

Enhancing Emotional Well-Being Among Teachers at UNISON

Potenciando el Bienestar Emocional en los maestros de la Unison

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Abstract

The program “Enhancing Emotional Well-Being Among Teachers at the University of Sonora (Unison)” involved the design and implementation of a training and emotional well-being enhancement program for faculty members from the Division of Economic and Administrative Sciences at the University of Sonora in Hermosillo, Mexico. The program was aimed at a group of teachers and took place from Monday, December 5 to Friday, December 9, 2022. It consisted of five two-hour sessions, held from 10 a.m. to 12 p.m. The training included theoretical sessions complemented by various practical strategies. A total of 10 in-person hours were conducted, along with 10 hours of independent work, which included a series of activities submitted via the Microsoft Teams platform. The course was delivered in person at the audiovisual room of the Master’s in Administration program on the Hermosillo Campus of the University of Sonora. Assignment submission and course evaluation took place on December 13, 2022.

The main objective of the program was to provide theoretical, methodological, and emotional tools to faculty at the University of Sonora regarding the

five dimensions of well-being, with an emphasis on the emotional and professional dimensions. The aim was to enhance their own well-being through a variety of activities and the proposal of practical strategies that contribute to the development of life skills and well-being.

Keywords: Well-being, emotions, teachers, university

JEL Code: I31

Resumen

El Programa “Potenciando el Bienestar Emocional en los Maestros en la Universidad de Sonora (Unison)” consistió en diseñar e implementar un programa de formación y potenciación del bienestar emocional de los maestros de la División de Ciencias Económico-Administrativas de la Universidad de Sonora en Hermosillo México.

El programa se dirigió a un grupo de docentes, inició el lunes 05 de diciembre y finalizó el 9 de diciembre del 2022, distribuido en cinco sesiones de dos horas cada una en horario de 10 a 12 horas. Se conformaron sesiones de formación teóricas



que se complementaron seguidamente con diversas estrategias prácticas, se realizaron 10 horas presenciales y 10 de trabajo autónomo compuesto por una serie de actividades que enviaron mediante la plataforma Microsoft Teams. El curso se realizó de manera presencial en la sala audiovisual de la Maestría en Administración en el Campus Hermosillo de la Universidad de Sonora. La entrega de las actividades y evaluación del curso tuvo lugar el 13 de diciembre del 2022.

El objetivo general del programa consistió en brindar herramientas teóricas, metodológicas y emocionales, a los maestros de la Universidad de Sonora, acerca de los aspectos relacionados con las cinco dimensiones del Bienestar, con énfasis en el Emocional y el Profesional, para potenciarlo en ellos mismos, a través de la realización de diversas actividades y propuestas de estrategias prácticas que contribuyan a la construcción de sus habilidades de vida y bienestar.

Palabras clave: Bienestar, emociones, maestros, universidad.

Código JEL: I31

1. Introduction. Context analysis and needs assesment

The Universidad de Sonora (Unison) was founded in 1942 and has since been the leading autonomous public institution of higher education in the state of Sonora, Mexico. It currently operates six campuses: Hermosillo, Cajeme, Santa Ana, Caborca, Nogales, and Navojoa. The Central Regional Unit (URC) is composed of the first two campuses, the Northern Regional Unit (URN) includes the following three, and the Southern Regional Unit (URS) corresponds to the last campus. According to its academic organizational model, each campus comprises a set of Divisions currently, there are 11 in the URC, 3 in the URN, and 2 in the URS.

Unison's Organic Law, which governs its operations, states: "The Division is the general unit of organization within the Regional Units; it is composed of Departments and established by areas of knowledge." Currently, the Division of Economic and Administrative Sciences (DCEA) at Unison's Hermosillo campus where the intervention was carried out consists of the following three departments: Administration,

Accounting, and Economics. These departments offer seven undergraduate programs and eight graduate programs (seven master's degrees and one specialization).

Unison's higher education enrollment has remained around 33,000 students in recent years, of which approximately 95% are enrolled in undergraduate programs and 5% in graduate programs. This makes Unison responsible for serving approximately 27% of the higher education student population in the state of Sonora. The URC alone accounts for 82.6% of Unison's undergraduate enrollment.

