

**Perceived Social Support and Emotion Regulation as Predictors of
the Quality of Life of the Private School Teachers**

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**PERCEIVED SOCIAL SUPPORT AND EMOTION REGULATION AS
PREDICTORS OF THE QUALITY OF LIFE OF THE PRIVATE SCHOOL
TEACHERS**

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ABSTRACT

This study investigated the predictors of quality of life i.e. perceived social support and emotion regulation among the 124 private school basic education teachers in the Division of San Carlos. Descriptive-correlational method was utilized by the researcher in this study. Result of Pearson Product Moment Correlation revealed that social support positively correlates to quality of life; whereas no correlation was observed between emotion regulation and quality of life using Spearman correlation. The level of emotion regulation and quality showed no significant difference when grouped according to age, gender, and number of years in teaching. On the other hand, perceived social support also showed no significant difference when grouped according to demographics except in number of years in teaching; however, post hoc test using Tukey HSD does not reveal any significant difference between pairwise groups. Using multiple regression analysis, a significant regression was found. The regression equation formed is given by $Quality\ of\ Life = 73.618 + 4.028(PSS) + 0.841(ER)$. It indicated that a unit increase in perceived social support increases the quality of life by 4.028 units, assuming that emotion regulation is constant. This result underscores the unique and influential role of social support in contributing to the well-being of teachers.

Keywords: Perceived social support, Emotion regulation, Quality of life,

Compassion Satisfaction, Compassion Fatigue

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CHAPTER 1

The Problem and Its Background

Introduction

In the recent years, teachers who were pursuing a career outside the teaching profession was evident. This scenario was more frequent in the private education sector. During the exit interviews conducted by the guidance counselors, the teacher's decision to quit was mostly related to their perceived social support, emotion regulation, and quality of life.

Maintaining a good quality of life for teachers is a challenge due to the stress accompanying their task. Teachers with less than five years of experience were reportedly experiencing psychological and physiological challenges in their chosen career as an educator (Korte & Simonsen, 2018) due to emotional needs, labor, and work required for a teacher are significantly high compared to other professions (Chang, 2009). As a result, the challenges that the teachers face, in addition to the psychological and physiological symptoms they experience, may entice them to pursue a career outside the teaching profession.

Every academic institution envisions providing quality education to its learners and a healthy relationship with their constituents. Ensuring teachers' competence plays an important role in achieving these goals. Since quality of life is connected in education, its quality is an indicator

of what the future will hold for an area. Recent years have seen an upsurge of research investigating the characteristics that predict teachers' effectiveness and quality of life, in particular, how well they succeed in providing high-quality instruction that fosters student learning.

Although myriad of studies have shown that teachers quality of life is a good indicator for teachers whether to continue or not in the teaching profession, insufficient attention has been paid to the possible factors that may affect the teachers' quality of life. The implications of the study of Manju & Basavarajappa (2016) on emotion regulation and social support (Yuh & Choi, 2017) deserved to be explored further. It is generally assumed that emotion regulation and social support were positively correlated with quality of life. However, this paper suggests that emotion regulation and social support could be used as a predictors of the teachers' quality of life.

It is evident that the alarming increase in the number of teachers who choose to pursue another career outside the teaching profession is closely associated with their professional quality of life while working in the academe. Moreover, several factors could affect the teachers' professional quality of life.

In this study, the researcher will examine the teachers' level of perceived social support, emotion regulation, and quality of life. The

researcher will also investigate if social support and emotion regulation predicts the quality of life of the private basic education teachers.

Background of the Study

In the study conducted by the Economic Policy Institute (EPI), the shortage of teachers could reach 200,000 by 2025, up from 110,000 in 2018. This shortage is due to several factors e.g. working conditions and lack of support. Sutchter et al. (2019) estimated that there is a shortage of approximately 112,000 teachers since 2016 in the United States in which elementary and secondary teaching is marked by high and increasing rates of annual departures of teachers from schools and teaching altogether. Annual teacher turnover is estimated to be close to 14% at the national level and peaks at 20% for high-need schools (Ingersoll et. al, 2014). In the Philippines, a net loss of 132 teachers every year indicates that more individuals left the profession as compared to the ones entering it (Philippine Statistics Authority, 2018).

Recent years have seen an upsurge of research investigating the characteristics that predict teachers' effectiveness and quality of life, in particular, how well they succeed in providing high-quality instruction that fosters student learning (Kennedy, Ahn, & Choi, 2008; Zumwalt & Craig, 2005). Some of these predictors are the perceived social support (Korte & Simonsen, 2018) and emotion regulation (Lee et al., 2016).

Social support has been shown to promote mental health and acts as a buffer against stressful life events (Alsubaie et al., 2019). Several studies were made on the impact of social support on quality of life (Alsubaie et al., 2019) and emotion regulation (Tamminen & Gaudreau, 2018) over the past decade.

Being labeled as one the most stressful profession by the American Institute of Stress, teachers are struggling to maintain a good quality of life, especially in the workplace. Although teaching has been described as a profoundly emotional activity, little is known about the emotional demands faced by teachers or how this impacts their well-being (Kinman et al., 2011). Developing teacher's well-being is a prerequisite in attaining the goals set by any educational institution. Areas with better education system have been shown to have higher level of educational attainment, and as a consequence, higher income (Boas, 2017).

Emotions figure extremely prominent in our lives that it is hard to imagine not having them, they are generally believed to play a crucial role in shaping individuals' behavior. Thus, regulation of emotions in an adaptive manner is considered as vital aspect for quality of life.

Several studies have attested to the relationship between social support and quality of life (Yang et al., 2009); Zhang et al. 2012; Temam et al., 2019). Although a myriad of studies has already established the relationship between social support and quality of life, very few pieces

of research were done to explore the possible predictive factors e.g. social support and emotion regulation.

The researcher has observed that the number of teachers migrating to other professions varies in terms of gender, age, and years in teaching. Teachers with 1-5 years of experience has the highest rate of migration rate. Moreover these variables were also associated with perceived socaila support, emotion regualtion, and quality of life.

Therefore, the researcher will pursue this study to determine the current state of the teachers' perceived social support, emotion regualtion, and quality of life. Moreover, the researcher will evaluate if social support and emotion regulation predicts the quality of life of the respondents.

Theoretical Framework

This study is anchored on the concept of Social Support Theory by Don Drennon-Gala and Francis Cullen and Professional Quality of Life by Beth Hudnall Stamm.

Social support is taken into account as a middle-range theory that focuses on relationships and the interactions within those relationships (Kort-Butler, 2017). The theory is centered on the proposition that instrumental, informational, and emotional supports help reduce stress which will lead to a high quality of life and well-being. The importance of social relationships in contributing to health and well-being has been the

main focus of research by scientists and practitioners in the field of social, behavioral, medical, and nursing disciplines. Social support is commonly utilized in a broad sense, usually on any process through which social relationships might enhance health and well-being.

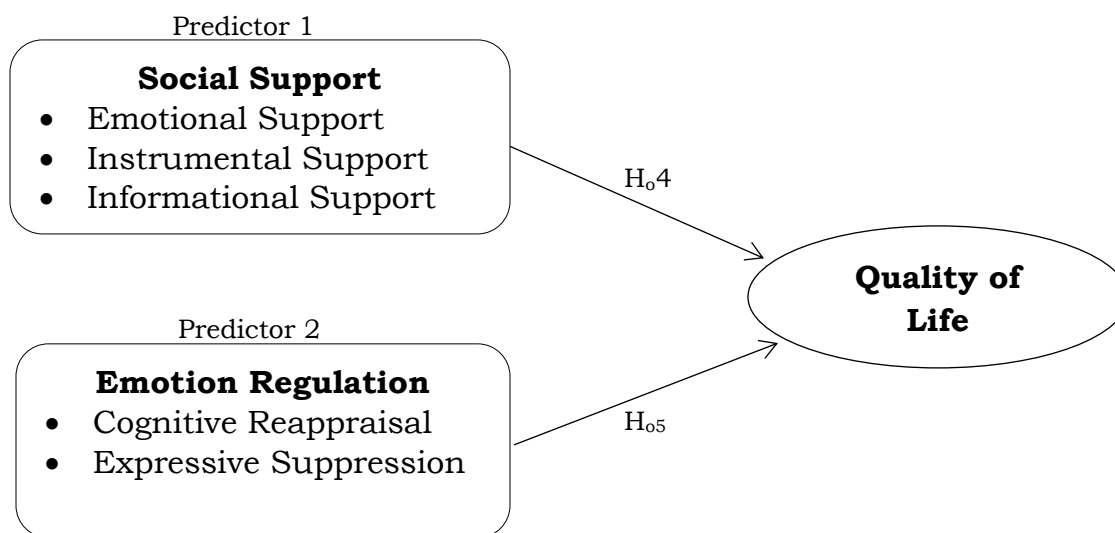
Likewise, professional quality of life refers to both positive and negative emotions that an individual comes across in his/her job as a helper (Kim et al., 2015). It is affected by and affects the professional well-being and performance of an individual (El-Shafei et al., 2018). Professional quality of life includes compassion satisfaction (positive emotion) and compassion fatigue (negative emotion). Compassion fatigue is composed of two parts—burnout and secondary traumatic stress. The first part is concerned with emotions, such as anger, exhaustion, depression, and frustration. The second part pertains to the negative emotion caused by fear and work-related trauma (Stamm, 2010). Teachers, being considered as one of the helping professions, often deal with stressful and traumatic events that could affect their quality of life.

