challenges such as economic hardship, burnout, and ongoing professional negotiation, illustrating teachers' resilience in sustaining their sense of professionalism amid complex teaching environments.

Although a substantial body of literature has examined English teachers' and lecturers' professional experiences, identities, emotions, and well-being, several gaps remain. Previous studies have predominantly focused on specific aspects such as academic identity construction (Xu, 2014; Ubaque & Castañeda-Peña, 2017), policy-driven emotions (Tran et al., 2017), research trajectories (Fatma, 2023), or stress and burnout related to institutional demands (Nazari & Ognyanous, 2021; Siriwardana, 2022). While some studies address psychological well-being, they often adopt quantitative approaches or examine pre-service teachers (Sya'idah & Rohmana, 2023) rather than in-service English lecturers. Moreover, narrative studies tend to emphasize identity, career journeys, or cross-cultural challenges (Green & Myatt, 2011; Methanonpphakhun, 2016; Bohara, 2025), with limited explicit focus on psychological well-being as a holistic construct encompassing meaning-making, resilience, and emotional balance. There is also a lack of in-depth narrative research that integrates both internal and external factors shaping English lecturers' psychological well-being while they manage simultaneous academic and teaching demands within higher education contexts. This gap highlights the need for a narrative-based exploration that centers psychological well-being as the main analytical lens rather than a secondary or implicit outcome.

The novelty of this study lies in its explicit focus on the psychological well-being of an English lecturer as a central phenomenon, examined through a narrative inquiry approach. Unlike previous studies that primarily address stress, identity, or instructional practices separately, this study integrates psychological well-being with academic demands, teaching responsibilities, professional identity, resilience, and meaning-making in a single narrative framework. By foregrounding lecturers' lived experiences, this research captures how internal factors (such as motivation, values, self-perception, and coping strategies) and external factors (including institutional policies, workload, support systems, and academic culture) interact dynamically over time. Furthermore, by focusing on an English lecturer's personal narrative, this study offers a nuanced and context-sensitive understanding of well-being that goes beyond statistical associations or generalized themes. This narrative-based perspective contributes original insight into how psychological well-being is constructed, sustained, and negotiated in everyday academic life, thereby enriching existing literature on English language teaching, teacher well-being, and higher education studies.

## 2. Method

This study employs a qualitative research design using narrative inquiry to explore the psychological well-being of an English lecturer in managing academic and teaching demands. Narrative inquiry focuses on understanding human experiences through stories, allowing researchers to examine how individuals make meaning of their lived experiences over time (Fitria, 2024). In this study, narrative inquiry is used to capture the personal, emotional, and professional dimensions of the lecturer's academic life, particularly in relation to teaching responsibilities, research expectations, administrative duties, and psychological well-

being. The use of narrative inquiry is appropriate because psychological well-being is a subjective and context-dependent experience that cannot be fully understood through quantitative measurement alone. By emphasizing personal stories, reflections, and emotions, narrative inquiry enables an in-depth exploration of how academic demands are experienced, interpreted, and managed in everyday professional practice (Fitria, 2023).

Narrative inquiry is chosen because it allows the researcher to present authentic, first-person accounts of lived experiences. As the researcher is also the participant in this study, this approach provides space for self-reflection and meaning-making regarding academic pressures, emotional challenges, coping strategies, and professional identity. This method acknowledges that the researcher's voice is not a limitation but a valuable source of insight, particularly in understanding psychological well-being within higher education contexts. Furthermore, narrative inquiry supports a holistic understanding of well-being by connecting experiences across time, including past challenges, present coping mechanisms, and future aspirations. It enables the study to highlight the complexity of lecturers' professional lives, which are often shaped by institutional expectations, personal values, and emotional labor.

The primary data source of this study is self-narrative data, in which the researcher documents and reflects on personal experiences as an English lecturer. Data are collected through written reflective narratives, including autobiographical accounts, reflective journals, and descriptive narratives of teaching, research, and administrative experiences. These narratives focus on emotional responses, stressors, coping strategies, moments of fulfillment, and challenges encountered while managing academic and teaching demands. These narratives encompass experiences, feelings, meanings, and coping strategies encountered in a professional context. The narratives are written over a sustained period to ensure depth and richness of data. The researcher records thoughts, feelings, and reflections related to daily academic activities, classroom interactions, institutional responsibilities, and personal well-being. This approach allows the researcher to capture both immediate emotional reactions and deeper reflective insights, providing a comprehensive understanding of psychological well-being from an insider perspective.

