

# Self-care, Emotional Intelligence, and Self-Assessed Wisdom: A Structural Equation Model on the Quality of Life among Elementary Public School Teachers

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## Abstract

This quantitative research study intended to identify the best-fit model based on self-care, emotional intelligence, and self-assessed wisdom for quality of life among primary public school teachers in Region XI. This research employed a structural equation model (SEM) with 400 respondents who comprised the sample through stratified random technique. The data of this study were gathered using an electronic survey. The employed questionnaires underwent modifications and reliability and validity tests. This descriptive and causal investigation employed statistical measures such as mean, standard deviation, Pearson product-moment correlation, and structural equation model (SEM). The study found that both the levels of self-care and emotional intelligence were high, and the levels of self-assessed wisdom and quality of life were very high. On top of that, a significant relationship was discovered between emotional intelligence and quality of life, self-assessed wisdom and quality of life, and self-care and quality of life. Each of its exogenous variables significantly predicted the quality of life. Only Model 5 met all the requirements to be the best-fit model for quality of life as determined by its exogenous variables out of the five (5) generated models. As a result, it is regarded as the most relevant model for identifying and addressing the various aspects of quality of life that improve the general well-being of elementary public school teachers.

## INTRODUCTION

Quality of life is a complex and subjective concept that plays an important role(s) in many fields, such as development, social sciences, healthcare, and education. It provides a holistic view of well-being that is necessary for evaluating and enhancing the living conditions of both individuals and communities (Doan et al., 2023; Qualtrics, 2024). This is crucial for task satisfaction and effectiveness, but challenges like workloads, mental health issues, and inadequate support can negatively impact their professional and personal lives (Harrison, 2024). It was emphasized that teachers deal with a lot of issues that drastically lower their quality of life. Common problems include high levels of occupational stress, a lack of resources, and challenges in striking a work-life balance. These elements work together to produce negative effects on teachers and their students, as well as burnout and low job satisfaction (Dabiran et al., 2018; Gomez, 2020; Walker, 2024).

A teacher's quality of life has a significant impact on their overall health, job happiness, professional devel-

opment, and, eventually, the learning experiences of their learners. Another important aspect that affects how teachers engage with learners and parents is their quality of living. Building relationships and communicating are facilitated by a positive atmosphere, yet creating a good learning environment might be difficult in a low-quality life (Collins, 2023; Hamid Rahimi et al., 2024; Williams, 2024).

Teachers' quality of life is closely related to self-care since it has a direct impact on their mental, emotional, and physical health. Making self-care a priority can help educators feel more satisfied with their jobs overall, manage stress better, and have a better work-life balance, all of which will increase their performance both personally and in the classroom. Acknowledging the significance of self-care techniques is crucial in cultivating a nurturing atmosphere that enhances the well-being of educators (Effective School Solutions, 2023; LinkedIn, 2023).

On the other hand, enhancing emotional intelligence fosters job satisfaction, effective stress management, and nurturing interpersonal relationships—all of which are fundamental to improving educators' quality of life. There is a strong correlation between a teacher's emotional intelligence and their quality of life. By placing emphasis on the enhancement of emotional intelligence, educational establishments can cultivate a more salubrious and efficient classroom atmosphere (Mérida-López et al., 2022; TeacherHavenAdmin, 2023).

Teachers' quality of life and their level of self-assessed wisdom are significantly correlated. Education professionals can flourish in both their personal and professional lives by utilizing self-assessed wisdom, which improves decision-making, work satisfaction, stress management, and interpersonal connections. Therefore, fostering a supportive and rewarding teaching environment should prioritize the promotion of wisdom among instructors within educational institutions (Diković, 2023; Positive Action, 2023).

The study is in response to the fourth (4<sup>th</sup>) Sustainable Development Goal of the United Nations on the quality of education. The researcher is also interested in finding the best-fitting model pertaining to quality of life among teachers in elementary schools as factored in self-care, emotional intelligence, and self-assessed wisdom. As there were no systematic investigations conducted in the Davao Region, thus the need to conduct the study is vital as it enables schools to improve the quality of teaching and learning processes. This study brings effects on diverse demographics, emotional dynamics, contextual influences, systemic changes, and measurement tools; future research can provide essential insights that contribute to enhancing teachers' overall well-being.

The study pursued to figure out the best-fit model for the quality of life among teachers in elementary schools attributed to self-care, emotional intelligence, and self-assessed wisdom. This also sought to answer the following objectives: To know the level of self-care in terms of physical self-care, psychological self-care, emotional self-care, spiritual self-care, and workplace or professional self-care. To assess the level of emotional intelligence in terms of self-awareness, managing emotions, motivating oneself, empathy, and social skills. To ascertain the level of self-assess wisdom in terms of experience, emotional regulation, reminiscence/reflection, humor, and openness. To evaluate the level of quality of life among teachers in elementary schools in terms of overall life health, social relationships/leisure and social activities, independence, control over life, freedom, home and neighborhood, psychological and emotional well-being, financial circumstances, and religion/culture.

To determine the significant relationship between self-care and quality of life, emotional intelligence and quality of life, and self-assessed wisdom and quality of life. To indicate the significance of the influence of exogenous variables (self-care, emotional intelligence, and self-assessed wisdom) on quality of life, And lastly, to determine the best-fit model on quality of life among teachers in elementary schools.

Furthermore, using the significance level of 0.05, the following hypotheses were investigated. There was no significant link observed between self-care and quality of life, emotional intelligence and quality of life, and self-assessed wisdom and quality of life. Exogenous variables do not significantly influence quality of life, and there was no model that best fits quality of life among teachers in elementary schools. The study is mainly anchored on the works of Edwards and Rothbard (2000) pertaining to "The Work-Life Balance Model," which plays a pivotal role in balanced professional and personal responsibilities. It was emphasized that teachers tend to establish boundaries between work and their personal life, posing an essential element to prevent burnout and stress through effective self-care practices such as time management with clear limitations, leading to a better quality of life. This is amplified by Kensing (2024), that teachers who place self-care as a priority tend to experience lower levels of stress, increased work satisfaction, and enhanced overall well-being, yielding a more productive and fulfilling teaching experience.