Moreover, particular attention will be paid to the emotional side of teaching and the role of emotional regulation. The emotional job demands of teaching emerge from teachers' interactions with students, parents, and colleagues. These emotional job demands denote the specific requirements of the teaching profession on teachers' emotional expressions, such as showing positive emotions while suppressing

negative ones. Teachers' emotion regulation reflects their ability to successfully interact with their work environment and influence their emotions in workplace. As a function of the interaction between environmental and personal factors, emotion regulation strategies adopted by teachers may further influence their well-being.

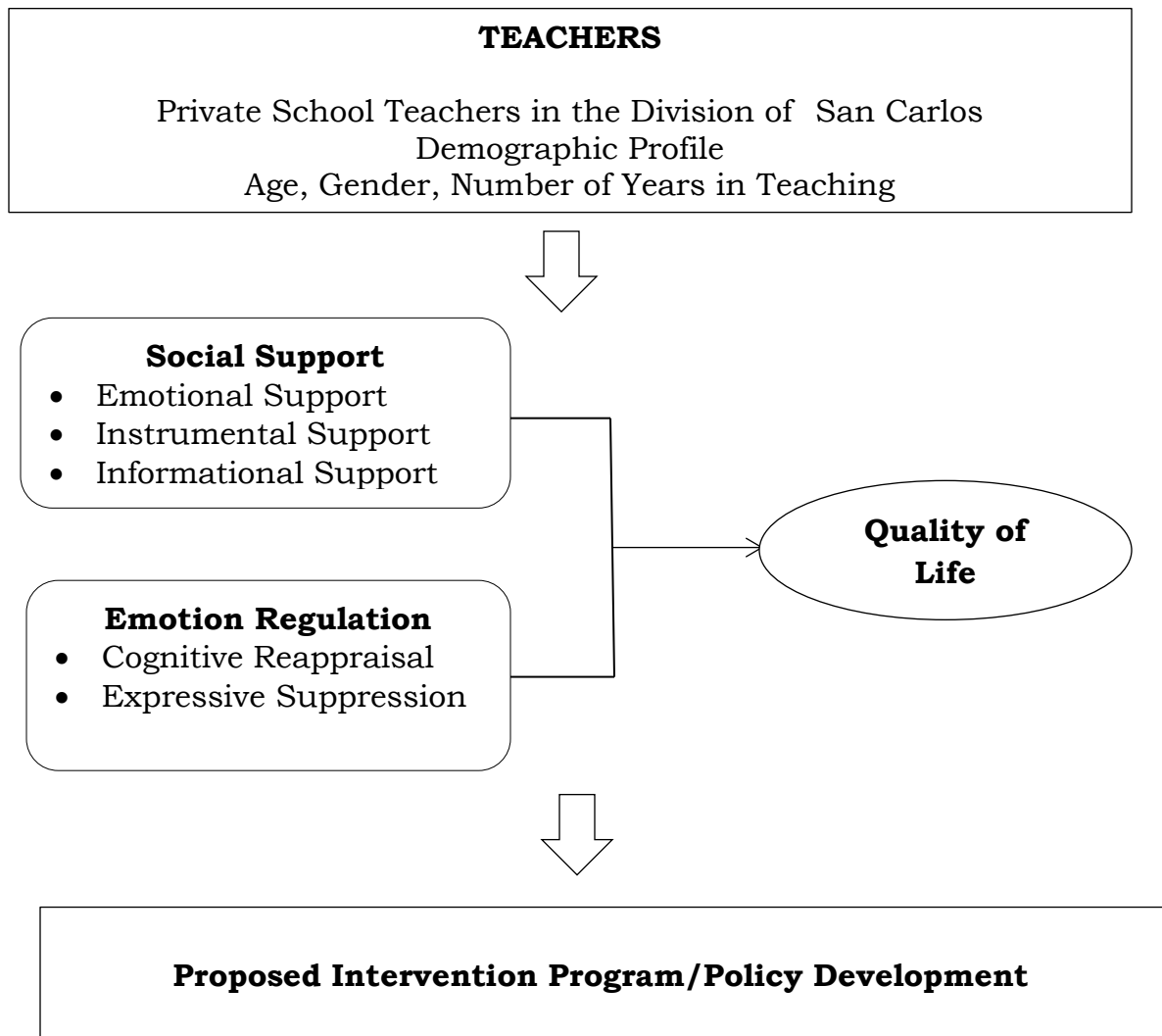
Figure 1

Theoretical Model on the Relationship of Social Support and Emotion Regulation to Teachers Quality of Life



Conceptual Framework

The researcher aims to identify the relationship between social support, emotion regulation, and quality of life. Moreover, the researcher will also explore if social support and emotion regulation could serve as a predictor of the respondents' quality of life.

Figure 2*Paradigm of the Study***Statement of the Problem**

This study will primarily explore the perceived social support, emotion regulation, and quality of life of the private school basic education teachers in the Division of San Carlos. Moreover, this study will also investigate if social support and emotion regulation predict

teachers' quality of life. Specifically, this study aims to answer the following:

1. What is the profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Number of years in teaching
2. What is the profile of the respondents according to:
 - 2.1 Social Support
 - 2.1.1 Emotional Support
 - 2.1.2 Instrumental Support
 - 2.1.3 Informational Support
 - 2.2 Emotion Regulation
 - 2.2.1 Cognitive Reappraisal
 - 2.2.2 Expressive Suppression
 - 2.3 Quality of Life
 - 2.3.1 Compassion Satisfaction
 - 2.3.2 Compassion Fatigue
3. How do the respondents' levels of perceived social support compare when grouped according to:
 - 3.1 Age
 - 3.2 Gender
 - 3.3 Number of years in teaching

4. How do the respondents' levels of emotion regulation compare when grouped according to:
 - 4.1 Age
 - 4.2 Gender
 - 4.3 Number of years in teaching
5. How do the respondents' levels of quality of life compare when grouped according to:
 - 5.1 Age
 - 5.2 Gender
 - 5.3 Number of years in teaching
6. How did the perceived social support and quality of life of the respondents relate to each other?
7. How did the emotion regulation and quality of life of the respondents relate to each other?
8. Will social support and emotion regulation predict the quality of life of the respondents?

Assumptions

The researcher assumes that the respondents answer truthfully and objectively the questions on the three instruments.

Hypothesis

1. There is no significant difference in the respondents' level of perceived social support when grouped according to age, gender,

and the number of years in teaching.

2. There is no significant difference in the respondents' level of emotion regulation when grouped according to age, gender, and the number of years in teaching.
3. There is no significant difference in the respondents' level of quality of life when grouped according to age, gender, and the number of years in teaching.
4. There is no significant relationship between perceived social support and teachers' quality of life.
5. There is no significant relationship between emotion regulation and the teachers' quality of life.
6. Social support and emotion regulation do not predict the teachers' quality of life.

Significance of the Study

The results of the study will be beneficial to the following:

1. Teachers. As the respondents of the study, the teachers will be able to assess their current state of perceived social support, emotion regulation, and quality of life.
2. Guidance Counselors. As the primary person in charge of crafting school policies involving mental health, they can utilize the results in this study in formulating policies or interventions for the well-being of the teachers.

3. School Administrators. Being in charge of approving school policies, the result of this study will help them have a better understanding of the current working quality of life of their teaching personnel.
4. Future Researchers. Results of this study can be used by the future researchers as a reference if they will conduct a study similar to this field.

Scope, Delimitation, and Limitation

The main objective of this study is to investigate the relationship of social support and emotion regulation to teachers' quality of life. The study also includes the teachers' personal information e.g. age, gender, and the number of years in teaching. This study is limited to the private school teachers in the S.Y. 2020-2021 in the Division of San Carlos City, Negros Occidental.

The necessary data will be gathered using three standardized tests: Emotion regulation Questionnaire will determine the respondents' level of emotion regulation; Questionnaire on the frequency of and satisfaction with social support (QFSSS) will assess the frequency of and the degree of satisfaction with perceived social support, and Professional Quality of Life will measure the respondents' quality of life.

This study will be conducted from December 2020 until February 2021.

Definition of Terms

For uniform understanding, the following are defined conceptually and how they are operationally used in the study.

Age. This refers to the age group of the respondents namely 20-30, 31-40, 41-50, and 51-60.

Cognitive Reappraisal. This refers to the attempt of the teachers to reinterpret an emotion-eliciting situation in a way that alters its meaning and changes its emotional impact.

Compassion Fatigue. This refers to the teachers stress resulting from the traumatized students' experiences rather than the trauma itself.

Compassion Satisfaction. This refers to the teachers' pleasure and satisfying feeling that comes from teaching.

Emotional Support. This refers to the teachers perceived act of empathy, concern, affection, love, trust, acceptance, intimacy, encouragement, or caring from their partner, family, friends, or community.

Emotion Regulation. This refers to how the teachers control, regulate, and manage their emotions. It involves the emotional experience, or what the respondents feel inside.