Data analysis in this narrative study follows a thematic narrative analysis approach. The written narratives are read repeatedly to identify recurring patterns, significant events, and meaningful experiences related to psychological well-being. The researcher organizes the data chronologically to understand how experiences evolve and how academic demands influence emotional states and coping mechanisms. The analysis involves coding narrative segments based on emerging themes such as workload pressure, emotional exhaustion, motivation, professional identity, coping strategies, institutional support, and personal resilience. These themes are then interpreted to explain how psychological well-being is constructed and maintained in the context of academic life. Rather than seeking generalization, the analysis emphasizes depth, coherence, and authenticity of the lived experience.

To enhance trustworthiness, the researcher engages in continuous reflexivity by critically examining personal assumptions, emotions, and interpretations throughout the research process. This reflective stance ensures that the analysis remains transparent and grounded in the narrative data, allowing the study to contribute meaningful insights into the psychological well-being of English lecturers.

### **3. Findings and Discussion**

This study aims to explore and understand the psychological well-being of English language lecturers in managing academic and teaching demands through a narrative inquiry approach. Specifically, the study seeks to examine lecturers' personal experiences related to work pressure, administrative workload, and teaching responsibilities, as well as the coping strategies they employ to maintain emotional balance and professional functioning. Furthermore, this research aims to identify internal and external factors influencing lecturers' psychological well-being and to understand how these experiences shape their professional identity, resilience, and meaning-making within the context of higher education. The findings of this study are expected to contribute both theoretically and practically to the development of institutional policies and support systems that promote lecturers' well-being in academic settings.

#### **Findings and Discussion (Revised & Reordered)**

This section presents the narrative findings derived from my personal experiences as an English lecturer in higher education. Using a narrative inquiry approach, the findings are organized thematically to illustrate how academic and teaching demands shape my psychological well-being.

#### **A. Narrative Findings on Psychological Well-Being of an English Lecturer**

The narratives reflect lived experiences related to workload pressure, administrative responsibilities, teaching practices, coping strategies, and meaning-making processes. Psychological well-being is presented as a dynamic and evolving process influenced by internal resources, external academic environments, and reflective practices. The following themes emerged from continuous self-reflection and narrative documentation of my professional journey.

1. Multiple Academic Roles and Increasing Workload Pressure

The requirement to perform multiple academic roles simultaneously creates a continuous sense of pressure in my professional life as an English lecturer. Teaching, research, community service, student supervision, and administrative duties are not structured sequentially but occur concurrently. This overlap forces constant task-switching, which demands high cognitive and emotional energy. As a result, concentration is frequently disrupted, and mental fatigue accumulates. During peak academic periods, such as mid-semester evaluations or end-of-semester reporting, the pressure intensifies, leaving little space for recovery. This condition gradually affects emotional stability, increasing vulnerability to stress and reducing overall psychological well-being.

In my professional context, I am responsible for teaching English courses across all study programs at my institution, which significantly increases my teaching load and instructional diversity. Beyond general English courses, I also teach specialized subjects such as TOEFL preparation, requiring different pedagogical approaches and assessment strategies. My teaching responsibilities extend to both regular and non-regular students, including evening and weekend classes. Teaching at night and on weekends often reduces personal rest time and blurs the boundary between professional and personal life. The continuous adjustment to different student characteristics, schedules, and learning needs demands sustained emotional and cognitive energy. While this extensive teaching role enhances my professional experience, it also intensifies workload pressure and contributes to ongoing psychological strain, particularly in maintaining energy, motivation, and emotional balance over extended teaching periods.

In my daily academic life, the pressure of performing multiple roles simultaneously is strongly felt. In one semester, I often teach several English courses across different study programs while also preparing research manuscripts and fulfilling community service obligations. For example, during mid-semester periods, I may teach morning classes, attend coordination meetings in the afternoon, and prepare research revisions late at night. When end-of-semester assessments coincide with institutional reporting deadlines, I experience prolonged mental fatigue and difficulty concentrating. Teaching regular classes during weekdays and non-regular classes at night or on weekends further reduces recovery time. This constant overlap gradually affects my emotional stability, making stress feel continuous rather than temporary.