Faculty at Unison engage in core academic activities across three areas: teaching, research, and outreach. The university has a total of 2,534 instructors 1,343 adjunct faculty and 1,191 full-time faculty of which 42% are women and 58% men. The program's target audience is the teaching staff of the DCEA, consisting of 202 instructors (both full-time and part-time), distributed as follows: 53 in Administration, 87 in Accounting, and 62 in Economics.

Institutional framework defining the program's strategic lines of action

In its most recent Institutional Development Plan (PDI) 2021–2025, Unison presents a renewed focus on the importance of healthy living within the university community. Its first strategic pillar is titled: "Cohesion and Formation of a Sustainable, Equitable, Inclusive, and Healthy University Community," which encompasses Unison's major institutional goals and challenges. This strategic line includes five priority objectives. The fourth objective is: "To ensure the safety of individuals and university property, and to promote self-care and healthy lifestyles among the university community to enhance well-being." Each of these five objectives is supported by a specific institutional strategic program to guide concrete actions: 1. University identity and social recognition; 2. Sustainable university; 3. Equitable, inclusive, and gender violence-free university; 4. **Safe and healthy university**; y 5. Digital university. To oversee these programs, Unison established the Directorate for Support of Institutional Programs (DAPI) (PDI, 2021).

For the first time, Unison's 2021–2025 Institutional Development Plan integrates the Institutional Healthy Life Program (PIVS), launched in 2021

within the framework of the Health-Promoting Universities movement. This concept refers to Higher Education Institutions that foster an organizational culture guided by the values and principles of the global Health Promotion movement. According to the Pan American Health Organization (PAHO), the goal of Health-Promoting Universities is to create a learning environment and culture that improves the health, well-being, and sustainability of the university community, allowing individuals to reach their full potential through healthy living (PIVS, 2022).

The PIVS aims to “contribute to the formation of holistically healthy individuals, committed to their surroundings as agents of change with a salutogenic approach. Based on its programs and actions, it seeks to influence human and social development in a healthy and sustainable manner and support the improvement of health among members of the university community including students, faculty, and staff by strengthening a culture of holistic health that permeates all areas of life” (PIVS, 2022).

According to PIVS, psycho-emotional health refers to the psychological and emotional well-being of individuals. It denotes a mental state that enables people to live with adequate motivation, calm, and effectiveness, and to adapt to the normal stresses of life while fulfilling daily tasks and responsibilities. Within the framework of PIVS at Unison, the following areas are addressed (PIVS, 2022):

1. Psychological support

<https://programasinstitucionales.unison.mx/apoyo-psicologico/>

2. Stress and emotion management

3. Support for suicidal ideation and attempts

<https://programasinstitucionales.unison.mx/apoyo-en-ideacion-e-intento-suicida/>

4. Addiction prevention

As part of its strategic actions, PIVS launched the “UniSaludable” project on Tuesday, March 14, 2023. The objective of this initiative is to promote comprehensive health self-care through digital tools and spaces. These include an online gym, tools and tips for maintaining a balanced diet and emotional health, as well as a comprehensive list of University of Sonora services that support the health of its community. The UniSaludable portal

was created to raise awareness within the university community about the importance of self-care and health promotion through digital resources. This portal is accessible at:

<https://programasinstitucionales.unison.mx/unisaludable/>.

Coordination and technical support at Unison

To successfully implement the program at the Universidad de Sonora (Unison), it was essential to obtain support and approval from various institutional programs and bodies.

First, approval was obtained from the Coordination of the Institutional and Divisional Healthy Life Programs, the latter of which I have been a collaborator since 2022. Once both programs approved the implementation, and in accordance with Unison’s regulations, the full course information was formally registered in the Academic Activity Management System (SiGeA) on the faculty portal on October 20, 2022, under the category of teaching disciplinary or didactic refresher courses or diplomas (see Image 1). Following the SiGeA registration, the course underwent several review processes. It was first reviewed by the Academy of History and Sustainable Development of the Department of Economics. Then, it was submitted to and reviewed by the Divisional Council of Economic and Administrative Sciences on November 16, 2022, which approved the delivery of the course. Subsequently, I received an official appointment as the organizer and instructor of the course. Finally, the final report for the course was presented and approved on February 3, 2023, by the Divisional Council of Economic and Administrative Sciences.