Expressive Suppression. This refers to the attempt of the teachers to hide, inhibit or reduce ongoing emotion-expressive behavior.

Gender. It encompasses the biological sex (male and female) and sexual orientation of the respondents e.g. lesbian, gay, bisexual, transgender, transsexual, queer, questioning, intersex, asexual, ally, pansexual.

Informational Support. This refers to the teachers' received messages that include knowledge or facts, such as advice or feedback on actions from their partner, family, friends, or community.

Instrumental Support. This refers to the teachers' perceived help or assistance in a tangible and/or physical way from their partner, family, friends, or community.

Number of years in teaching. It was divided into different year brackets e.g. 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31, and above respectively.

Perceived Social Support. This refers to an teachers' belief that social support is available and that it provides what the they consider necessary.

Quality of Life. This refers to the teachers' overall well-being while practicing their profession.

Teachers. This refers to the private school basic education teachers in the Division of San Carlos City, Negros Occidental.

CHAPTER 2

Review of Related Literature and Studies

This chapter presents the related literature and studies. Several books, journals, and research articles were reviewed and analyzed by the researcher to identify the facts about the study. Furthermore, the research gap that this study addresses will be presented in this chapter.

Quality of Life

Professional quality of life is the standard that an individual feels about their work as a helper (Stamm, 2010). Both the positive and negative aspects of doing work influence the professional quality of life of a person. A person who works helping others may respond to individual, community, national, and even international crises. Some of them are health care professionals, social workers, teachers, lawyers, cops, firefighters, clergy, transportation staff, disaster responders, and others. Understanding the positive and negative aspects of helping those that experience trauma and suffering can improve the individual's ability to help and maintain their balance.

There are two aspects of the professional quality of life, namely Compassion Satisfaction (CS) and Compassion Fatigue (CF) (Stamm, 2010). CS is a positive aspect of doing work as a helper. It is the pleasure that an individual feels by being able to do their work. On the other hand, CF is the negative aspect of working as a helper. It encompasses

burnout and secondary traumatic stress (STS). Hydon et al. (2015) defined STS as “the natural consequent behaviors and emotions resulting from knowing about a traumatizing event experienced by a significant other—the stress results from helping or wanting to help a traumatized or suffering person”. On the other hand, burnout is a condition that develops in people who work with people such as teachers, nurses, and first responders (Smallwood-Butts, 2013). It was found out that professionals who are burned out demonstrate a lack of concern for the people they serve and often perform poorly in their tasks. With the increasing number of students needing mental health support, teachers are often exposed to traumatizing events and experiences of the students.

Quality of life is influenced by different social factors including relationships and friends (Alsubaie et al., 2019). In the study of Alcala & Aldovino (2011), the respondents were satisfied with all the factors/elements under the family life and relationships domain. It registered a general weighted mean of 4.29. The respondents indicated the highest satisfaction on the relationship with other members of the household, followed by relationship with children and spouse; and relationship with neighbors as the last. In the Philippines, there are a limited number of studies that explore the teachers' quality of life. Bagtasos & Espere (2009) made a comparative study on the quality of

working life of the public and private school teachers but they do not correlate it to social support and emotion regulation.

Social Support

Social support is one of the most commonly studied constructs in the field of community psychology. The APA Dictionary of Psychology defined social support as "assistance or comfort to others, primarily to help an individual cope with biological, psychological, and social stressors. An individual may receive social support from an interpersonal relationship in an individual's social network—family members, friends, neighbors, religious institutions, colleagues, caregivers, or support groups. Social support has long been a core social construct in studying personal relationships. Conceptualizations of social support vary widely among researchers, embracing a wide range of different viewpoints and contexts (Yuh & Choi, 2017). For example, Gottlieb & Bergen (2010) provided the following global definition: "The social resources that persons perceive to be available or that are provided to them by non-professionals in the context of both formal support groups and informal helping associations" (p. 512).

Having a supportive environment within their profession is vital to a teacher's development (Kelly & Antonio, 2016). Korte & Simonsen (2018) found that teachers, like many other professionals, need to feel supported in their efforts. Regardless of the individual's profession, high

levels of perceived support result in more efficacious feelings, and an increased likelihood the individual will remain committed to his or her career. Unfortunately, education has not adopted the philosophies of the corporate world concerning onboarding practices with new or early-career employees and the allocation of resources toward human capital development. This scenario is particularly evident among the small to medium size private schools in the provinces.

Teaching work is entirely based on relationships, given that teachers engage in continuous interaction with students, families, and colleagues (Fiorilli et al., 2017). Given the significant number of demands of being an educator, overcoming the feeling of exhaustion is a challenge. Having a supportive environment, greatly affect in overcoming teachers' feeling of exhaustion. As confirmed by Betoret (2006), the feeling of being exhausted or oppressed by the demands of the job is markedly less when a social support network of colleagues, superiors, and relatives is available; while teachers with a strong sense of depersonalization, given how this trait has conventionally been measured in the main studies on the topic, tend to become avoidant in their work context without applying for help.

In the study of Ortega, et al. (2013), they assert that the importance of social support in people's lives and well-being is well established. Furthermore, they have identified 11 types of social support

in the Philippine context. In this study, the researcher will focus on the three sources of support, namely, emotional, informational, and instrumental.

Social Support and Quality of Life

In the study of Temam et al. (2019), the results suggested that the putative effect of social support on burnout and quality of life (Yang et al., 2009) depended on the source or type of social support considered. Moreover, social support from supervisors appeared to be more determinant than social support from coworkers when coping with burnout symptomatology. Furthermore, Alshraifeen et al. (2020) found that social support has a direct correlation with increased quality of life among the respondents.

According to Zhang et al. (2012), social support has a positive influence on the quality of life. They further explained that social support from friends or family were strong predictors of the psychological domain of quality of life, and social support was also significantly positively correlated with quality of life.

In the Philippines, a similar study was conducted by Acebedo (2009) on the relationship between Social Support and Quality Of Life of hemodialysis patients. This study further attests to the result of the study of Zhang et al. (2012) on the positive impact of social support on quality of life.

Emotion Regulation

Emotion regulation is the actions that determine which emotions we choose to allow or contain, at what point we should use them, and how should we experience or express those emotions (Gross & John, 2003). Emotion regulation can be intrinsic/intrapersonal (regulating one's own emotions) or extrinsic/interpersonal (regulating someone else's emotions) (Gross and Jazaieri, 2014). Within the past decade, several pieces of research have indicated that emotions are not only based on cognitive processes but could also exert a powerful influence on motivational processes (Linnenbrink & Pintrich, 2000; Fried, 2010). Positive emotions can broaden thought-action repertoires (Fredrickson, 2001; Fried, 2010), suggesting that students and teachers who experience more positive emotions may generate more ideas and strategies. Efficient use of emotion regulation strategies could help maintain emotional well-being even when an individual is experiencing negative events (Kashdan et al. 2006; Ochsner and Gross, 2005; Troy et al. 2010).

There are two emotion regulation strategies: cognitive reappraisal and expressive suppression (Gross & John, 2003). Cognitive reappraisal leading to an altered interpretation of an emotional situation is an efficient emotion regulation strategy that is closely linked to personal well-being (van der Veek et al. 2009; Moriya & Takahashi, 2013). In

contrast, maladaptive emotion regulation has been linked to several mental disorders, including the onset of depressive symptoms (Ehring et al. 2010; Garnefski and Kraaij, 2002; Joormann and D'Avanzato 2010).

Poor emotion regulation has been linked to numerous negative outcomes (Khuanghlawn, 2012). Research has demonstrated that difficulties in emotion regulation may be predictive of problematic behavior, such as workplace functioning (Feng et al., 2009). In the teaching profession, emotion regulation plays a critical role in regulating the teachers' responses toward stressful events. Being tasked with educating the youth entails great challenges that could impact the teachers' quality of life.

In the Philippines, Moreno-Javier (2009) conducted a study that investigates the relationship of emotion regulation to gender, parenting styles, and academic performance but not on social support and quality of life. Therefore, the researcher in this study will further explore the relationship of emotion regulation to teachers' quality of life.

Predictors of Quality of Life

Different dimensions of quality of life mean also different predictors for each dimension. Several literatures on quality of life pointed out the role of various kinds of variables. First is the socio-demographic characteristic. In the study of Fassio et al. 2012, low income was related to low quality of life indexes. Results concerning age are not so univocal.

Some study reported that age is inversely related with physical and psychological quality of life (De Girolamo 2001) but others did not find this relation (Fassio et al. 2012). Gender is usually related to subjective evaluation of physical health and psychological status. Women have higher rates of negative affect and depression and poorer subjective health than men (Prus, 2011).

A second group of predictors of quality of life is the capability of social environment to support individuals. Social support from family, friends, and partner is important to cope with traumatic events like serious illness (Coughlin 2008), to face ordinary life events like motherhood (Dyrdal et al. 2011) and in general to have a good level of quality of life. Also the relation with the environment is important, Sense of Community and Place Attachment (Rollero and De Piccoli 2010) are predictors of well-being.