2. Administrative Workload as a Major Source of Stress

Administrative tasks represent a significant source of stress due to their volume, complexity, and time sensitivity. Unlike teaching, which offers interpersonal interaction and intrinsic rewards, administrative work is often repetitive and deadline-driven. The demand for precision in filling out systems, reports, and accreditation documents increases cognitive strain, especially when tasks must be completed outside regular working hours. This persistent administrative pressure reduces opportunities for relaxation and contributes to physical exhaustion. Over time, such conditions disrupt emotional balance and increase the risk of chronic stress, negatively impacting psychological well-being.

Administrative work becomes particularly stressful when multiple reporting systems and documentation requirements must be completed simultaneously. In my experience, tasks such as uploading grades, filling out academic workload reports, and preparing accreditation-related documents often occur alongside teaching responsibilities. These tasks require high accuracy and concentration, and errors can lead to repeated revisions. I frequently complete administrative work late at night after teaching evening classes, which limits rest and increases physical exhaustion. Over time, this repetitive and deadline-driven work contributes to emotional fatigue and reduces my enthusiasm for academic tasks.

3. Unique Challenges Faced by English Lecturers

English lecturers encounter unique psychological challenges related to the nature of language education. Maintaining linguistic accuracy, fluency, and pedagogical effectiveness requires continuous self-monitoring and professional development. Additionally, English classrooms often consist of students with diverse proficiency levels, learning styles, and motivational backgrounds. Managing students' language anxiety and cultural differences requires emotional sensitivity and patience. These challenges demand sustained emotional labor, which can intensify psychological pressure and distinguish English lecturers' experiences from those in other academic disciplines. As an English lecturer, I face challenges that extend beyond general teaching responsibilities. In the classroom, I must continuously monitor my language accuracy, fluency, and instructional clarity, as students often view lecturers as language models. I also teach students with widely varying levels of English proficiency, from beginners to advanced learners. For instance, in one

class, I may need to simplify explanations significantly, while in another, I am expected to deliver advanced academic English. Managing students' anxiety about speaking English and addressing cultural differences requires patience and emotional sensitivity, which adds to psychological pressure over time.

4. Teaching as Both a Stressor and a Source of Meaning

Teaching functions simultaneously as a source of stress and a source of fulfillment. The demands of lesson planning, classroom management, and assessment can be emotionally draining, particularly when student engagement is low or learning outcomes are uneven. However, teaching also provides meaningful interpersonal connections and visible evidence of impact. Witnessing students' progress and receiving their appreciation reinforces a sense of purpose and professional identity. This meaningful aspect of teaching plays a protective role, helping to offset stress and supporting psychological well-being despite heavy workloads.

Teaching often generates emotional strain, especially when student participation is low or learning outcomes do not meet expectations. There are moments when repeated explanations or managing disengaged students feel exhausting. However, teaching also provides meaningful experiences that restore emotional balance. For example, when students who initially struggled begin to participate confidently in discussions or successfully pass TOEFL preparation courses, I experience a strong sense of fulfillment. These moments remind me why I chose this profession and help counterbalance the stress associated with heavy teaching loads.

5. Impact of Academic Workload on Psychological Well-Being

Sustained academic workload has a direct and cumulative impact on psychological well-being. When professional expectations consistently exceed personal capacity, stress becomes persistent rather than temporary. Emotional exhaustion, reduced motivation, and diminished job satisfaction may gradually emerge. These conditions not only affect mental health but also influence teaching performance and professional engagement. Psychological well-being, therefore, depends heavily on how lecturers manage workload demands and whether institutional expectations align with realistic human capacity.

The cumulative effect of sustained workload becomes evident during long academic periods without sufficient breaks. When teaching hours increase while research and administrative expectations remain unchanged, I notice a gradual decline in motivation and emotional energy. There are times when I feel mentally present in class but emotionally drained. This condition affects not only my mood but also my ability to fully engage with students. Such experiences illustrate how excessive workload, when unmanaged, can directly undermine psychological well-being and professional satisfaction.

6. Coping Strategies to Maintain Emotional Balance

To preserve emotional balance, I consciously employ coping strategies that address both practical and emotional needs. Time management strategies help structure tasks and reduce feelings of chaos. Reflective journaling functions as an emotional processing tool, allowing me to articulate frustrations and reinterpret stressful experiences. Simple self-care practices, such as short breaks or engaging in enjoyable activities, support emotional recovery. These coping strategies do not eliminate stress but help regulate emotional responses, making academic demands more manageable.