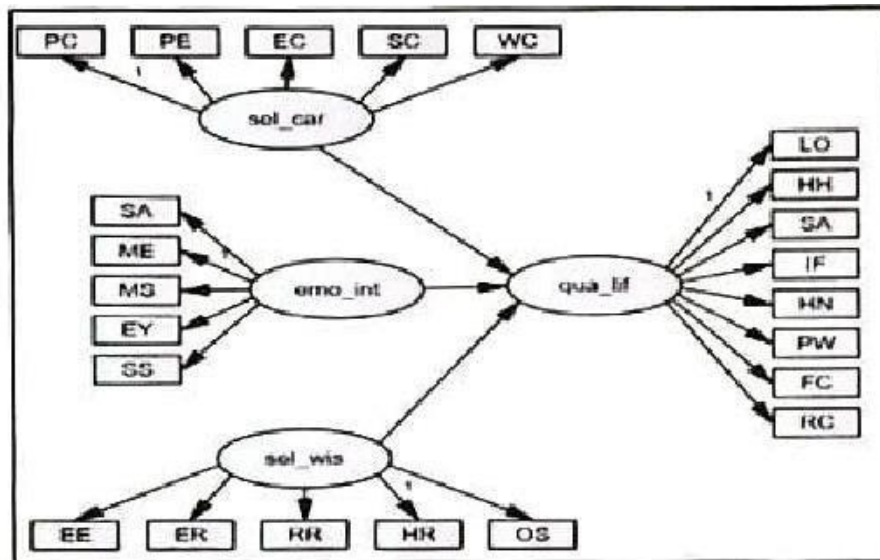
The study is also supported by the "System Theory" of Ludwig von Bertalanffy, Kenneth Boulding, Ralph Gerard, James Grier Miller, and Anatol Rapoport, that self-care cannot be completely understood in isolation rather, it runs within the context of school culture and its community dynamics emphasizing the effective practices of this must be supported by the school environment and administrative practices; thus, teachers who feel supported by the school administration and peers are likely to prioritize their self-care. This improves their resilience against stress and ultimately enhances the educational outcomes for their learners (Juárez & Betcon, 2024; Newcomer, 2023).

Similarly, Peter Salovey and John Mayer in the 1990s firstly used the "Emotional Intelligence Framework" and described it as a social intelligence that involves the ability to monitor own and others' feelings and emotions, to discriminate among them, and to use this data to guide own's thinking and action. A Multifaceted framework encompassing both intrapersonal (self-awareness and self-regulation) and interpersonal (social awareness and relationship management) competencies (Special Education and Inclusive Learning, 2023; Valente et al., 2022).

The "HERO(E) Model of Wisdom," established by Jeffrey Dean Webster, presents a comprehensive framework that encompasses five interrelated dimensions: Humor, Emotional Regulation, Reminiscence/Reflectiveness, Openness, and Experience. This model suggests that wisdom is not merely an accumulation of knowledge but rather a multifaceted construct that individuals develop over time through critical life experiences and reflective practices. Understanding and applying this model can foster personal growth, particularly in contexts such as education, where teaching practices can benefit from wisdom cultivation (Sharma & Dewangan, 2017; Webster, 2015).

This study is also supported by the "WHOQOL or World Health Organization Model" established in 1995 by the World Health Organization itself. Such a model is a comprehensive framework encapsulating physical, psychological, social, and environmental dimensions that can impact the quality of life of teachers, contextualizing the diverse contexts such as but not limited to personal experiences, cultural values, and environmental factors that surely contribute to a teacher's overall sense of well-being (Mazaheri, 2011; The WHOQOL Group, 1995; World Health Organization, 2012).

The study's conceptual framework, as seen in Figure 1, postulates a model with two kinds of constructs known as exogenous and endogenous variables. The exogenous variables of this study are self-care, emotional intelligence, and self-assessed wisdom. Meanwhile, the endogenous variable pertains to the quality of life. Each latent construct was linked to multiple measures. Consequently, regression paths from the latent variables to the observed variables were the prime interest of the study.



**Legends:**

- **Variable 1: Self – Care (sel\_car)**  
Physical self – care (PC)  
Psychological self – care (PE)  
Emotional self – care (EC)  
Spiritual self – care (SC)  
Workplace or Professional Self-Care (WC)
- **Variable 2: Emotional Intelligence (emo\_int)**  
Self – awareness (SA)  
Managing emotions (ME)  
Motivating one self (MS)  
Empathy (EY)  
Social skill (SS)
- **Variable 3: Self – assessed Wisdom (sel\_wis)**  
Experience (EE)  
Emotional Regulation (ER)  
Reminiscence/Reflection (RR)  
Humour (HR)  
Openness (OS)
- **Variable 4: Quality Of Life of elementary public school teachers (qua\_lif)**  
Life overall (LO)  
Health (HH)  
Social relationships/leisure and social activities (SA)  
Independence, control over life, freedom (IF)  
Home and neighbourhood (HN)  
Psychological and emotional well-being (PW)  
Financial circumstances (FC)  
Religion/culture (RC)

**Figure 1. Conceptual Framework of the Study**

Physical self-care, psychological self-care, emotional self-care, spiritual self-care, and workplace or professional self-care were the dimensions of self-care based on the National Alliance on Mental Illness (2008). Emotional intelligence covers self-awareness, managing emotions, motivating oneself, empathy, and social skills, attributed to Goleman (1995). Self-assessed wisdom involves experience, emotional regulation, reminiscence/reflection, humor, and openness (Webster, 2003), and Bowling (2009) identifies indicators of quality of life such as life overall, health, social relationships/leisure and social activities, independence, control over live, freedom, home and neighborhood, psychological and emotional well-being, financial circumstances, and religion/culture.

A recent study conducted to explore the critical role played by self-care in improving teachers' well-being, and was indicated that establishing and maintaining boundaries, practicing mindfulness, and engaging in social support networking results in greater resilience and satisfaction, with a domino effect on better classroom environments for learners (Baker, 2020). Emphasized the heightened teacher burnout among K-12 teachers yielded a negative experience of exhaustion and was mitigated via mindfulness training, professional development workshops, and erecting supportive communities, as effect teachers gradually improve their mental health with the emphasis on the long-term necessity of self-care to realize their respective roles (WestEd, 2020).