Summary

There was literature (Kort-Butler, 2017; Hydon et al., 2015; Alsubaie et al., 2019; Gottlieb & Bergen, 2010; Gross & John, 2003) and studies (Alcala & Aldovino, 2011; Yuh & Choi, 2017; Fiorilli et al., 2017; Betoret, 2006; Ortega, et al., 2013; Temam et al., 2019; Yang et al., 2009; Zhang et al., 2012; Acebedo, 2009; Linnenbrink & Pintrich, 2000; Fried, 2011; Fredrickson, 2001; Troy et al. 2010; Moriya & Takahashi, 2013; Ehring et al. 2010; Garnefski and Kraaij 2006; Joormann and

D'Avanzato 2010; Moreno-Javier, 2009; Khuanghlawn, 2012; Feng et al., 2009; Korte & Simonsen, 2018; Lee et al., 2016; Fernandes & Da Rocha, 2009; Tamminen & Gaudreau, 2018) that were conducted in the US and other western countries.

Most of the studies found a significant relationship between social support and quality of life (Yang et al., 2009; Zhang et al. 2012; Temam et al., 2019; Alshraifeen et al., 2020). In the Philippines, few studies were conducted on social support (Ortega, et al., 2013), teachers' quality of life (Alcala & Aldovino, 2011), and emotion regulation (Moreno-Javier, 2009). Moreover, there is no existing study in the country that explores the factors (e.g. social support and emotion regulation) that predicts quality of life.

CHAPTER 3

Methods and Procedures

This chapter describes the research method, respondents of the study, the instruments to be used, data gathering procedure, and statistical tests to be used in analyzing the data.

Research Design

The researcher will use the descriptive-correlational design of research. The relationship of social support and emotion regulation to teachers' quality of life will be examined. Furthermore, the researcher will evaluate if social support and emotion regulation predict teachers quality of life.

Research Procedure

The study will be conducted according to the procedures presented in figure 3. Before the conduct of the study, the researchers will attend the orientation for thesis writing, secure the approval of the thesis adviser, request topic approval from the department head, and secure permission from the authors of the different instruments to be used. For the Professional Quality of Life (ProQOL) questionnaire, the researcher will send an email addressed to the Center of Victims of Torture asking their permission to use the instrument. A similar procedure will be done for the other instruments—Questionnaire on the frequency of and

satisfaction with social support (QFSSS) and Emotion Regulation Questionnaire.

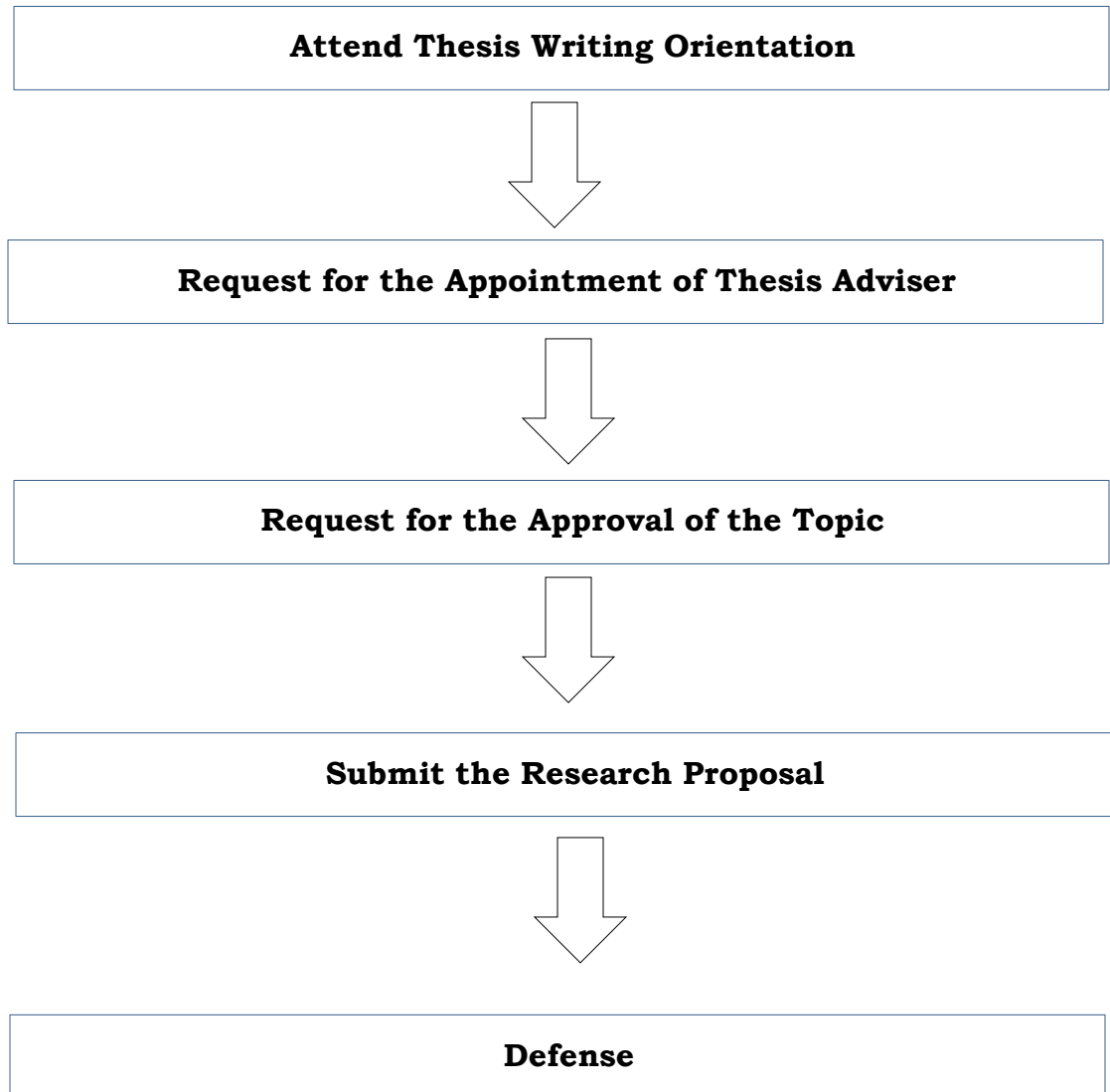


Figure 3

Flow Chart of the Procedure

Setting of the Study

This study will be conducted in the Division of San Carlos City, Negros Occidental. The private school basic education teachers are the target respondents of this study.

In the Division of San Carlos, there are five private schools, namely, Colegio de Sto. Tomas-Recoletos, Inc. (CST-R), Colegio de Santa Rita de San Carlos, Inc. (CSR), Tañon College, Our Lady of Peace Mission School (OLPMS) and Daisy's ABC School.

Respondents of the Study

The respondents of this study are the private school basic education teachers in the Division of San Carlos. Table 1 presents the total population of respondents from different private schools.

Table 1

Respondents of the Study

PRIVATE SCHOOLS	Number of Teachers	Percentage
Coleio de Sto. Tomas-Recoletos, Inc.	38	31%
Colegio de Santa Rita de San Carlos, Inc.	20	16%
Tañon College	25	20%
Our Lady of Peace Mission School	27	22%
Daisy's ABC School	14	11%
TOTAL	124	100%

There are 124 private school basic education teachers from the five private secondary schools in the Division of San Carlos who are prospective respondents of this study. The highest number is from Colegio de Sto. Tomas-Recoletos, Inc.

Sampling Technique

In this study, the research will utilize purposive sampling. The respondents are the private school basic education teachers in the Division of San Carlos.

Instruments

To gather the necessary data for this study, the following research instruments will be used by the researcher.

- 1. Demographic Profile Sheet.** This will be used to gather personal information from the respondents such as age, gender, and the number of years in teaching.
- 2. Professional Quality of Life Scale.** This will be used to assess the professional quality of life of the respondents. It is a 30 item self-report measure of the positive and negative aspects of care. The respondents will be asked to rate the statements in the questionnaire according to their perceptions. The response option is on a Likert scale; 5 for Very Often, 4 for Often, 3 for Sometimes, 2 for Rarely, and 1 for Never. In the evaluation made by Heritage et al. (2018), compassion satisfaction and compassion fatigue have a reliability of

.90 which indicates high reliability. In this study, Cronbach's alpha was 0.77 for compassion satisfaction, 0.63 for burnout, and 0.79 for secondary traumatic stress. For compassion fatigue, the researcher will utilize the local norm established by Neil Jordan M. Uy as cited by Ubo (2016).

Raw Score	Level of Compassion Fatigue
21 and below	Low
22-96	Average
97 and above	High

For compassion satisfaction and level of quality of life, the researcher will use the local norm below.

Raw Score	Level of Compassion Satisfaction
22 and below	Low
Between 23 and 41	Average
42 and above	High

Raw Score	Level of Quality of Life
83.75 and below	Low
83.76-100.99	Average
101 and above	High

3. Questionnaire on the frequency of and satisfaction with social support (QFSSS). This will be used to assess the respondents'

frequency of and the degree of satisfaction with perceived social support received from different sources to three types of support: emotional, informational, and instrumental. García-Martín et al., (2016) show high internal consistency (values of Cronbach's alpha ranged from .763 to .952). The correlational analysis showed significant positive associations between QFSSS scores and measures of subjective well-being and perceived social support, as well as significant negative associations with measures of loneliness (values of Pearson's r correlation ranged from .11 to .97). The results confirm the validity of the QFSSS as a versatile tool that is suitable for the multidimensional assessment of social support. In this study, Cronbach's alpha was 0.79 for emotional source, 0.82 for informational source, and 0.91 for instrumental source. The Cronbach's Alpha result indicates a good internal consistency of the test. The researcher will use the local norm below.