To cope with academic pressure, I intentionally apply several strategies to maintain emotional balance. I organize tasks by priority and break large responsibilities into smaller, manageable steps. Reflective journaling has become an important practice, allowing me to express frustration and process emotional responses to stressful situations. For instance, after particularly demanding teaching weeks, writing reflections helps me identify emotional triggers and regain perspective. Simple self-care activities, such as short rest periods between classes or limiting work-related tasks at certain times, support emotional recovery and prevent overload.

7. Narrative Reflection and the Development of Professional Identity

Narrative reflection enables a deeper understanding of professional experiences by connecting past challenges with present growth. Through reflective storytelling, struggles are reframed as learning processes rather than failures. This reflective practice strengthens professional identity by highlighting resilience, commitment, and personal development over time. Narrative reflection thus functions not only as a research method but also as a psychological tool for meaning-making and identity construction.

Through continuous narrative reflection, I can understand how academic challenges shape my professional identity. By revisiting past experiences of stress, failure, and success, I recognize patterns of growth and resilience. For example, reflecting on earlier teaching difficulties helps me

see how my confidence and pedagogical skills have developed over time. This process transforms challenges into learning experiences and reinforces my identity as an English lecturer who continues to adapt and grow within demanding academic contexts.

8. **Meaning-Making as a Key to Resilience**

Meaning-making plays a central role in sustaining resilience under academic pressure. By interpreting challenges as opportunities for growth and contribution, stress becomes more tolerable. This perspective transforms workload demands into purposeful activities aligned with long-term professional values. Meaning-making helps prevent emotional burnout by maintaining motivation and reinforcing a sense of direction within academic life.

Meaning-making plays a crucial role in sustaining resilience amid academic pressure. Rather than perceiving workload solely as a burden, I interpret challenges as part of my contribution to students' development and institutional goals. For instance, preparing additional materials for students who struggle with English can be exhausting, but viewing this effort as an investment in their future helps sustain motivation. This perspective allows me to tolerate stress more effectively and prevents emotional burnout by aligning daily struggles with long-term professional values.

9. **Importance of Psychological Well-Being for Teaching Effectiveness**

Psychological well-being directly influences teaching effectiveness and classroom dynamics. Lecturers with stable emotional well-being demonstrate greater enthusiasm, creativity, and responsiveness to students' needs. Conversely, emotional exhaustion can reduce patience, engagement, and instructional quality. Therefore, maintaining psychological well-being is essential not only for lecturers' personal health but also for sustaining effective teaching and positive learning environments.

My teaching effectiveness is closely linked to my psychological condition. When I feel emotionally balanced, I am more enthusiastic, patient, and responsive to students' needs. Conversely, during periods of emotional exhaustion, I notice reduced creativity and lower tolerance for classroom challenges. These experiences demonstrate that psychological well-being is not only a personal concern but also a critical factor in maintaining teaching quality and positive learning environments for students.

10. **Need for Institutional Support Systems and Policy Implications**

The narrative findings emphasize the necessity of institutional support systems that acknowledge lecturers' psychological well-being. Policies related to workload distribution, emotional support, and professional recognition can significantly reduce stress and enhance sustainability. Institutions that prioritize lecturers' well-being create healthier academic environments, benefiting both educators and students. These findings highlight the importance of integrating well-being considerations into institutional policy and academic management practices.

My narrative experiences highlight the importance of institutional support in sustaining lecturers' psychological well-being. Clear workload distribution, realistic performance expectations, and recognition of teaching and administrative efforts can significantly reduce stress. For example, supportive communication from program coordinators and collaborative teamwork among colleagues help me feel less isolated during demanding periods. These experiences suggest that institutional policies that prioritize lecturers' well-being are essential for creating sustainable academic environments that benefit both educators and students.

**B. Internal and External Factors Influencing English Lecturers' Psychological Well-Being**

English lecturers' psychological well-being is influenced by the interaction between internal personal resources and external academic environments.