Atmosphere of Acceptance and Support for the Intervention

The program received full institutional support from Unison for its implementation within the Division of Economic and Administrative Sciences (DCEA). As previously described, this was made possible through the necessary approvals by relevant authorities, allowing the course to be delivered in person in the audiovisual classroom of the Master’s in Administration program at Unison’s Hermosillo campus. It was also complemented virtually through Microsoft Teams, the institution’s official platform.

The dissemination of information about the course registration was requested through various channels.



First, to the members of the Divisional Program on Healthy Lifestyles. Secondly, an individual request was made to each of the members of the three Department Heads of Accounting, Administration, and Economics, as well as to the Director of the DCEA, so that they could extend the information to their respective teachers.

The institution considers the intervention necessary and/or a priority

According to the above, Unison expresses its commitment to psycho-emotional health in the PDI 2021-2025, as supported by the goals and outcome indicators related to the development of the PIVS (see Table 1). This is reflected in the latest results presented in the first Annual Report 2021-2022, which includes 64 events attended by a total of 7,058 people. These events were held to promote physical and emotional health within the university community, which is ultimately where this project will have an impact.

Table 1. Outcome Indicators of the strategic programs of the PDI 2021-2025 Unison

Indicator Number	Indicator Description	Current Value	Target				Responsibles
			2022	2023	2024	2025	
4.1.1	Number of events held per year on topics related to the promotion and care of physical and emotional health.	35	40	50	60	70	Student Support Office, Office for Institutional Program Support, Divisions, and Departments

Source: <https://www.unison.mx/institucional/pdi2021-2025.pdf>

Objectives of the Intervention

From the review of the previously mentioned needs, the following general and specific objectives are outlined below.

General Objectives

To provide theoretical, methodological, and emotional tools to the teachers of the Division of Economic and Administrative Sciences at Unison regarding the aspects related to the five dimensions of Well-being, with an emphasis on Emotional Well-being, in order to strengthen it through various activities and practical strategy proposals that contribute to the development of their life and well-being skills.

Specific objectives:

- Teachers will identify the various aspects that make up Well-being, as well as how it is measured, with a focus on subjective well-being.
- Teachers will explain, using critical arguments both orally and in writing, the importance of positive emotions for well-being.
- Teachers will apply strategies to express, both orally and in writing, the characteristics of their self-development in relation to emotional well-being.
- Specify strategies to enhance happiness, character strengths, positive emotions, engagement, positive relationships, meaning, and achievement.

2. Theoretical foundation

The central theme of this work is the enhancement of emotional well-being. To address this, it is essential to begin by explaining the concept of well-being, which has multiple definitions and various conceptual frameworks that must be specified and clarified due to their breadth and complexity. The book *Questions About Well-being* (Bisquerra, 2013) sheds light on the broad and diverse scientific study of this subject. The first relevant point to highlight is that there are various classifications of well-being. Initially, it can be grouped into two major categories: objective and subjective well-being. Within these, there are five types, which will be briefly outlined according to the definitions presented by Bisquerra (2014): material, physical, social, professional, and emotional. The first three types of well-being (material, physical, and social) fall under the objective category, while the last two (professional and emotional) are part of the subjective category.

Table 2. Types of well-being

Major Categories of Well-being	Types of Well-being	Aspects
Objective well-being	Material well-being	Economic development Technological development
	Physical well-being	Physical health Mental health
	Social well-being	Political well-being Community well-being Interpersonal well-being
	Subjective well-being (hedonic)	Leisure time / Free time Positive emotions
Subjective well-being (emotional)	Psychological well-being (eudaimonic)	Professional well-being Personal commitment

Source: Bisquerra (2014)