Raw Score	Interpretation of Perceived Social Support
1.00-1.79	Rarely
1.80-2.59	Sometimes
2.60-3.39	Quite Often
3.40-4.19	Almost Always
4.20-5.00	Always

4. Emotion Regulation Questionnaire. Is a 10-item self-report questionnaire designed to measure respondents' tendency to regulate their emotions in two ways: (1) Cognitive Reappraisal (six items), and (2) Suppression (four items), with subscales, scored as the mean of the items. Responses are scored on a seven-point Likert scale from 1 ("strongly disagree") to 7 ("strongly agree"). Gross et al. (2003) found test-retest reliability of .69 for both the reappraisal and suppression subscales, and the internal consistency of each subscale was acceptable (reappraisal, $\alpha = .79$; suppression, $\alpha = .73$). In the present study, the Cronbach's alpha was 0.71 for reappraisal and 0.6 for suppression. For the cognitive reappraisal, expressive suppression, and overall emotion regulation, the researcher will use the local norm below.

Raw Score	Level
1.00-2.99	Low
3.00-4.99	Average
5.00-7.00	High

Data Gathering Techniques

The researcher, after the pre-oral defense, will ask permission from the principal of the different private secondary schools to conduct the research and administer the questionnaire to the respondents.

Statistical Treatment of Data

To ensure valid and reliable analysis and interpretation of data, the researcher will use the statistical tests below. These tests will be done using Microsoft Excel and Statistical Package for Social Sciences version 21 (SPSS 21).

1. **Frequency Distribution and Percentage.** These will be used to describe the data in terms of the respondents' demographic profile e.g. age, gender, and the number of years in teaching.
2. **Mean and Standard Deviation.** These statistical treatments will be used to determine the level of quality of life, emotion regulation, and perceived social support of the respondents. These will also help the researcher in formulating insights into the data in comparison to the population.
3. **Pearson Product-Moment Correlation.** This statistical test will be used to measure the level of association between two variables.
4. **Analysis of Variance (ANOVA).** This statistical test will be used to determine the significant difference between three or more variables e.g. age, gender, and the number of years in teaching.
5. **Linear Regression Analysis.** This statistical test will be used to determine the significant relationship between Social Support and Quality of Life.

CHAPTER 4

Presentation, Analysis, and Interpretation of Data

This chapter presents the analysis and interpretation of the data gathered from the 124 respondents who were all private school basic education teachers in the Division of San Carlos for the school year 2020-2021. This study was conducted in order to identify the predictors of teachers' quality of life.

1. Respondents' Demographics

- 1.1 Age. Table 2 presents the profile of the respondents according to their age. More than half (54%) of the respondents belong to the 20-30 years old age group. It was followed by the 31-40 years old age group which comprises 22% of the participants. Lastly, 41-50 age group and 51-60 age group has the same percentage of respondents (12%).

Table 2

Profile of the respondents according to age

	Frequency	Percentage
Age		
• 20-30 years old	67	54.0
• 31-40 years old	27	21.8
• 41-50 years old	15	12.1
• 51-60 years old	15	12.1
Total	124	100.0

- 1.2 Gender. Table 3 presents the profile of the respondents according to their gender. Majority (72%) of the respondents are

female. Moreover, there are 29 (23%) male respondents and 2.4% for gay and bisexual respectively.

Table 3

Profile of the respondents according to gender

	Frequency	Percentage
Gender		
• Male	29	23.4
• Female	89	71.8
• Gay	3	2.4
• Bisexual	3	2.4
Total	124	100.0

- 1.3 Number of years in teaching. Table 4 presents the profile of the respondents according to their number of years in teaching. It has been observed that 68% of the respondents belong to the 1-5 years group. It was followed by 6-10 year group with 16%.

Table 4

Profile of the respondents according to number of years in teaching

	Frequency	Percentage
Number of years in teaching		
• 1-5 years	84	67.7
• 6-10 years	20	16.1
• 11-15 years	6	4.8
• 16-20 years	3	2.4
• 21-25 years	5	4.0
• 31 and above	6	4.8
Total	124	100.0

2. Profile of the Respondents

2.1 Social Support

2.1.1 Emotional Support. Table 5 shows the profile of the respondents according to emotional support. Results indicated that majority (37%) of the respondents have almost always received emotional support from their partner, family, friends, and community. On the other hand, only 6% of the respondents received sometimes emotional support.

Table 5

Profile of the respondents according to emotional support

	Frequency	Percentage
Emotional Support		
• Sometimes	7	5.6
• Quite Often	29	23.4
• Almost Always	46	37.1
• Always	42	33.9
Total	124	100.0

2.1.2 Instrumental Support. Table 6 shows the profile of the respondents according to instrumental support. Most of the respondents (32%) indicated that they almost always received instrumental support from their family and peers. Moreover, the percentage result indicates that there are few respondents (10%) received sometimes instrumental support.

Table 6*Profile of the respondents according to instrumental support*

	Frequency	Percentage
Instrumental Support		
• Sometimes	12	9.7
• Quite Often	33	26.6
• Almost Always	39	31.5
• Always	40	32.3
Total	124	100.0

2.1.3 Informational Support. Table 7 shows the profile of the respondents according to informational support. Result indicates that 35% of the respondents have always received informational support from their family, friends, and community. Less than 1% of the respondents rarely received informational support. The result is a good indication that the respondents receive this support frequently.

Table 7*Profile of the respondents according to informational support*

	Frequency	Percentage
Informational Support		
• Rarely	1	.8
• Sometimes	10	8.1
• Quite Often	28	22.6
• Almost Always	42	33.9
• Always	43	34.7
Total	124	100.0

2.2 Emotion Regulation

2.2.1 Cognitive Reappraisal. Table 8 presents the profile of the respondents according to cognitive appraisal. Majority (54%) of the respondents indicate a high level cognitive reappraisal. This indicates that majority of the respondents has an excellent emotional experience. Moreover, only 2% of the respondents exhibit a poor emotional experience which is determined by their low cognitive appraisal level.

Table 8

Profile of the respondents according to cognitive reappraisal

	Frequency	Percentage
Cognitive Appraisal Level		
• High	67	54.0
• Average	55	44.4
• Low	2	1.6
Total	124	100.0

2.2.2 Expressive Suppression. Table 9 shows the profile of the respondents according expressive suppression. Most of the respondents (72%) indicated an average level of expressive suppression. This indicates that majority of the respondents has good emotional expression; they show their emotions in the way they talk, gesture, or behave accordingly. Moreover,

only 11% of the respondents exhibit a low expressive suppression level.

Table 9

Profile of the respondents according to expressive suppression

	Frequency	Percentage
Expressive Suppression Level		
• High	22	17.7
• Average	89	71.8
• Low	13	10.5
Total	124	100.0

2.3 Quality of Life

2.3.1 Compassion Satisfaction. Table 10 presents the profile of the respondents according to their compassion satisfaction. Majority of the respondents (61%) indicated that they experience moderate compassion satisfaction. This implies that they moderately feel satisfied in their teaching profession.

Table 10

Profile of the respondents according to compassion satisfaction

	Frequency	Percentage
Compassion Satisfaction		
• Moderate	76	61.3
• High	48	38.7
Total	124	100.0

2.3.2 Compassion Fatigue. Table 11 presents the profile of the respondents according their compassion fatigue. All of the respondents indicated that they experience compassion fatigue which includes burnout and secondary traumatic stress. This implies that all respondents have moderate feeling of unhappiness, disconnectedness, and insensitivity to their work environment. It also indicates a moderate feelings of exhaustion, feelings of being overwhelmed, bogged down; being “out-of-touch” with the person they wants to be, while having no sustaining beliefs.

Table 11

Profile of the respondents according to compassion fatigue

	Frequency	Percentage
Compassion Fatigue		
• Moderate	124	100
Total	124	100.0

3. Comparison of the Respondents Perceived Social Support According to Respondents' Demographic

3.1 Age. Table 12 presents the respondents' level of perceived social support when group according to age. Based from the table, the respondents have almost always received social support from

their partner, family, friends, and community regardless of age group. Moreover, the result from the Analysis of Variance (ANOVA) as presented in table 13 supports this observation since the result of the test indicated that there is no significant difference on the frequency of social support received by the respondents when grouped according to age, $F(3,120)= 0.970$, $p=0.409$. This implies that the level of social support received by the respondents does not vary between age groups.

Similarly, in the study of Temam et al. (2019) on burnout symptomatology and social support at work of French teachers, they also found no significant difference on the level of social support when grouped according to the age of the respondents.

Table 12

Respondents' level of perceived social support when grouped according to age

Age	Mean	Std. Deviation	Interpretation
20-30 years old	3.72	.698	Almost always
31-40 years old	3.62	.653	Almost always
41-50 years old	3.95	.725	Almost always
51-60 years old	3.73	.614	Almost always

Table 13

Analysis of Variance on the difference of perceived social support when grouped according to age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.160	3	.720	.970	.409
Within Groups	89.026	120	.742		
Total	91.185	123			

3.2 Gender. Table 14 presents the respondents' level of perceived social support when group according to gender. Based from the table, bisexual respondents have received less frequent social support than those of their male, female, and gay counterparts.