**1. Internal Factors Influencing English Lecturers' Psychological Well-Being**

Psychological well-being among English lecturers is not only shaped by external academic demands and institutional environments but is also strongly influenced by internal psychological resources. Internal factors refer to personal attributes, beliefs, and emotional capacities that help lecturers interpret, manage, and respond to academic pressures. These factors determine how lecturers cope with workload stress, maintain motivation, and sustain emotional balance amid teaching, research, and administrative responsibilities. In the context of higher education, strong internal resources enable English lecturers to remain resilient, adaptive, and professionally committed despite increasing academic demands. The following internal factors in supporting English lecturers' psychological well-being.

a. **Personal Motivation and Sense of Purpose**

Personal motivation serves as a foundational internal factor supporting psychological well-being. A strong sense of purpose rooted in commitment to students' learning and academic

development helps English lecturers endure heavy workloads and professional challenges. When teaching is perceived as meaningful work rather than merely an obligation, stress becomes more manageable. This intrinsic motivation fosters emotional endurance and reinforces lecturers' willingness to remain engaged despite fatigue and pressure.

From my narrative experience, teaching English across multiple study programs often results in physical fatigue, especially when classes extend into the evening or weekends. However, my motivation is sustained by a personal belief that English proficiency is a crucial skill for students' academic and professional futures. Witnessing students gradually gain confidence in using English reinforces my sense of purpose and helps me reinterpret exhaustion as a meaningful investment rather than a burden.

b. Resilience and Emotional Endurance

Resilience refers to the ability to adapt positively to stress, setbacks, and changing academic demands. Resilience enables lecturers to adapt positively to continuous academic pressure. Emotional endurance develops through repeated exposure to teaching challenges and institutional demands. Through repeated exposure to teaching challenges, research pressures, and administrative responsibilities, English lecturers gradually develop emotional endurance. This resilience allows them to recover from academic stress more quickly, maintain psychological stability, and continue functioning effectively even during peak workload periods.

In my experience, periods of intense workload—such as simultaneous teaching, reporting, and research deadlines—initially caused emotional strain. Over time, I learned to accept pressure as an inherent part of academic life. This acceptance strengthened my resilience, allowing me to recover more quickly from stress and maintain emotional stability during demanding academic cycles.

c. Self-Efficacy and Professional Confidence

Self-efficacy, or belief in one's own teaching and professional competence, plays a crucial role in reducing anxiety and emotional strain. Self-efficacy reduces anxiety by strengthening confidence in professional competence. Lecturers who trust their instructional abilities tend to experience greater emotional control. English lecturers who feel confident in their pedagogical skills, language proficiency, and classroom management abilities tend to experience lower levels of self-doubt. This confidence supports emotional stability and enables lecturers to face instructional challenges with greater calm and control.

Reflecting on my own journey, teaching diverse courses such as general English and TOEFL preparation initially triggered self-doubt due to differing student needs and expectations. As I accumulated teaching experience and positive student feedback, my confidence grew. This sense of competence reduced anxiety and helped me approach teaching challenges with greater calm and assurance.

d. Reflective Practice and Self-Awareness

Reflective practice allows lecturers to process their experiences, emotions, and challenges critically. Reflective practice supports psychological well-being by enabling lecturers to reinterpret challenges constructively.

Through reflection, academic difficulties are reframed as opportunities for learning and professional growth rather than personal failures. This self-awareness helps regulate emotional responses, supports adaptive coping strategies, and contributes to long-term psychological well-being.

Through reflective journaling and self-evaluation, I became more aware of my emotional responses to academic stress. Writing about teaching difficulties and administrative frustrations helped me identify patterns of emotional fatigue and adjust my expectations. Reflection transformed moments of frustration into opportunities for professional learning rather than sources of self-blame.

e. Emotional Regulation and Coping Capacity

Emotional regulation allows lecturers to manage stress effectively and prevent emotional overload. The ability to regulate emotions is essential in managing stress arising from teaching demands, student behavior, and institutional expectations. English lecturers who can manage frustration, anxiety, and emotional exhaustion are better equipped to maintain balance in their professional lives. Effective emotional regulation supports sustained engagement and prevents the accumulation of unresolved stress.

In my daily academic routine, managing diverse student behaviors, assessment pressures, and institutional demands often triggers emotional tension. I consciously practice emotional

regulation by taking short breaks, setting mental boundaries between tasks, and avoiding emotional carryover from one class to another. These strategies help me remain emotionally present in the classroom despite accumulated stress.

f. Commitment to Professional Growth

A commitment to continuous professional development strengthens psychological well-being by fostering a sense of progress and competence. A commitment to professional development strengthens motivation and prevents emotional stagnation.