Objective well-being, as its name suggests, is the type that can be measured objectively. As previously stated, it includes material well-being (Gross Domestic Product), health (life expectancy), or aggregate indicators such as the Human Development Index (which includes the above plus education level), the Genuine Progress Index, the National Well-being Index, or Gross National Happiness, among others. On the other hand, subjective well-being refers to the personal evaluation of one's perception regarding overall life satisfaction. It has a cognitive or evaluative component that refers to a long-term period, and an experiential or affective component that relates to a specific moment, usually the present (Bisquerra, 2016b). Below are the definitions of the characteristics associated with the types of well-being within the objective and subjective categories:

Material well-being is likely the type most commonly associated with the general concept of well-being. It tends to align with economic well-being, which in turn is related to economic and technological growth and development subjects studied in economics and politics. However, interest in development and well-being has only emerged in recent decades.

- Physical well-being corresponds to physical health, and it does not only imply the absence of illness but the presence of bodily wellness.
- Social well-being results from maintaining good relationships with other people. However, it is a broad concept that varies across disciplines such as psychology, sociology, and political science. It can be divided into three categories: interpersonal, community, and political.
- Professional well-being is achieved when we feel fulfilled and satisfied with our workplace and the activities we perform. It is often demonstrated through professional commitment or affective engagement by an employee.
- Emotional well-being is the experience of positive emotions and feelings related to life satisfaction. It is the closest concept to happiness, representing the ability to consciously enjoy well-being, and it closely aligns with subjective well-being.
- Global well-being is the assessment of the various types of well-being within a person, organization, or society, evaluated through the average overall well-being of a group of individuals.

It is also relevant to distinguish between the concepts of well-being and happiness, as subjective or emotional well-being is often used as a synonym for the latter. Happiness is the word commonly used to refer to the maximum level of well-being that nearly everyone desires. However, it is a broad concept, sometimes considered nearly impossible to reach or maintain over long periods. The five types of well-being mentioned above are physical, material, social, professional, and emotional are elements that contribute to happiness but are not happiness in and of themselves. For example, income, health, or work can help us feel happier, but none of them alone constitutes happiness. However, emotional well-being is typically the closest to the concept of happiness.

From this, we can observe that some expressions or concepts are often used almost interchangeably, and the differences between them are not always easy to distinguish at first glance. Therefore, it is important to start from their definitions to clarify, specify, and avoid potential confusion.

Well-being and positive psychology

Positive psychology is a relatively new field that began just over two decades ago. It is considered to have formally emerged with the publication of an article by Martin Seligman and Mihaly Csikszentmihalyi in the American Psychological Association (APA), where they first referred to Positive Psychology in the year 2000.

This marked a shift in scientific research away from focusing solely on disorders, psychopathology, and psychotherapy, toward an interest in and emphasis on generating positive emotions and experiences, personal strengths, optimism, flow, flourishing, and other elements that help improve quality of life and subjective well-being.

This is achieved primarily through the prevention of psychopathologies by developing emotional competencies that positively impact individual and social quality of life and well-being forming the foundation for well-being development within the framework of emotional education (Bisquerra & López-Cassá, 2020).

In 2002, Seligman published the book *Authentic Happiness*, from which three components emerge that people choose to form happiness: positive emotion, engagement, and meaning. At this initial



stage, for the author, happiness becomes the foundation of positive psychology, which can be approached through subjective measurement using a self-report on life satisfaction on a scale from 1 to 10, where each of the three elements mentioned contributes to increasing it. Later, the author expanded and refined his research, transitioning to the well-being theory (Seligman, 2002).

In the book *Flourish: A Visionary New Understanding of Happiness and Well-being*, published nine years later in 2011, well-being becomes the central topic of positive psychology. The main goal is to increase human flourishing, characterized by a satisfactory state of growth and happiness feeling highly satisfied with life and experiencing substantial emotional, social, and mental well-being, which must be measured and fostered (Seligman, 2011).