Self-care is fundamental for teachers to navigate challenges or issues in their profession. From an empirical perspective, prioritizing self-care not only benefits teachers personally but has a positive influence on learners as well as the school environment (Assali & Abdouli, 2024; Pulimeno et al., 2020). The term "emotional intelligence" refers to a set of abilities that improve a person's ability to recognize, control, and communicate their feelings. Teachers that possess emotional intelligence are more capable of managing the intricacies of classroom interactions, which in turn enhances student motivation and engagement. Empathic educators can create safe, nurturing learning environments that meet the emotional and academic requirements of their pupils, according to research (Al Jeri, 2024; Deepa, 2024; Mehrotra, 2020).

A study conducted by Rahman et al. (2024) on Bangladeshi teachers' emotional intelligence (EI) on students' motivation for academic learning was conducted with results showing that teachers' emotional self-awareness, self-regulation, self-motivation, empathy, and social skills directly influence students' motivation for academic learning. This research contributes to the understanding of emotional intelligence and offers implications for teachers. Supported by the literature of Su et al. (2022), with results of structural equation modeling and bootstrapping show that teachers' emotional intelligence is positively correlated with work engagement and teaching for creativity, and teachers' work engagement mediates the relationship between emotional intelligence and teaching for creativity.

Self-assessed wisdom refers to an individual's personal evaluation of their own wisdom based on introspection and subjective experience. This construct encompasses various dimensions that contribute to one's understanding of life, decision-making, and emotional regulation. This significance of self-assessed wisdom has gained prominence as researchers recognize its correlation with emotional well-being, resilience, and overall quality of life (Fung et al., 2020b; Glück, 2023).

A study by Fung et al. (2020a) highlighted a positive correlation between self-assessed wisdom and psychological well-being. It revealed that individuals with higher wisdom levels are associated with increased emotional regulation, resilience, and life satisfaction. Particularly noteworthy is the finding that forgiveness mediates the relationship between wisdom and well-being, suggesting that wiser individuals are more likely to forgive, thus enhancing their overall well-being (Leeman et al., 2020).

Quality of life (QoL) pertains to the degree of well-being and enjoyment experienced by individuals in relation to various aspects of their lives. This multifaceted concept encompasses physical, mental, social, and emotional health and is often used to assess how favorable life circumstances are for individuals or groups. The definition recognizes that quality of life is subjective and can vary significantly among individuals based on personal perceptions and circumstances (Cambridge Dictionary, 2024; Merriam-Webster, 2020).

A study published in 2022 found that teachers' well-being is significantly linked to their quality of life. Key factors identified include relationships with students, the overall climate of the school, and student achievement. The findings demonstrated that the teaching profession is notably demanding, often leading to high levels of stress and burnout, which adversely impacts teachers' quality of life. Factors such as workload and classroom management also play crucial roles in influencing teachers' mental well-being and overall satisfaction with their professional lives (Emeljanovas et al., 2023; Will, 2023).

The quality of life (QoL) of teachers is of global significance, as it directly influences not only the teachers' well-being and job satisfaction but also the educational outcomes of students and the overall health of educational systems. With increasing demands placed on teachers, understanding and improving teacher



quality of life has become critical for fostering effective learning environments, reducing attrition rates, and resilient-effective in achieving educational goals on a global scale.

Aligning the goals of SDG 4 with improving teachers' quality of life is essential for creating effective and sustainable educational systems. By supporting educators' well-being, stakeholders can ensure better educational outcomes for students and foster a thriving learning environment. Schools practicing and prioritizing teachers' quality of life create a more effective, supportive, and engaging educational environment. By investing in the well-being of teachers, schools can enhance retention, improve student outcomes, promote a positive culture, support work-life balance, and increase overall teacher effectiveness.

For the future researchers of the same field, the data collected and treated give them a foundation or a significant reference for teacher's quality of life as factored by self-care, emotional intelligence, and self-assessed wisdom. Possible weaknesses and other forms of limitation may be a ground to challenge themselves to replicate or reproduce such study.

## METHOD

This research section covers the respondents, materials and instruments, and design and procedure.

### Research Respondents

Four hundred (400) elementary school public school teachers from the eleven (11) DepEd Davao Region divisions participated in the study. To identify the sample size from the entire population, the researcher employed the guidelines conducted by Monte Carlos that appear in the study of Salibat and Genuba (2024) that the general rule of thumb is five respondents per parameter found in the model; thus, a sample size of 400 can be a reliable estimate of model parameters and fit indices. In this instance, the final sample was produced by employing the Stratified Random Sampling Technique concept to randomly pick respondents from the population based on shared characteristics (e.g., gender, sex, race, educational attainment, and the like) (Simkus, 2022).

A set of inclusion criteria was used to choose the study's respondents. To participate in the study, the teacher must complete the Informed Consent Form with one year of teaching experience. Regardless of the grade level they were teaching, the elementary teachers were qualified to take part in the research. The exclusion criteria were teachers with administrative responsibilities, teachers on leave, teachers with less than a year of experience teaching in a public school, and teachers who still need to indicate on the Informed Consent Form that they plan to participate in the study.

It was guaranteed that the respondents were free to withdraw whenever they felt uncomfortable during the study. If the teacher-respondent prefers to withdraw their participation, they can withdraw their consent during the entire research process. There were no penalties or loss of advantages for them if they decide to withdraw from participating. The researcher exhibited no coercion. If the respondent withdraws, the researcher will randomly pick another number that corresponds to another teacher.

Davao del Sur, Davao de Oro, Davao del Norte, Davao City, Davao Occidental, Davao Oriental, Digos City, Panabo City, Island Garden City of Samal (IGACOS), Mati City, and Tagum City were the identified 11 school divisions that jointly make up DepEd Region XI. On the one hand, Region XI elementary schools served as the study's site. Each division has a sizable portion of the primary schools that were used in this investigation. The schools that were considered in the selection of respondents were categorized as either Large or Very Large Schools. The research locale was chosen because it is the DepEd Region XI, where the station the researcher was located.