Engaging in learning opportunities, improving pedagogical skills, and enhancing language proficiency provide lecturers with renewed confidence and motivation. This growth-oriented mindset helps mitigate feelings of stagnation and burnout. From my narrative perspective, engaging in professional learning—such as updating teaching materials, improving assessment strategies, and reflecting on pedagogical approaches—provides a sense of progress. Even during periods of heavy workload, this commitment helps me view challenges as part of a long-term growth process, which supports sustained psychological well-being.

g. Meaning-Making and Value Alignment

Meaning-making refers to the ability to interpret academic challenges as meaningful experiences aligned with personal and professional values. When lecturers can connect daily academic tasks with broader values—such as contributing to students' future success or advancing education—stress becomes more tolerable. Value alignment helps lecturers perceive workload demands not merely as pressure but as purposeful responsibilities, which supports long-term psychological well-being.

From my narrative experience, academic pressure becomes less overwhelming when I consciously connect my teaching and academic responsibilities with my core values as an educator. Teaching English to students from various disciplines allows me to contribute to their academic confidence and future employability. Viewing my workload through this value-based perspective helps transform fatigue into a sense of contribution, strengthening my emotional resilience.

h. Autonomy and Sense of Control

A sense of autonomy plays a crucial role in maintaining psychological well-being. Autonomy refers to lecturers' perceived control over instructional methods, classroom decisions, and time management. When lecturers feel they have flexibility in designing lessons and managing tasks, they experience lower stress levels and greater emotional satisfaction.

In my experience, having the freedom to choose teaching strategies and adapt materials to different student groups enhances my sense of control. Although institutional demands remain high, autonomy in the classroom allows me to feel professionally trusted. This sense of control reduces emotional pressure and increases job satisfaction, even when workload intensity remains unchanged.

i. Optimism and Positive Cognitive Framing

Optimism involves maintaining a positive outlook and framing challenges as temporary and manageable. Lecturers who practice positive cognitive framing are better able to regulate emotional responses to stress and setbacks. Optimism does not eliminate academic pressure but helps reduce its psychological impact by encouraging adaptive thinking.

Through self-reflection, I realized that my emotional well-being improves when I consciously reframe stressful situations. Instead of viewing heavy teaching schedules or administrative tasks as overwhelming, I remind myself that these demands are situational and time-bound. This optimistic framing helps prevent emotional exhaustion and sustains motivation during demanding academic periods.

j. Spirituality and Personal Belief Systems

Personal belief systems and spirituality can serve as internal sources of emotional strength and stability. For some lecturers, spiritual reflection provides emotional grounding, patience, and acceptance in facing professional challenges. These beliefs help lecturers maintain inner calm and perspective amid academic pressure.

From my narrative perspective, moments of reflection grounded in personal beliefs help me regulate emotional stress. When academic demands feel excessive, spiritual reflection encourages patience and acceptance. This internal grounding supports emotional balance and prevents stress from escalating into emotional burnout.

k. Self-Compassion and Emotional Acceptance

Self-compassion involves recognizing personal limitations and responding to oneself with understanding rather than self-criticism. Lecturers who practice self-compassion are less

likely to experience chronic guilt or emotional overload when unable to meet all expectations perfectly. This acceptance supports healthier emotional regulation and psychological sustainability.

In my experience, learning to accept that not all academic tasks can be completed perfectly has reduced emotional strain. Instead of engaging in self-blame during periods of exhaustion, I practice self-compassion by acknowledging my effort and limitations. This approach helps me recover emotionally and maintain long-term engagement in my academic role.

## 2. External Factors Influencing English Lecturers' Psychological Well-Being

In addition to internal psychological resources, English lecturers' psychological well-being is significantly influenced by external factors originating from the academic environment and institutional context. External factors refer to organizational, social, and structural conditions that shape lecturers' daily professional experiences. These factors determine the level of support, clarity, and stability available to lecturers in managing their academic responsibilities. Supportive external conditions can buffer stress and enhance emotional well-being, while unfavorable environments may intensify psychological pressure and increase the risk of emotional exhaustion. The following external factors play in influencing English lecturers' psychological well-being.

### a. Institutional Workload Policies and Role Distribution

Institutional policies related to workload allocation strongly affect lecturers' psychological well-being. When teaching, research, community service, and administrative duties are unevenly distributed or excessively concentrated, lecturers may experience sustained stress and role overload. Unclear role expectations and overlapping deadlines further intensify pressure, making it difficult to maintain work-life balance.