Meanwhile, result of ANOVA as presented in table 15 revealed that there is no significant difference on the frequency of social support received by the respondents when grouped according to gender, $F(3, 120) = 0.476, p = 0.699$. This implies that the level of social support received by the respondents does not differ between genders.

In contrast to the study of Matud et al. (2003), they concluded that there are gender differences in the structure of perceived social support and that these differences can be explained by socialization experiences and social roles associated with gender. However, in the study of Larsin (2011), she found little evidence for gender differences in costs or effectiveness of support use, and emphasized gender differences in support seeking based on perceived availability.

Table 14

Respondents' level of perceived social support when grouped according to gender

Age	Mean	Std. Deviation	Interpretation
Male	3.74	.721	Almost always
Female	3.74	.677	Almost always
Gay	3.53	.210	Almost always
Bisexual	3.24	.754	Quite often

Table 15

Analysis of Variance on the difference of perceived social support when grouped according to gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.073	3	.358	.476	.699
Within Groups	90.113	120	.751		
Total	91.185	123			

3.3 Number of years in teaching. Table 16 presents the perceived social support received by the respondents when grouped according to the number of years in teaching. It is indicated that respondents teaching for 11 to 15 years and above 31 years have always received social support.

Meanwhile, results of the ANOVA as presented in table 17 revealed that there is a difference on the frequency of social support received by the respondents when grouped according to number of years in teaching, $F(5,118)= 2.546, p=0.032$.

However, post hoc analysis using the Tukey HSD as presented in table 18 does not reveal any significant difference between pairwise groups.

Contrary to the study of Ferguson et al. (2017), she asserted that years of experience do not have an impact on the frequency of utilization of social supports.

Table 16

Respondents' level of perceived social support according to number of years in teaching

Age	Mean	Std. Deviation	Interpretation
1-5 years	3.61	.660	Almost always
6-10 years	3.94	.732	Almost always
11-15 years	4.35	.454	Always
16-20 years	3.46	.900	Almost always
21-25 years	3.53	.451	Almost always
31 and above	4.22	.434	Always

Table 17

Analysis of Variance on the difference of perceived social support when grouped according to number of years in teaching

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.881	5	1.776	2.546	.032
Within Groups	82.305	118	.697		
Total	91.185	123			

Table 18*Post Hoc Test using Tukey HSD*

(I) Years in Teaching	(J) Years in Teaching	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1-5 years	6-10 years	-.46190	.20779	.235	-1.0639	.1401
	11-15 years	-.76190	.35292	.265	-1.7844	.2605
	16-20 years	.07143	.49072	1.000	-1.3502	1.4931
	21-25 years	.13810	.38445	.999	-.9757	1.2519
	31 and above	-.76190	.35292	.265	-1.7844	.2605
6-10 years	1-5 years	.46190	.20779	.235	-.1401	1.0639
	11-15 years	-.30000	.38875	.972	-1.4262	.8262
	16-20 years	.53333	.51708	.906	-.9647	2.0314
	21-25 years	.60000	.41758	.705	-.6098	1.8098
	31 and above	-.30000	.38875	.972	-1.4262	.8262
11-15 years	1-5 years	.76190	.35292	.265	-.2605	1.7844
	6-10 years	.30000	.38875	.972	-.8262	1.4262
	16-20 years	.83333	.59055	.720	-.8775	2.5442
	21-25 years	.90000	.50572	.483	-.5651	2.3651
	31 and above	.00000	.48218	1.000	-1.3969	1.3969
16-20 years	1-5 years	-.07143	.49072	1.000	-1.4931	1.3502
	6-10 years	-.53333	.51708	.906	-2.0314	.9647
	11-15 years	-.83333	.59055	.720	-2.5442	.8775
	21-25 years	.06667	.60992	1.000	-1.7003	1.8337
	31 and above	-.83333	.59055	.720	-2.5442	.8775
21-25 years	1-5 years	-.13810	.38445	.999	-1.2519	.9757
	6-10 years	-.60000	.41758	.705	-1.8098	.6098
	11-15 years	-.90000	.50572	.483	-2.3651	.5651
	16-20 years	-.06667	.60992	1.000	-1.8337	1.7003
	31 and above	-.90000	.50572	.483	-2.3651	.5651
31 and above	1-5 years	.76190	.35292	.265	-.2605	1.7844
	6-10 years	.30000	.38875	.972	-.8262	1.4262
	11-15 years	.00000	.48218	1.000	-1.3969	1.3969
	16-20 years	.83333	.59055	.720	-.8775	2.5442
	21-25 years	.90000	.50572	.483	-.5651	2.3651

4. Comparison of the Respondents' Level of Emotion Regulation According to Respondents' Demographic

4.1 Age. Table 19 presents the respondents' level of emotion regulation when group according to age. Based from the table,

the respondents have average level of emotion regulation regardless of age group. Moreover, the result from the Analysis of Variance (ANOVA) as presented in table 20 supports this observation since the result of the test indicated that there is no significant difference on the level of emotion regulation when grouped according to age, $F(3,120)= 1.922, p=0.130$. This implies that the level of emotion regulation of the respondents does not vary between age groups.

Similarly, in the study of Livingstone et al.(2019) on age similarities and differences in spontaneous use of emotion regulation tactics across five laboratory tasks revealed that results cast some doubt on the assumption that spontaneous emotion regulation is more likely in older age. Furthermore, Gurera & Isaacowitz (2019) asserts that the evidence they have gathered in their systematic review of literature does not point to general improvements in emotion regulation with age.

Table 19

Respondents' level of emotion regulation according to age

Age	Mean	Std. Deviation	Interpretation
20-30 years old	4.740	.696	Average
31-40 years old	4.53	.664	Average
41-50 years old	4.50	.795	Average
51-60 years old	4.31	.667	Average

Table 20

Analysis of Variance on the difference of emotion regulation when grouped according to age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.812	3	.937	1.922	.130
Within Groups	58.535	120	.488		
Total	61.347	123			

4.2 Gender. Table 21 presents the respondents' level of emotion regulation when group according to gender. Based from the table, gay respondents have high emotion regulation while male, female, and bisexual respondents exhibit average emotion regulation. Meanwhile, result of ANOVA as presented in table 22 revealed that there is no significant difference on the respondents' level of emotion regulation when grouped according to gender, $F(3,120)= 1.672, p=0.177$. This implies that the level of emotion regulation of the respondents does not differ between genders.

Similarly, Goubet & Chrysikou (2019) found that there is no significant difference on the positive or negative emotion regulation among genders. They further argued that any differences among genders are not likely attributed to a priori

differences in current mood or differential effects of the task on current mood between the two groups.

Table 21

Respondents' level of emotion regulation according to gender

Age	Mean	Std. Deviation	Interpretation
Male	4.81	.687	Average
Female	4.54	.712	Average
Gay	5.07	.416	High
Bisexual	4.33	.603	Average

Table 22

Analysis of Variance on the difference of emotion regulation when grouped according to gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.461	3	.820	1.672	.177
Within Groups	58.886	120	.491		
Total	61.347	123			

- 4.3 Number of years in teaching. Table 23 presents the level of emotion regulation of the respondents when grouped according to the number of years in teaching. Results show that the respondents have an average emotion regulation regardless of the number of years they have been teaching. Moreover, results of the ANOVA as presented in table 24 revealed that there is no significant difference on the level of emotion of the respondents

when grouped according to their number of years in teaching, $F(5,118)=1.458$, $p=0.209$. This implies that the number of years in teaching does not affect their emotion regulation.

Table 23

Respondents' level of emotion regulation according to number of years in teaching

Age	Mean	Std. Deviation	Interpretation
1-5 years	4.70	.716	Average
6-10 years	4.49	.466	Average
11-15 years	4.55	.853	Average
16-20 years	3.77	.924	Average
21-25 years	4.42	.729	Average
31 and above	4.43	.855	Average

Table 24

Analysis of Variance on the difference of emotion regulation when grouped according to number of years in teaching

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.569	5	.714	1.458	.209
Within Groups	57.777	118	.490		
Total	61.347	123			

5. Comparison of the Respondents' Quality of Life According to Respondents' Demographic

5.1 Age. Table 25 presents the respondents' quality of life when grouped according to age. The results show that the respondents have a moderate quality of life regardless of age.

The Analysis of Variance (ANOVA) as presented in table 26 revealed that there is no significant difference on the quality of life of the respondents when grouped according to age, $F(3,120)=0.821, p=0.485$. This suggests that the quality of life is not affected by the respondents' age. Similarly, in the concise manual of professional quality by Stamm (2010), no statistical differences were observed across age group.