## Materials and Instruments

This study employed four (4) downloaded and modified questionnaires as its instruments. These questionnaires tested Each variable's level, as detailed that followed.

To provide more information, Part 1 of the questionnaire assessed the teachers' self-care in the following areas: physical, psychological, emotional, spiritual, and workplace/professional. It was adapted from the National Alliance on Mental Illness (2008), the "Self-Care Inventory." The "Emotional Intelligence Questionnaire" by Goleman (1995), used in Part 2, assessed emotional intelligence in the following domains: awareness, managing emotions, motivating oneself, empathy, and social skills.

Likewise, the "Self-Assessed Wisdom Scale (SAWS)," developed by Webster (2003), was the basis for Part 3's self-assessed wisdom measurement. It assessed the following domains: experience, emotional regulation, reminiscence/reflection, humor, and openness. Bowling's (2009) study, The quality of life in the following domains was measured in Part 4 using the "Older People's Quality of Life Questionnaire (OPQOL)": overall life, health; social relationships/leisure and social activities; independence, control over life, and freedom; home and neighborhood; psychological and emotional well-being; financial circumstances; and religion/culture.

Elementary teachers' levels of emotional intelligence, self-evaluated wisdom, self-care, and quality of life were all examined using the 5-point Likert Scale. The study's parameter limits, which indicate the degree of observational bias, range from 1.00-1.79 as very low, which indicates that the item embodied is rarely observed, to 1.80-2.59 as low, which indicates that the item is seldom observed, 2.60-3.39 as moderate, which indicates that the item embodied is occasionally observed, 3.40-4.19 as high, which indicates that the item embodied is frequently observed, and 4.20-5.00 as very high, which indicates that the item is always observed.

Crucially, the questionnaires were validated with the assistance of external and four internal validators in the University of Mindanao Professional Schools. A satisfactory rating was received after validation, and the test instruments were prepared for pilot testing. Thirty (30) responders to the testing mentioned above completed the questionnaires. Pilot testing was initiated to know whether the instrument's items were internally consistent, understandable by responders, and clear. The study included the participants from the pilot testing. To assess the internal consistency of the instrument items, the Cronbach's Alpha reliability test was employed.

## Design and Procedure

The study utilized a quantitative, non-experimental, descriptive research design with the SEM. Though the computational method reduces its focus, the quantitative research focused on statistical analyses of collected data using survey instrumentation (University of Southern California Libraries, 2023). To determine the level of self-care, emotional intelligence, self-assessed wisdom, and quality of life, the researcher collected numerical data from a specific population. Descriptive research led to studies on the relationship between two or more variables without inhibitions, with careful selection of respondents without manipulation (McCombes, 2023).

The call for examining causal relationships using a structural equation model or the SEM. A statistical approach for assessing the underlying relationship using statistical data since it helps to comprehend correlation patterns (Kahiri et al., 2021). The best-fit model for quality of life among elementary public school teachers was determined by it (Statistics Solution, 2024). It highlights the following common dimensions that were applied while assessing the structural models' goodness of fit with respect to Bedi and Bhale (2023), as appeared below:

|   |             |
|---|-------------|
| Chi-square                                      | Large value |
| P-value   | >0.95       |
| Chi-square/Degrees of Freedom (CMIN/Df)         | 0<value>2   |
| Normative Fit Index (NFI)                       | >0.95       |
| Comparative Fit Index (CFI)                     | >0.95       |
| Goodness of Fit Index (GFI)                     | >0.95       |
| Tucker-Lewis Index (TLI)                        | >0.95       |
| Root Mean Square Error of Approximation (RMSEA) | <0.95       |
| P-close   | >0.95       |

The following protocols were strictly followed by the researcher: First, all relevant documents were collected and sent to the University of Mindanao Ethics Review Committee (UMERC), along with a consent letter signed by the researcher, research adviser, and the current dean of the Professional Schools, forwarded to DepEd Division Superintendent and principals of participating elementary.

The researcher guaranteed that the data gathered would be handled with the highest confidentiality in an email submission outlining its goal(s) and purpose(s). Because of the COVID-19 pandemic, the researcher did not administer the questionnaire in person. Rather, Google Forms was used to administer the questionnaire online. Several organizations received the Google Form link over Facebook Messenger. To guarantee that four hundred (400) responses were received, the questionnaire was kept up to date online for at least one month. Data collection, analysis, and interpretation were done. In the end, a record of the study's findings was made. Followed by consolidating the responses using M.S. Excel, they were immediately tabulated. After that, the statistician received the tabulated responses via email and processed them statistically.

To understand fully the data gathered, these statistical tools were used: mean or average, and standard deviation was ascertained via descriptive statistics to address the levels of self-care, emotional intelligence, self-assessed wisdom, and quality of life. To address the significant relationship of variables understudied, the Pearson Product Moment Correlation Coefficient was reinforced. And Multiple Linear Regression for the determinacy of which exogenous variables best influence quality of life among elementary public school teachers.

This study was reviewed and approved by the University of Mindanao Ethics and Review Committee (UMERC) and evaluated by the University of Mindanao's ethical guidelines. The researcher observed specific aspects during this examination, and she did so with the greatest integrity and accountability. This quantitative study must handle several ethical questions and challenges. The study's approach could be to blame for these difficulties and shortcomings. The study highlighted ethical issues regarding the right to conduct it, as well as secrecy and anonymity. In addition, the researcher in charge of the study closely monitored and adhered to all ethical standards, including informed consent, recruitment, and the exclusion of situations in which there was considerable danger of participants suffering physical or psychological harm. This study also avoids deceit, fabrication, falsification, conflicts of interest, and plagiarism, which could compromise the study's objectivity and integrity.



**RESULT AND DISCUSSION**

This portion consists of the data gathered among teachers from elementary public schools in Region XI on their perceptions of emotional intelligence, self-assessed wisdom, self-care, and quality of life. The collected data were evaluated and analyzed with the study's goals in mind. The following topics were covered in order: levels of self-care, emotional intelligence, self-assessed wisdom, and quality of life, and the relationship between self-care and quality of life, emotional intelligence and quality of life, self-assessed wisdom and quality of life, determining the which of the exogenous variables influence(s) quality of life, and determination of best-fit model of quality of life.