In my professional experience, workload distribution at my institution often feels uneven and simultaneous rather than sequential. Teaching responsibilities, research deadlines, and community service activities frequently overlap within the same academic period. I am expected to manage these roles independently, without clear prioritization from the institution. This condition creates a continuous sense of pressure, as I must constantly decide which task requires immediate attention, often at the expense of rest and emotional recovery.

### b. Administrative Demands and Bureaucratic Pressure

Administrative workload represents a major external stressor for English lecturers. Frequent reporting requirements, accreditation documentation, and digital administrative systems consume significant time and cognitive energy. The rigid nature of deadlines and the expectation to complete administrative tasks beyond formal working hours contribute to mental fatigue and emotional strain.

Administrative tasks consume a significant portion of my time and mental energy. I regularly complete academic reports, input data into institutional systems, and prepare documents for evaluation or accreditation purposes. Many of these tasks must be finished outside regular teaching hours. The repetitive and deadline-driven nature of administrative work often leads to mental fatigue and reduces my emotional capacity to engage fully in teaching and research activities.

### c. Leadership and Institutional Communication

The quality of leadership and institutional communication plays a critical role in shaping lecturers' emotional experiences. Clear, transparent, and supportive communication from academic leaders reduces uncertainty and anxiety. Conversely, sudden policy changes, inconsistent instructions, or limited feedback can create confusion and psychological discomfort among lecturers.

The way institutional policies are communicated strongly affects my emotional state. When information regarding academic schedules or policy changes is delivered suddenly and without a clear explanation, I experience anxiety and uncertainty. In contrast, when leaders communicate expectations clearly and acknowledge lecturers' challenges, I feel more secure and emotionally supported in managing my responsibilities.

### d. Collegial Support and Professional Relationships

Supportive relationships with colleagues function as an important protective factor for psychological well-being. Collaborative work environments foster shared responsibility, emotional validation, and professional solidarity. Positive collegial interactions reduce feelings of isolation and help lecturers cope with academic stress more effectively.

Support from colleagues plays an important role in maintaining my psychological well-being. Informal discussions with fellow lecturers allow me to share frustrations and exchange coping

strategies. Knowing that others face similar challenges reduces feelings of isolation and helps me reframe academic stress as a shared professional experience rather than a personal failure.

e. Teaching Conditions and Classroom Environment

Teaching conditions, including class size, student diversity, and scheduling, significantly influence lecturers' emotional well-being. English lecturers often teach students with varied language proficiency levels, learning motivation, and cultural backgrounds. Managing these differences requires additional emotional labor, particularly when classes are scheduled during evenings or weekends.

My teaching environment presents unique emotional demands. I teach English across all study programs, including both regular and non-regular classes held in the evening and on weekends. Managing students with diverse language proficiency levels and learning motivations requires constant emotional regulation. Teaching late hours often leaves me physically tired, which affects my emotional resilience during classroom interactions.

f. Performance Evaluation and Academic Pressure

External evaluation systems, such as performance assessments, publication requirements, and promotion criteria, contribute to psychological pressure. The demand to meet measurable performance indicators within limited timeframes can create anxiety and emotional exhaustion, especially when evaluation standards are perceived as rigid or unrealistic.

External evaluation systems, such as publication requirements and performance assessments, contribute to ongoing psychological pressure. I often feel that success is measured through numerical indicators rather than the quality of teaching or student engagement. This emphasis on measurable outcomes sometimes leads to self-doubt and emotional exhaustion, particularly when evaluation deadlines coincide with heavy teaching schedules.

g. Work-Life Boundary and Time Structure

External scheduling structures, including evening classes, weekend teaching, and extended working hours, directly affect lecturers' ability to maintain personal boundaries. When professional responsibilities intrude into personal time, opportunities for rest and emotional recovery are reduced, increasing the risk of burnout.

The structure of my academic schedule frequently blurs the boundary between professional and personal life. Evening classes and weekend teaching reduce opportunities for rest and family time. As a result, I often carry academic concerns into my personal space, making it difficult to achieve emotional detachment from work and fully recover psychologically.

h. Availability of Institutional Support Systems

Institutional support systems, such as mentoring programs, professional development opportunities, and psychological support services, play a vital role in sustaining lecturers' well-being. When such support is accessible and responsive, lecturers feel valued and supported. In contrast, the absence of structured support systems may leave lecturers vulnerable to prolonged stress.

Institutional support systems for lecturers' well-being are limited in my professional context. While professional development opportunities exist, structured emotional or psychological support is rarely emphasized. This absence requires me to rely heavily on personal coping strategies rather than institutional assistance, which can intensify feelings of self-reliance and emotional burden during periods of high academic demand.