Some conclusions from Seligman's research on well-being indicate that there are five key components of human flourishing, which are found in people who report feeling happy. These form what is known as the PERMA model (an acronym in English), composed of Positive Emotion (which includes happiness and life satisfaction), Engagement, Relationships, Meaning, and Accomplishment. The foundation of this model lies in individuals' personal character strengths, which serve as pathways to each of these five areas. The first element involves increasing the frequency and intensity of positive emotions and a pleasurable life, the second, engagement, refers to achieving a sense of harmony, affinity, and flow of consciousness, the third element is the presence of positive and satisfying relationships with others, the fourth, meaning or a meaningful life is about finding belonging in something greater than oneself. Finally, accomplishment is about setting goals and achieving them, which helps us feel more competent. Improving each of the five elements that make up the PERMA model can enhance well-being, although none of them alone defines well-being. Nevertheless, each can be independently measured and strengthened. Some of these are assessed through self-reported data, while others can be measured objectively (Seligman, 2011).

After several years of research, Peterson and Park (2009) introduced the Values in Action (VIA) Project, which comprises 24 character strengths possessed by individuals to varying degrees. These strengths are organized into six core virtues: wisdom and knowledge, courage, humanity, justice,

temperance, and transcendence. The strengths under wisdom and knowledge include bravery, creativity, curiosity, open-mindedness, and love of learning; courage includes authenticity, bravery, persistence, and vitality; humanity includes kindness, love, and social intelligence; justice includes fairness, leadership, and teamwork; temperance includes forgiveness, modesty, prudence, and self-regulation; and transcendence includes appreciation of beauty and excellence, gratitude, hope, humor, and spirituality. These traits represent the best of our personality and can be cultivated and taught through the development of a character strengths profile. Research findings show clear evidence of the relationship between these strengths and life satisfaction, psychological well-being, and happiness. They also act as protective factors against psychological disorders (Seligman & Csikszentmihalyi, 2000).

Another cornerstone of Positive Psychology is the concept of Flow, developed by Csikszentmihalyi in the mid-1990s, even before the formal establishment of Positive Psychology as a field. This state is achieved by generating optimal experiences and engaging deeply in professional, personal, social, and leisure activities across different life contexts. When experiencing flow, individuals may feel joy, happiness, enjoyment, and a deep appreciation for life, to the point that they lose track of time, self-awareness, or even the effort required to carry out the activity. According to Csikszentmihalyi (1997), the phenomenon of flow is characterized by eight elements: the activity is challenging and demands skill; there is a merging of action and awareness; goals are clear and feedback is immediate; concentration is fully focused on the task at hand; the fear of losing control disappears; self-consciousness fades; time becomes distorted; and the activity is autotelic, meaning it is intrinsically rewarding.

3. Methodology

Out of the five sessions conducted, four were lecture-based and designed under a constructivist educational approach. This approach aimed to foster dialogue, reflection, and active participation from the teachers based on their prior knowledge of the topics. These first four theoretical sessions were intended to provide a strong theoretical foundation on well-being, happiness, and emotional education, enabling participants to acquire scientific

knowledge about the importance of these concepts. This theoretical grounding was essential for achieving the previously defined objectives of the proposal. Following the theoretical sessions, a series of practical activities was carried out outside the classroom. These activities focused on introspection and self-reflection, allowing participants to apply and enhance their understanding. Initially, this was done through the use of various tools to help identify and evaluate their authentic happiness and their overall well-being, including each of the five dimensions that compose it: their character strengths, positive emotions, engagement, positive relationships, meaning, and accomplishment. It is important to note that the sequence of the sessions was carefully planned to ensure they followed a logical progression as much as possible.

Planning

The implementation of the program was carried out with the teaching staff of the DCEA at the Universidad de Sonora (Unison) from December 5 to 9, 2022. It consisted of five sessions, each lasting two hours, for a total of 10 hours of face-to-face instruction and 10 hours of independent work, resulting in a comprehensive 20-hour training program (see tables 3 and 4).

Table 3. Theoretical content and objectives of the sessions

Session Topics December 5 - 9, 2022	Objectives
1. Theoretical Concepts: Well-being (2 hrs) and Happiness (2 hrs)	1. Identify the concept and distinguish between different types or pillars of well-being and overall well-being, as well as raise awareness of its importance as a personal, social, political, and organizational goal.
2. Measurement of Subjective Well-being (2 hrs) at the International Level and in Mexico (2 hrs)	2. Distinguish the relationship between happiness and well-being, understand the importance of studying and measuring happiness, and review key research findings on happiness.
3. Emotional Education in and for Well-being (2 hrs)	3. Define and identify the concept, objectives, strategies, and importance of emotional education in the construction of well-being.
	4. Present strategies to enhance emotional education and well-being.
	5. Analyze the concept, classification, structure, and function of emotions.