**Self-Care among Elementary Public School Teachers**

Table 1 showcases the level of self-care among public elementary school teachers and encompasses *emotional self-care*, *spiritual self-care*, *workplace/professional self-care*, *physical self-care*, and *psychological self-care*. It is said to be high due to an overall mean of 4.15, entailing a standard deviation of 0.45. This suggests that the level of self-care among elementary public school teachers is often observed. Data showed the results of all its

**Table 1 Level of Self-Care among Elementary Public School Teachers**

| Indicators                       | SD          | Mean        | Descriptive Level |
|----------------------------------|-------------|-------------|-------------------|
| Emotional Self-care              | 0.49        | 4.32        | Very High         |
| Spiritual Self-care              | 0.54        | 4.31        | Very High         |
| Workplace/Professional Self-Care | 0.49        | 4.27        | Very High         |
| Physical Self-care               | 0.55        | 4.01        | High              |
| Psychological Self-care          | 0.55        | 3.85        | High              |
| <b>Overall</b>                   | <b>0.45</b> | <b>4.15</b> | <b>High</b>       |

indicators; it shows that the highest mean obtained is 4.32 is *emotional self-care* with a standard deviation of 0.49, and the least obtained mean is *psychological self-care* with a standard deviation of 0.55.

Here, elementary public school teachers *love themselves, meditate and/or pray, have quiet time/space to complete tasks, eat regularly, and practice receiving suggestions from others*. Thus, teachers often practice self-care as they tend to cope with daily stresses, become resilient, and enable them to engage positively with others.

The high levels of self-care displayed by these teachers are consistent with the findings of Good Therapy (2019), which state that self-care spans taking care of one's health and assuring that all one needs to succeed in their role as a teacher. Teachers can serve students well if only they attend to their necessities (physical and emotional), thus acing their mettle and equipped to tackle and address impossible problems that may occur along their profession.

**Emotional Intelligence among Elementary Public School Teachers**

Teachers in elementary public schools in Region XI are ranked based on their emotional intelligence, as seen in Table 2, which is a composite of *social skills, self-motivation, awareness, emotion management, and empathy*. A high level of emotional intelligence is disclosed due to the overall mean of 4.16 with a standard deviation of 0.43. Suggestive that teacher's emotional intelligence is often observed. Digging more to this, among its indicators *self-awareness* got the highest mean score of 4.41 accompanied by a

standard deviation of 0.46, respectively the lowest in rank is *managing emotions* due to an obtained mean of 4.96 and a standard deviation of 0.51.

**Table 2 Level of Emotional Intelligence among Elementary Public School Teachers**

| Indicators         | SD          | Mean        | Descriptive Level |
|--------------------|-------------|-------------|-------------------|
| Self-awareness     | 0.46        | 4.41        | Very High         |
| Motivating Oneself | 0.49        | 4.16        | High              |
| Empathy            | 0.47        | 4.15        | High              |
| Social Skills      | 0.51        | 4.09        | High              |
| Managing Emotions  | 0.51        | 3.96        | High              |
| <b>Overall</b>     | <b>0.43</b> | <b>4.16</b> | <b>High</b>       |

The high-level result in teachers' emotional intelligence observed is due to *the fact they are happy, have the mentality that other teachers are unique, build solid relationships with others, and tend to reframe bad situations easily*. Here, elementary public school teachers often have a good relationship with learners with good classroom management, thus promoting well-being and enabling a higher rate of student success, echoing towards a positive school culture for an effective and nurturing teaching-learning process. The high-level descriptive result on teacher's emotional intelligence is being backed up by Segal et al. (2022) that emotional intelligence promotes happier relationships, more success in school and the workplace, and the accomplishment of both personal and professional goals. It can also assist someone in deciding what matters most to them, putting their intentions into action, and establishing a connection with their emotions.

**Self-Assessed Wisdom among Elementary Public School Teachers**

Table 3 displays the level of self-assessed wisdom among public elementary school teachers in Region XI based on *experience, emotional control, memory, humor, and openness*. A high level was obtained due to an overall mean of 4.12 and a standard deviation of 0.43, implying that self-assess wisdom among elementary teachers is often observed. *Experience* and *reminiscence* have the highest obtained mean of 4.25, with a standard deviation of 0.56 and 0.49, respectively.

**Table 3 Level of Self-Assessed Wisdom among Elementary Public School Teachers**

| Indicators           | SD          | Mean        | Descriptive Level |
|----------------------|-------------|-------------|-------------------|
| Experience           | 0.56        | 4.25        | Very High         |
| Reminiscence         | 0.49        | 4.25        | Very High         |
| Emotional Regulation | 0.50        | 4.06        | High              |
| Humor                | 0.51        | 4.06        | High              |
| Openness             | 0.55        | 4.01        | High              |
| <b>Overall</b>       | <b>0.43</b> | <b>4.12</b> | <b>High</b>       |

The results uncover that elementary public school teachers *have overcome many painful events in life, look into meaningful life events, easily adjust emotions based on situations at hand, appreciate life's little ironies, and enjoy listening to varied musical styles*. Teachers here are wise and demonstrate enhanced well-being, better social relationships, and sound decision-making abilities. Thus, teachers high level self-assess wisdom then to contribute more compassion and cohesion through insights and understanding.

These findings corroborate the claim made by Fung et al. (2020a) that people exhibit self-assessed wisdom when they are conscious of the caliber of their experience, knowledge, and sound judgment. It is also their level of wisdom. They are also able to discern relationships and intrinsic features that go against conventional thinking and amass knowledge in philosophy or science.

**Quality of Life among Elementary Public School Teachers**

Flaunted in Table 4 is the quality of life among elementary public school teachers, and it encompasses *overall life, health, social relationships/leisure and social activities, independence, home and neighborhood, psychological and emotional well-being, financial circumstances, and religion/culture*. A very high descriptive level is observed in elementary teachers' quality of life with a standard deviation of 0.43, suggesting that quality of life among elementary teachers is always observed.