The present study aligns with (Siriwardana, 2022) in showing that English educators' psychological well-being is shaped by the interaction between intrinsic motivation, meaning-making, and institutional conditions. Both studies highlight that personal motivation, professional passion, and supportive relationships promote well-being, while heavy workloads, administrative demands, and limited institutional support contribute to stress and burnout. Despite different educational contexts, the similarities suggest that challenges to English educators' psychological well-being are global and emphasize the need for strong institutional support systems alongside individual coping resources.

## 4. Conclusion and Suggestion

### Conclusion

The narrative findings show that the psychological well-being of an English lecturer is shaped by lived experiences related to workload pressure, administrative demands, teaching practices, coping strategies, and meaning-making processes, and emerges as a dynamic condition influenced by the interaction between internal resources, external academic demands, and reflective practices. Performing

multiple academic roles simultaneously—such as teaching, research, community service, supervision, and administrative work—creates continuous pressure and mental fatigue, especially when these responsibilities overlap within the same academic period. Extensive teaching across multiple study programs, including evening and weekend classes, further increases emotional labor and blurs work–life boundaries, while repetitive, deadline-driven administrative tasks with high accuracy demands significantly reduce recovery time and contribute to emotional exhaustion.

The study also highlights discipline-specific challenges faced by English lecturers, such as constant linguistic self-monitoring and managing diverse student proficiency levels, language anxiety, and cultural differences. Teaching is experienced as both a stressor and a source of meaning; while instructional demands can be emotionally draining, meaningful student progress and appreciation serve as protective factors that reinforce professional identity and motivation. Sustained academic workload has cumulative negative effects on psychological well-being, leading to emotional exhaustion, reduced motivation, and diminished engagement when recovery is insufficient. To manage these pressures, coping strategies such as time management, reflective journaling, self-care, and emotional regulation play a crucial role in maintaining balance. Narrative reflection and meaning-making processes further support resilience by reframing challenges as learning experiences and aligning daily work with long-term professional values.

The findings underscore the importance of institutional support systems. Clear workload policies, supportive leadership, collegial relationships, and recognition of lecturers' efforts are essential for sustaining psychological well-being. Overall, the narrative demonstrates that lecturers' psychological well-being is jointly shaped by individual coping resources, disciplinary demands, reflective practices, and institutional conditions.

English lecturers' psychological well-being emerges as a dynamic outcome of the interaction between internal psychological resources and external academic environments. Internal factors such as personal motivation, sense of purpose, resilience, self-efficacy, reflective practice, emotional regulation, and meaning-making function as protective mechanisms that help lecturers interpret and manage academic pressures constructively. These internal resources enable lecturers to sustain emotional balance, maintain motivation, and preserve professional commitment despite heavy teaching, research, and administrative demands. At the same time, external factors significantly shape lecturers' emotional experiences and capacity to cope. Institutional workload policies, administrative demands, leadership communication, collegial support, teaching conditions, time structures, and the availability of support systems influence whether academic responsibilities are perceived as manageable or overwhelming. Poor workload distribution, excessive administrative tasks, unclear communication, and blurred work–life boundaries intensify psychological strain, while supportive leadership and collegial relationships help buffer stress.

Overall, the findings indicate that psychological well-being cannot be attributed solely to individual resilience or institutional structures. Instead, it is formed through a continuous negotiation between personal coping capacities and organizational conditions. Promoting English lecturers' psychological well-being, therefore, requires both strengthening internal psychological resources and creating supportive, well-structured academic environments that acknowledge lecturers' emotional and professional needs.

### **Suggestion**

Exploring lecturers' psychological well-being has important implications for higher education institutions, as understanding lecturers' lived experiences enables institutions to identify areas requiring support and improvement and to develop well-being-oriented policies. Institutional support systems, such as fair workload management, counseling services, and professional development opportunities, play a crucial role in enhancing lecturers' psychological well-being and creating healthier, more sustainable academic environments. Therefore, higher education institutions are encouraged to adopt a holistic approach by implementing clear and equitable workload policies, reducing excessive administrative burdens, fostering supportive leadership and collegial environments, and promoting reflective practices, self-care, and continuous professional development. By aligning institutional support with lecturers' psychological needs, universities can sustain well-being, improve teaching quality, and strengthen long-term professional commitment.

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