Source: Own elaboration.

Table 4. Practical activities and objectives of the sessions

Activity Sessions December 5-9, 2022 (approx. 1 hr each)	Objectives
1. Benicia Flower Model, Bisquerra (2013)	1. Evaluate your own well-being based on the five types in the Benicia Flower.
2. Satisfaction with life, Diener (1984)	2. Become aware of which aspects of well-being work well for you and which need improvement.
3. Authentic Happiness Questionnaire, Peterson (2005)	3. Evaluate satisfaction with life.
4. General Happiness Questionnaire, Diener (1984)	4. Evaluate authentic happiness and general happiness.
5. My Happiness, Cabrero (2011)	5. Sensitize and identify what we understand by happiness.
6. Defining and Enhancing PERMA Elements, IEPP (2022) [8]	6. Assess and strengthen the factors in which PERMA manifests.
7. Practical Exercise Proposals to Enhance PERMA, Niemiec (2022) [8]	7. Use your character strengths and enhance the five areas of PERMA with research-based activities.
8. VIA Character Strengths Questionnaire, Peterson and Park (2009)	8. Identify and classify the 24 individual character strengths.
9. Strategies to Develop Character Strengths, Niemiec (2022)	9. Develop the character strengths identified in the VIA test.
10. The Construction of Well-being through Flow, Bisquerra (2021)	10. Discover activities that produce flow states.
11. Group Music Therapy (2 hours)	11. Emotional relaxation therapy through singing, music, and meditation.

Source: Own elaboration.

Implementation process

The program was aimed at a group of faculty members and took place from Monday, December 5 to Friday, December 9, 2022, consisting of five sessions of two hours each, held from 10 a.m. to 12 p.m. The course was delivered in a hybrid format, combining theoretical training sessions with practical strategies. A total of 10 hours were conducted in person, complemented by 10 hours of autonomous work involving a series of activities submitted through the Microsoft Teams platform. The in-person sessions were held in the audiovisual room of Building 7a at the Master's program in Administration, Hermosillo Campus, University of Sonora. The submission of activities and the course evaluation took place on December 13, 2022.

A total of 30 academics registered via Microsoft Forms, including 16 women and 14 men. Of these, 21 faculty members successfully completed the course, comprised of 13 women and 8 men, distributed among Economics (4), Administration (8), and



Accounting (9). These figures represent a 10 percent accreditation rate relative to the entire faculty body of the Division of Economic-Administrative Sciences, which comprises 202 teachers (both full-time and part-time).

The requirements to complete the course were as follows: attendance at least three out of five in-person sessions, completion and submission of assigned activities through the Microsoft Teams tasks area by December 13, 2022, and completion of the course evaluation upon finishing the program.

4. Results

At the conclusion of the course, participants were asked to complete an evaluation via a Microsoft Forms questionnaire consisting of eight questions: 1) How would you quantitatively rate the course? 2) How do you rate the course activities overall? 3) What aspects of the course did you like most, and why? 4) (Repeated question, likely a typo) What aspects of the course did you like most, and why? 5) General opinion about the course content, activities, methodology, and delivery; 6) How do you think the course could be improved? (Suggestions); 7) Would you be interested in further deepening your training on Emotional Well-being? 8) On which topics of Emotional Well-being would you like the University of Sonora to continue offering training?

The overall quantitative evaluation of the individual sessions received very high scores. Only 10 percent of the teachers rated the course with an 80, while the remaining 90 percent gave it a perfect score of 100. Among the general activity evaluations, participants highlighted that all topics addressed during the intervention were undoubtedly useful and relevant, and emphasized the need to study well-being more broadly.