Here, elementary teachers have *beliefs on the importance of quality of life, enjoy life as a whole, are safe in their respective residences, tend to look into the brighter side of any situation(s), have someone who is dear in their heart, can please self in whatever task(s), and health restrictions in doing things*

**Table 4 Level of Quality of Life among Elementary Public School Teachers**

| Indicators  | SD          | Mean        | Descriptive Level |
|---|-------------|-------------|-------------------|
| Religion/Culture                                  | 0.57        | 4.51        | Very High         |
| Life Overall                                      | 0.57        | 4.47        | Very High         |
| Home and Neighborhood                             | 0.56        | 4.45        | Very High         |
| Psychological and Emotional Well-being            | 0.54        | 4.43        | Very High         |
| Social Relationship/Leisure and Social Activities | 0.53        | 4.39        | Very High         |
| Independence                                      | 0.53        | 4.13        | High              |
| Health  | 0.55        | 4.02        | High              |
| <b>Overall</b>                                    | <b>0.43</b> | <b>4.26</b> | <b>Very High</b>  |

*they love*. Due to this, elementary teachers experience a significant change in well-being; school enhances outcomes, gives good vibes in the teaching-learning environment, and supports the retention of teachers and even innovation.

The information shown above supports Farr's (2023) claim that a person's overall life is influenced by their level of comfort, health, and ability to engage with and enjoy life's events. Since it can relate to both a person's perception of their life and their living conditions, the word "quality of life" is fundamentally subjective. Because of this, a person's quality of life is very subjective. While having wealth or being content with one's life may be two criteria for defining a high quality of life, other people may define it as possessing particular skills.

**Significance of the Relationship between Self-Care and Quality of Life among Elementary Public School Teachers**

Table 5.1 highlights the importance of the connection between self-care and quality of life among public elementary school teachers. With a p-value of less than 0.05 and an overall r-value of 0.749\*\*, the null hypothesis was found to be rejected. It discloses that there is a strong link between self-care and quality of life among elementary teachers. A correlation was observed between understudied variables are through

the correlation coefficient (r) due to the p-values of less than 0.05; the result shows a substantial link between all indicators of self-care and quality of life. This implies that observance of the

**Table 5.1 Significance of the Relationship between Self-Care and Quality of Life among Elementary Public School Teachers**

| Self-care      | Quality of Life                  |                                  |                                  |                                  |                                  |                                  |                                  |                                  | Overall                      |
|----------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|------------------------------|
|                | LIO                              | HEA                              | SLA                              | ICF                              | HAN                              | PEW                              | FIC                              | REC                              |                              |
| PSC            | .447*<br>*<br>.000               | .441*<br>*<br>.000               | .498<br>**<br>.000               | .505*<br>*<br>.000               | .328*<br>*<br>.000               | .358*<br>*<br>.000               | .562*<br>*<br>.000               | .247*<br>*<br>.000               | <b>.578**</b><br><b>.000</b> |
| PSS            | .489*<br>*<br>.000               | .537*<br>*<br>.000               | .582<br>**<br>.000               | .511*<br>*<br>.000               | .457*<br>*<br>.000               | .459*<br>*<br>.000               | .414*<br>*<br>.000               | .340*<br>*<br>.000               | <b>.634**</b><br><b>.000</b> |
| ESC            | .478*<br>*<br>.000               | .425*<br>*<br>.000               | .566<br>**<br>.000               | .441*<br>*<br>.000               | .513*<br>*<br>.000               | .514*<br>*<br>.000               | .361*<br>*<br>.000               | .314*<br>*<br>.000               | <b>.602**</b><br><b>.000</b> |
| SSC            | .626*<br>*<br>.000               | .510*<br>*<br>.000               | .672<br>**<br>.000               | .526*<br>*<br>.000               | .503*<br>*<br>.000               | .577*<br>*<br>.000               | .337*<br>*<br>.000               | .484*<br>*<br>.000               | <b>.701**</b><br><b>.000</b> |
| WPS            | .499*<br>*<br>.000               | .480*<br>*<br>.000               | .582<br>**<br>.000               | .558*<br>*<br>.000               | .468*<br>*<br>.000               | .593*<br>*<br>.000               | .439*<br>*<br>.000               | .413*<br>*<br>.000               | <b>.673**</b><br><b>.000</b> |
| <b>Overall</b> | <b>.597*</b><br>*<br><b>.000</b> | <b>.564*</b><br>*<br><b>.000</b> | <b>.681</b><br>**<br><b>.000</b> | <b>.597*</b><br>*<br><b>.000</b> | <b>.532*</b><br>*<br><b>.000</b> | <b>.585*</b><br>*<br><b>.000</b> | <b>.498*</b><br>*<br><b>.000</b> | <b>.422*</b><br>*<br><b>.000</b> | <b>.749**</b><br><b>.000</b> |

Legends: PSC – Physical Self-care SLA – Social Relationship  
PSS – Psychological Self-care ICF – Independence  
ESC – Emotional Self-care HAN – Home and Neighborhood  
SSC – Spiritual Self-care PEW – Psychological and Emotional Well-being  
WPS – Workplace/Professional Self-care FIC – Financial Circumstances  
LIO – Life Overall REC – Religion  
HEA – Health

relationship between self-care and quality of life among teachers brings forth numerous benefits for the educational system as a whole, such as increased task satisfaction, decreased burnout, improved classroom performance, and positivity in the school environment.

The outcome supports the study performed by Pardanjeni et al. (2015), narrowing a favorable relationship observed between self-care and quality of life. Self-care on an individual basis can enhance their overall quality of life. People who are better at taking care of themselves can keep a better eye on their care, diet, and other habits, which helps them keep many physiological complications under control. It enhances one's social, psychological, and physical circumstances. It improves people's quality of life generally as a result. This result also aligns with the theory put forth by Lawler (2023), which states that self-care refers to the

deliberate actions individuals do inside organizations to support wellness and reduce stress. Education has been one area where self-care has gained recognition.