Table 25

Respondents' quality of life when grouped according to age

Age	Mean	Std. Deviation	Interpretation
20-30 years old	91.93	11.361	Moderate
31-40 years old	95.74	12.569	Moderate
41-50 years old	93.73	13.101	Moderate
51-60 years old	88.00	12.722	Moderate

Table 26

Analysis of Variance on the difference of quality of life when grouped according to age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.287	3	.429	.821	.485
Within Groups	62.681	120	.522		
Total	63.968	123			

5.2 Gender. Table 27 presents the respondents' quality of life when grouped according to gender. The results show that gay

respondents have low quality of life while their male, female, and bisexual counterparts have moderate quality of life. Moreover, results of the ANOVA as presented in table 28 revealed that there is no significant difference on the quality of life of the respondents when grouped according to gender, $F(3,120)=0.607, p=0.612$. This suggests that the quality of life does not vary among genders. Similarly, Stamm (2010) asserts that no statistical differences were observed across gender.

Table 27

Respondents' quality of life when grouped according to gender

Age	Mean	Std. Deviation	Interpretation
Male	93.52	14.684	Moderate
Female	92.66	11.027	Moderate
Gay	81.00	17.349	Low
Bisexual	89.33	8.021	Moderate

Table 28

Analysis of Variance on the difference of quality of life when grouped according to gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.956	3	.319	.607	.612
Within Groups	63.012	120	.525		
Total	63.968	123			

5.3 Number of years in teaching. Table 29 presents the respondents' quality of life when grouped according to number of years in teaching. The results show that the respondents have a moderate quality of life regardless of number of years in teaching. Also, analysis of Variance (ANOVA) as presented in table 30 revealed that there is no significant difference on the quality of life of the respondents when grouped according to the number of years in teaching, $F(5,118)=0.353$, $p=0.880$. This implies that the quality of life is not affected by the number of years in teaching. Furthermore, this result was similar to the findings of Stamm (2010) in which no statistical differences were observed on the quality of life of the respondents when grouped according to their number of years in their fields.

Table 29

Respondents' quality of life when grouped according to number of years in teaching

Age	Mean	Std. Deviation	Interpretation
1-5 years	93.10	11.104	Moderate
6-10 years	93.15	13.635	Moderate
11-15 years	89.33	19.916	Moderate
16-20 years	92.67	1.528	Moderate
21-25 years	93.20	12.112	Moderate
31 and above	84.50	14.843	Moderate

Table 30

Analysis of Variance on the difference of quality of life when grouped according to number of years in teaching

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.942	5	.188	.353	.880
Within Groups	63.026	118	.534		
Total	63.968	123			

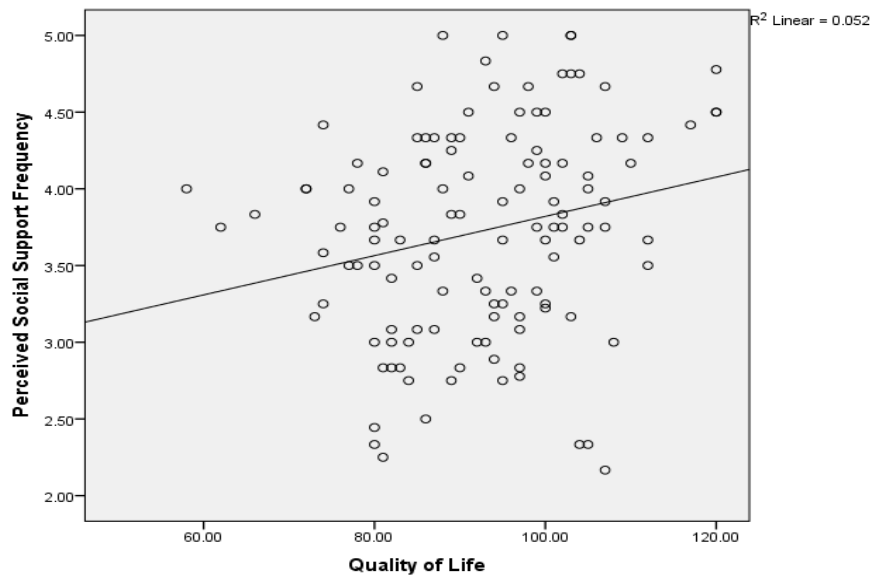
6. Relationship of the Respondents Perceived Social Support to their Quality of Life

The correlation analysis as presented in table 31 revealed that there is a significant correlation between these two variables, $r=0.227$, $p=0.011$. Based from the scatter plot as shown in figure 3, there is a positive correlation between perceived social support and quality of life. Although the correlation is weak in nature, it is still positive. This implies that as perceived social support increases, the quality of life also increases.

This finding was similar to the result of Zhang et al. (2012) wherein they found that social support has a positive influence on the quality of life. They further explained that social support from friends or family were strong predictors of the psychological domain of quality of life, and social support was also significantly positively correlated with quality of life.

Table 31*Relationship between perceived social support and quality of life*

		Quality of Life
Perceived Social Support Frequency	Pearson Correlation	.227*
	Sig. (2-tailed)	.011
	N	124

Figure 3*Scatter plot between social support and quality of life*

7. Relationship of the Respondents' Emotion Regulation to their Quality of Life

The scatterplot as presented in figure 4 shows that there is no linear relationship between emotion regulation and quality of life. This observation is supported by the result of the correlation analysis

presented in table 32 that there is no significant relationship between emotion regulation and quality of life, $r=-.049$, $p=0.588$.

Contrary to the result of Manju & Basavarajappa (2016), results revealed a significant correlation between the variables. However, reappraisal showed a positive relationship with quality of life while suppression showed a negative relationship.

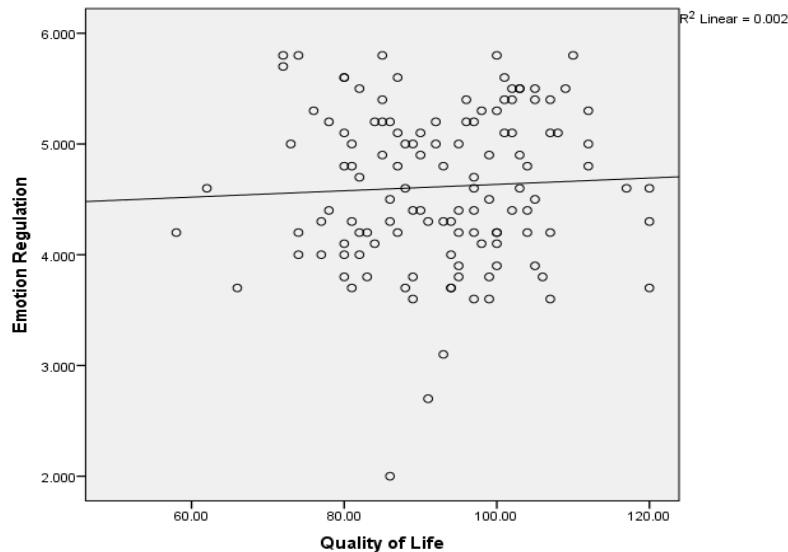
Table 32

Relationship between emotion regulation and quality of life

		Quality of Life
Emotion Regulation	Pearson Correlation	.049
	Sig. (2-tailed)	.588
	N	124

Figure 4

Scatter plot between emotion regulation and quality of life



8. Predictors of Quality of Life

A simple linear regression was used to predict quality of life based on perceived social support and emotion regulation. Results of table 33 indicated that a significant regression was found, $F(2,121)=3.451$, $p=.035$, with an $R^2=0.054$. The regression equation formed is given by $Quality\ of\ Life=73.618+4.028(PSSF)+0.841(ER)$. A unit increase in perceived social support frequency increases the quality of life by 4.028 units, assuming emotion regulation is constant.

Furthermore, this result was supported by the findings of Masthoff et al. (2007) where they assert that external resources, stressor, and especially social support affected the quality of life of the respondents.

Table 33

Regression Coefficients

Source	B	SE B	β	t	p
(Constant)	73.618	9.160		8.037	.000
Perceived Social Support Frequency	4.028	1.569	.227	2.568	.011
Emotion Regulation	.841	1.512	.049	.556	.579

Proposed San Carlos City Private Schools Association Educators Development Program

A. Rationale

The San Carlos City Private Schools Association (SSCPSA) Educators Development Program ensure that educators continue to

strengthen their leadership, knowledge, and skills using research-based instructional strategies and collaborative practices throughout their career. Policymakers, Administrators have a responsibility to ensure that educators within their school engage in continuous professional learning and apply that learning to increase student achievement and educators professional being (Hirsh, 2010).

Educators are assigned to professional learning groups based on the priority area of growth. They will be working with other educators receiving the same professional development to encourage social support, collaborative learning and nourished positive climate and increases engagement and target growths to their needs. Being labeled as one the most stressful profession by the American Institute of Stress, having a supportive environment within their profession is vital to a teacher's development (Kelly & Antonio, 2016).

This mission will be accomplished by providing the educators with professional development learning experiences including i.e. workshops and training events, team meetings, collaborative learning and discussion groups, consultations, and mentoring.

B. Goal

The goal of the SSCPSA Educators Development Program is to integrate to their development the different aspect of their being, as well as their “quality of life.” This includes providing them with tools

to promote, maintain and enhance their quality of life so they can maximize their potential.