The aspects that participants most appreciated were the opportunity to deepen their knowledge of theoretical concepts, as most had interest but insufficient information beforehand. They also noted that the activities, participation, interaction, and feedback among colleagues helped them gain greater self-awareness. The activities involving various questionnaires, especially the VIA survey, were mentioned as highly valuable in helping them understand and integrate the theoretical elements covered earlier, playing a key role in their reflection

and self-knowledge process. Several participants agreed that the final session, focused on group music therapy, was the most enjoyable, allowing them to relax and connect more deeply with themselves and their peers.

Most participants expressed overall satisfaction with the course, although some noted that despite the relevance of the topics, the allotted time was insufficient. They also suggested that the course schedule and timing could be improved to avoid conflicts with end-of-semester pressures and other commitments, such as grade submissions. The least favored activities were the questionnaire responses, particularly the VIA, which is the longest.

Regarding their general opinion of the course, most considered the content and methodology highly relevant and appropriate. Some expressed interest in expanding the course with more practical activities. For improving the course, suggestions included allocating more time both in class and for extracurricular activities to better explore and deepen the topics, making sessions more practical, interactive, and dynamic, and designing more visually engaging presentations. Participants also recommended regularly updating institutional and statistical information in the content, providing additional bibliographic or support materials on the topics, and dedicating more time to sessions that warrant it. The vast majority of faculty expressed interest in continuing to deepen their training on emotional well-being, with only one person stating otherwise.

5. Conclusions

Once the process of designing, grounding, implementing, and evaluating the intervention was completed, it is time to conclude with the final reflections that arise from it. I would like to start by mentioning that both the general objective and the specific objectives have been met. By analyzing the content covered, the activities carried out, and the results of the session evaluations, we can say that the implementation project as a whole was successfully achieved. However, like any activity we undertake, it is always open to improvement.

Regarding the practical experience of the intervention at the time we carried it out, it was a challenge, primarily because it had to be conducted



during the last semester of 2022, and we had to secure approval from all the relevant authorities to deliver it within that period. I believe that these experiences help us develop skills such as patience and the search for alternative solutions when faced with different problems that may arise during any intervention. They undoubtedly help us practice assertive responses to such situations.

Beyond all the theoretical learning developed throughout the program, I consider the most relevant element for carrying out the implementation was undoubtedly developing in the teachers the first three emotional competencies proposed by GROPE: awareness, regulation, and emotional autonomy. These competencies are necessary before designing any intervention proposal. This particular intervention focused on the fifth and final competency life skills and well-being so the content and activities centered on these areas. It is worth noting that although this proposal was aimed at the teachers of the DCEA at the University of Sonora where it was conducted, it can undoubtedly be implemented in any other department or faculty within the same university community, adjusting a couple of sessions to deepen the practical actions currently carried out institutionally related to promoting well-being among the university community, as well as incorporating the specific results of well-being measurements in Mexico.

Another important element highlighted by some teachers during a couple of sessions was that a fundamental strategy to achieve greater openness from participants is, without a doubt, sharing personal experiences. We put this into practice, and it was important to enable them to do so. It was a deep and meaningful experience for everyone. This was especially true in the final session, where teachers freely shared with their colleagues their impressions of the course overall and their experience of the last session. The comments in the evaluations confirmed what was felt during the sessions and written down: what they liked most and considered most important was sharing reflections about themselves openly in front of their peers, also presenting aspects about themselves that others usually do not know both positive and negative.

Another relevant point to highlight as part of improvements for a possible future intervention is making adjustments to the content and duration. Regarding session length, for example, the VIA

personal strengths test could be replaced by a shorter version with fewer items, since, although it is crucial for the intervention, completing all 240 items requires considerable time. Regarding content, the main aspect that could be modified, according to the teachers' observations, is the format of the PowerPoint presentations, making them more visually appealing and with less text. Another fundamental aspect to better use the limited session time would be to administer the various questionnaires after the theoretical session.

The greatest satisfaction from conducting this intervention came from the comments and experiences regarding the positive impact it had on each teacher who participated, who are undoubtedly the main protagonists and beneficiaries of this entire project. Finally, it should be noted that the course objectives were achieved, as the academic staff acquired broader knowledge about the various aspects that comprise well-being, especially its measurement, primarily subjective well-being.

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