**Significance of the Relationship between Emotional Intelligence and Quality of Life among Elementary Public School Teachers**

Table 5.2 is the result of the test of the relationship between emotional intelligence and quality of life among elementary public school teachers. With a p-value of less than 0.05 and an overall r-value of 0.728\*\*, the null hypothesis was found to be rejected. It points out that there is a strong link observed between emotional intelligence and quality of life among elementary public school teachers, supported by all of its indicators with obtained p-values of less than 0.05. This suggests that observation of this relationship has far-reaching implications for both teachers and schools. Teacher with higher emotional

**Table 5.2 Significance of the Relationship between Emotional Intelligence and Quality of Life among Elementary Public School Teachers**

| Emotional Intelligence | Quality of Life              |                              |                              |                              |                              |                              |                              |                              | Overall                      |
|------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
|                        | LIO                          | HEA                          | SLA                          | ICF                          | HAN                          | PEW                          | FIC                          | REC                          |                              |
| SEA                    | .567**<br>.000               | .452**<br>.000               | .593**<br>.000               | .541**<br>.000               | .499**<br>.000               | .586**<br>.000               | .269**<br>.000               | .418**<br>.000               | <b>.646**</b><br><b>.000</b> |
| MAE                    | .482**<br>.000               | .510**<br>.000               | .510**<br>.000               | .648**<br>.000               | .393**<br>.000               | .437**<br>.000               | .430**<br>.000               | .348**<br>.000               | <b>.629**</b><br><b>.000</b> |
| MOS                    | .514**<br>.000               | .488**<br>.000               | .505**<br>.000               | .633**<br>.000               | .455**<br>.000               | .568**<br>.000               | .335**<br>.000               | .502**<br>.000               | <b>.663**</b><br><b>.000</b> |
| EMP                    | .474**<br>.000               | .487**<br>.000               | .459**<br>.000               | .585**<br>.000               | .377**<br>.000               | .487**<br>.000               | .362**<br>.000               | .401**<br>.000               | <b>.605**</b><br><b>.000</b> |
| SOS                    | .519**<br>.000               | .492**<br>.000               | .529**<br>.000               | .565**<br>.000               | .416**<br>.000               | .517**<br>.000               | .346**<br>.000               | .413**<br>.000               | <b>.631**</b><br><b>.000</b> |
| <b>Overall</b>         | <b>.585**</b><br><b>.000</b> | <b>.557**</b><br><b>.000</b> | <b>.595**</b><br><b>.000</b> | <b>.682**</b><br><b>.000</b> | <b>.490**</b><br><b>.000</b> | <b>.594**</b><br><b>.000</b> | <b>.401**</b><br><b>.000</b> | <b>.477**</b><br><b>.000</b> | <b>.728**</b><br><b>.000</b> |

- Legends:
- SEA – Self-Awareness
  - SLA – Social Relationship
  - MAE – Managing Emotions
  - ICF – Independence
  - MOS – Motivating Oneself
  - HAN – Home and Neighborhood
  - EMP – Empathy
  - PEW – Psychological and Emotional Well-being
  - SOS – Social Skills
  - FIC – Financial Circumstances
  - LIO – Life Overall
  - REC – Religion
  - HEA – Health

intelligence is greatly known to be associated with improved well-being and work satisfaction, leading towards a between educational outcomes for students and the community as a whole.

Moreover, Houston (2019) affirms that emotional intelligence serves as a doorway to a balanced existence because it is a prerequisite for all aspects of quality of life. Together, the results offer compelling evidence in support of Ffeiha and Awwad's (2020) assertion that emotional intelligence can improve life quality since meaningful work and meaningful lifestyles contribute to people's feelings of well-being as well as easily cope with life's circumstances towards comprehending from various angles.



**Significance of the Relationship between Self-Assessed Wisdom and Quality of Life among Elementary Public School Teachers**

The relevance of the association between public elementary school teachers' quality of life and their self-assessed wisdom is shown in Table 5.3. The overall correlation coefficient of 0.737, which is significant at 0.05, suggests a strong relationship between emotional intelligence and quality of life. In

**Table 5.3 Significance of the Relationship between Self-Assessed Wisdom and Quality of Life among Elementary Public School Teachers**

| Self- Assessed Wisdom | Quality of Life |        |        |        |        |        |        |        | Overall |
|-----------------------|-----------------|--------|--------|--------|--------|--------|--------|--------|---------|
|                       | LIO             | HEA    | SLA    | ICF    | HAN    | PEW    | FIC    | REC    |         |
| EXP                   | .367**          | .397** | .338** | .465** | .300** | .436** | .180** | .288** | .455**  |
|                       | .000            | .000   | .000   | .000   | .000   | .000   | .000   | .000   | .000    |
| EMR                   | .602**          | .566** | .600** | .727** | .511** | .573** | .482** | .421** | .749**  |
|                       | .000            | .000   | .000   | .000   | .000   | .000   | .000   | .000   | .000    |
| RER                   | .533**          | .557** | .605** | .608** | .487** | .651** | .295** | .400** | .682**  |
|                       | .000            | .000   | .000   | .000   | .000   | .000   | .000   | .000   | .000    |
| HUM                   | .489**          | .486** | .502** | .609** | .403** | .474** | .388** | .384** | .623**  |
|                       | .000            | .000   | .000   | .000   | .000   | .000   | .000   | .000   | .000    |
| OPE                   | .431**          | .552** | .493** | .599** | .405** | .487** | .309** | .310** | .593**  |
|                       | .000            | .000   | .000   | .000   | .000   | .000   | .000   | .000   | .000    |
| Overall               | .575**          | .610** | .602** | .716** | .500** | .624** | .392** | .428** | .737**  |
|                       | .000            | .000   | .000   | .000   | .000   | .000   | .000   | .000   | .000    |

- Legends:
- EXP – Experience
  - SLA – Social Relationship
  - EMR – Emotional Regulation
  - ICF – Independence
  - RER – Reminiscence
  - HAN – Home and Neighborhood
  - HUM – Humor
  - PEW – Psychological and Emotional Well-being
  - OPE – Openness
  - FIC – Financial Circumstances
  - LIO – Life Overall
  - REC – Religion
  - HEA – Health

particular, all of the self-assessed wisdom indicators were found to relate significantly to the quality of life at the 0.05 level of significance. The correlation coefficients for experience, emotional regulation, reminiscence, humor, and openness were 0.455, 0.749, 0.682, and 0.593, respectively. Data signifies that if teachers practice self-assessed wisdom, it tends to have a significant impact on their respective quality of life. Encouraging teachers to maintain this would have a domino effect on mental health, which later boosts their job satisfaction, makes them resilient, and enriches student outcomes.