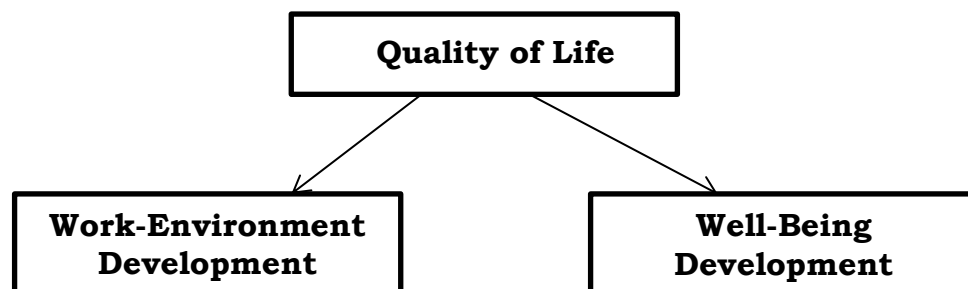
C. Objectives

1. Partner with key stakeholders (i.e. HR, Guidance Office, Administration) to integrate development into the each school's culture and establish development as a priority.
2. Promote important aspects like employee engagement, foster positive and supportive community, boost educators morale, improve quality of life, retention and growth.
3. Identify, develop, and enhance best practices, policies, resources, and programming.
4. Evaluation methods and outcomes on continuing education and professional development opportunities.

D. Framework

Figure 5

San Carlos City Private Schools Association Educators Development Program (SCCPSA) Framework



1. Work-Environment Development. The Work-Environment Development program is intended to nourish good working environment which is one of the most important elements in making the educators feel good and accepted and form them to function and develop. Educators will have a responsibility to participate in the efforts to develop and continuously improve the working environment.
2. Well-Being Development. The Well-Being Development offers a series of workshops and trainings to enhance our understanding of the expected, and unexpected, practices that can contribute to a healthy mind, body, and community. Enrich the wellness component of culture and environment that supports the wellness for educators.

E. Program Outline

A. WORK- ENVIRONMENT DEVELOPMENT				
Area	Objectives	Activities	Time Frame	Monitoring Review
1. GAD Gender Awareness Development	To create awareness about varied gender orientation and to develop gender sensitive work environment.	GAD Orientation Gender Sensitivity Training Symposium	Year-Round	Attendance Survey

2. Organizational Leadership and Ethics	To help participants learn the essentials of ethical leadership.	Training/ Workshop	May	Memorandum Attendance
3. Work-Place Orientation	To learn how to effectively apply Human Resources policies, procedures, and guidelines.	Training/ Workshop	May October	Memorandum Attendance Evaluation
4. School Identity Formation	To provide activities that will allow the educators to imbibe the culture of the school as a work-environment	Training/ Workshop	July	Memorandum Evaluation
5. Constructive Feed backing	To develop openness for accepting corrections, as a means for improving oneself.	Mentoring Values Formation Workshop Performance Appraisal	Quarterly	PA Report Attendance
B. WELL-BEING DEVELOPMENT				
Area	Objectives	Activities	Time Frame	Monitoring Review
1. Peer Support Development	To provide an avenue for educators to foster relationship that will develop support system.	Team Building Peer Mentoring	Before the start of class End of the school year	Attendance

2. Mindfulness	To create awareness on the importance of being fully present in one's current state. To develop mindfulness.	Meditation Journal Writing Group Meditation Session	Monthly	Journal Mindfulness Assessment Tools
3. Resiliency	To develop activities that will help educators adapt to vicarious experiences and compassion fatigue .	Training/ Workshop	As need arises	Attendance Evaluation Assessment Tools

CHAPTER 5

Summary, Conclusion, and Recommendations

This chapter presents the summary of findings, the conclusion based on the analysis of data, and recommendations based on the significant results of this study.

This study investigates the perceived social support, emotion regulation, and quality of life of the private school basic education teachers in the Division of San Carlos, Negros Occidental. In this study, the researcher also examines if social support and emotion regulation predict the teachers' quality of life. It also describes the demographic profile of the respondents in terms of age, gender, and number of years in teaching. Moreover, this study sought to develop a program that will help the private school basic education teachers improve their quality of life.

Summary of Findings

This section provides the summary that captures the highlights of the study according to the research problems. The following are the significant findings based on the analyzed data of the study.

1. Respondents' Demographics

More than half of the respondents belong to the 20 – 30-year-old age group. Moreover, 72% of the respondents are female. Majority (68%) of the respondents have been teaching with one to five years.

2. Profile of the Respondents

2.1 Social Support

Results indicated that majority (37%) of the respondents have almost always received emotional support from their partner, family, friends, and community. Moreover, 32% of them indicated that they almost always received instrumental support from their family and peers. Lastly, 35% of them have always received informational support from their family, friends, and community.

2.2 Emotion Regulation

In terms of cognitive appraisal, majority (54%) of the respondents indicate a high level of emotion regulation in this aspect. On the other hand, most of the respondents (72%) indicated an average level of expressive suppression.

2.3 Quality of Life

The majority of the respondents (61%) indicated that they experience moderate compassion satisfaction. Moreover, all of them indicated that they experience compassion fatigue which include burnout and secondary traumatic stress.

3. Comparison of the Respondents Perceived Social Support According to Respondents' Demographic

- 3.1 Age. The respondents have almost always received social support from their partner, family, friends, and community regardless of age group. There is no significant difference on the frequency of social support received by the respondents when grouped according to age. This implies that the level of social support received by the respondents does not vary between age groups.
- 3.2 Gender. Bisexual respondents have received less frequent social support than those of their male, female, and gay counterparts. There is no significant difference on the frequency of social support received by the respondents when grouped according to gender. This implies that the level of social support received by the respondents does not differ between genders.
- 3.3 Number of years in teaching. It is indicated that respondents teaching for 11 to 15 years and above 31 years have always received social support. There is a difference on the frequency of social support received by the respondents when grouped according to number of years in teaching. However, post hoc analysis using the Tukey HSD does not reveal any significant difference between pairwise groups.

4. Comparison of the Respondents' Level of Emotion Regulation According to Respondents' Demographic

- 4.1 Age. The respondents have average level of emotion regulation regardless of age group. There is no significant difference on the level of emotion regulation when grouped according to age. This implies that the level emotion regulation of the respondents does not vary between age groups.
- 4.2 Gender. Gay respondents have high emotion regulation while male, female, and bisexual respondents exhibit average emotion regulation. There is no significant difference on the respondents' level of emotion regulation when grouped according to gender. This implies that the level of emotion regulation of the respondents does not differ between genders.
- 4.3 Number of years in teaching. The respondents have an average emotion regulation regardless of the number of years they have been teaching. There is no significant difference on the level of emotion of the respondents when grouped according to their number of years in teaching. This implies that the number of years in teaching does not affect their emotion regulation.

5. Comparison of the Respondents' Quality of Life According to Respondents' Demographic

- 5.1 Age. The respondents have a moderate quality of life regardless of age. There is no significant difference on the quality of life of

the respondents when grouped according to age. This suggests that the quality of life is not affected by the respondents' age

5.2 Gender. Gay respondents have low quality of life while their male, female, and bisexual counterparts have moderate quality of life. There is no significant difference on the quality of life of the respondents when grouped according to gender. This suggests that the quality of life does not vary among genders.

5.3 Number of years in teaching. The respondents have a moderate quality of life regardless of number of years in teaching. There is no significant difference on the quality of life of the respondents when grouped according to the number of years in teaching. This implies that the quality of life is not affected by the number of years in teaching.

6. Relationship of the Respondents Perceived Social Support to their Quality of Life

There is a significant correlation between perceived social support and quality of life. This implies that as perceived social support increases, the quality of life also increases.

7. Relationship of the Respondents' Emotion Regulation to their Quality of Life

There is no linear relationship between emotion regulation and quality of life. This observation is supported by the result of the correlation

analysis that there is no significant relationship between emotion regulation and quality of life.

8. Predictors of Quality of Life

Results indicated that a significant regression was found. The regression equation formed is given by $Quality\ of\ Life = 73.618 + 4.027(PSSF) + 0.841(ER)$. A unit increase in perceived social support frequency, increases the quality of life by 4.028 units, assuming emotion regulation is constant.

Conclusions

The present study explored the predictors of the private school basic education teachers' quality of life i.e. perceived social support and emotion regulation. The results revealed that perceived social support contributes to the teachers' quality of life. On the other hand, emotion regulation result does not correlate with the teachers level of quality of life. This indicates that emotion regulation does not have a bearing on their quality of life.

In terms of teachers' psychological tests results, it was revealed that bisexual respondents have less frequent social support compared to the male, female, and gay teachers. For quality of life, gay teachers tend to have low level compared to other respondents. These results signals the need for school administrators to formulate a more gender inclusive programs.

Recommendations

Considering the result of this study, the researcher formulated the following recommendations:

1. The private school basic education teachers may utilize the result to assess their current level of quality of life.
2. The results of this study may be utilized by the guidance counselors in formulating appropriate programs and activities that will help in augmenting the level of teachers' quality of life.
3. It may also be used by the school administrators in formulating institutional policy or faculty development program that will provide an avenue for the development of the private school basic education teachers' quality of life.
4. Future researchers may replicate this study with a wider respondents, not only limited to the private schools. It is also encouraged that future researchers would conduct an in-depth study on the specific constructs of social support and their impact on quality of life.

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