The findings support Khan's (2021) assertion that there is a positive correlation between self-assessed wisdom and quality of life, particularly among people in rural and urban areas. Greater wisdom among adults was associated with healthier lives. In contrast to older adults living in rural areas, those who lived in cities reported higher self-assessed wisdom scores, high levels of self-esteem, lower levels of depression, and an overall better quality of life. People with more wisdom also had lower depression scores and higher self-esteem, which indicates a better quality of life.

**Significance of the Influence of Self-Care, Emotional Intelligence, and Self-Assessed Wisdom on Quality of Life among Elementary Public School Teachers**

Seen in Table 6 is the significance of the influence of self-care, emotional intelligence, self-assessed wisdom, and quality of life of elementary public school teachers. According to the analysis, the self-care standard coefficient has the greatest beta, at 0.374. According to the data, self-care has a greater impact on primary public school teachers' quality of life than self-assessed wisdom (0.342) and emotional intelligence (0.186). With an F-value of 264.324 and a p-value of 0.000, the table further demonstrates the significance of the

**Table 6 Significance on the Combined Influence of Exogeneous Variables on Quality of Life among Elementary Public School Teachers**

| Exogenous Variables    | Quality of Life   |         |       |      |
|------------------------|-------------------|---------|-------|------|
|                        | B                 | $\beta$ | t     | Sig. |
| Constant               | .620              |         | 4.747 | .000 |
| Self-Care              | .357              | .374    | 8.098 | .000 |
| Emotional Intelligence | .186              | .186    | 3.619 | .000 |
| Self-Assessed Wisdom   | .337              | .342    | 7.479 | .000 |
| R                      | .817 <sup>a</sup> |         |       |      |
| R <sup>2</sup>         | .668              |         |       |      |
| $\Delta R$             | .665              |         |       |      |
| F                      | 264.324           |         |       |      |
| P                      | .000              |         |       |      |

regression model. Consequently, the null hypothesis is disproved. As a result, there exists a predictor. of primary public school teachers' quality of life.

However, the R<sup>2</sup> of 0.668 indicates that the predictor variables—self-care, emotional intelligence, and self-assessed wisdom—account for 66.8% of the variation in quality of life. This indicates that variables other than these three could account for 32.2% of the variation. In their capabilities, self-care, emotional intelligence, and self-assessed knowledge all have an impact on the quality of life for primary public school teachers. These three independent factors need to have a notable impact on the dependent variable for a meaningful influence. Furthermore, data infers that the interplay of self-care, self-assessed wisdom, and emotional intelligence is indispensable among elementary teacher’s quality of life. This directly contributes to teacher's gestalt well-being, satisfaction, and effectiveness in any typical educational institution.

Data findings of Lawler et al. (2021) support the above result that self-care techniques should be used to respond to stressors and challenges in teaching appropriately. Self-care is the preservation of one's physical and mental well-being. Self-care involves actively preserving one's emotional and physical health while working in a demanding environment. The effectiveness of self-care varies from person to person. It is when a strategy that is effective for one person may not be as effective for another as another technique. In the same way, Waruwu (2015) asserts that employees need to have high emotional intelligence to increase productivity and decrease apathy. By becoming more conscious of their own and other people's feelings, they could accomplish this.

The results of Fung et al. (2020) can also support this finding. Self-assessed wisdom is the trait of having experience, knowledge, and sound judgment, which is also the attribute of wisdom.

Additionally, it is the capacity to recognize inner qualities and relationships. Alternatively, generally held beliefs that challenge conventional wisdom and accumulated knowledge in philosophy or science. A growing interest in academic psychology as well as outside of it, and academics are eager to include wisdom measures in their study. However, wisdom is a very complicated concept, and different operationalizations of it are predicated on somewhat varied definitions, as per Glück et al. (2023). The metrics that a researcher selects for a certain study project can have a big impact on the findings.

**Best Fit Model for Quality of Life among Elementary Public School Teachers**

This section directs the interrelationship among variables understudied. The best-fit model for quality of life among elementary public school teachers was found by generating five models. These models were meticulously formulated based on the provided fit indices and were assessed to decide whether or not to adopt the model.

The Summary of Goodness Fit Measure for the Five Generated Models is presented in Table 7. Set of indices are used to assess each model, and the model that best satisfies and adheres to these indices is considered to be the optimal model.

**Table 7 Summary of Goodness of Fit Measures of the Five Generated Models**

| Model | P-value (>0.05) | CMIN / DF (0<value<2) | GFI (>0.95) | CFI (>0.95) | NFI (>0.95) | TLI (>0.95) | RMSEA (<0.05) | P-close (>0.05) |
|-------|-----------------|-----------------------|-------------|-------------|-------------|-------------|---------------|-----------------|
| 1     | .000            | 9.063                 | .703        | .757        | .735        | .729        | .142          | .000            |
| 2     | .000            | 7.045                 | .748        | .819        | .796        | .797        | .123          | .000            |
| 3     | .000            | 6.050                 | .760        | .849        | .825        | .830        | .113          | .000            |
| 4     | .000            | 5.829                 | .761        | .855        | .831        | .838        | .110          | .000            |
| 5     | .057            | 1.422                 | .981        | .995        | .981        | .992        | .033          | .918            |

- Legend:**
- CMIN/DF - Chi-Square/Degrees of Freedom
  - NFI - Normed Fit Index
  - TLI - Tucker-Lewis Index
  - CFI - Comparative Fit Index
  - GFI - Goodness of Fit Index
  - RMSEA - Root Means Square of Error Approximation
  - P-close - P of Close Fit

Figure 2 shows the variance of the exogenous and endogenous variables from the Generated Structural Model 1. From the data in Table 8, the component that best described self-assessed wisdom (beta = 0.456), followed by self-care (beta = 0.382), and emotional intelligence (beta = 0.170).

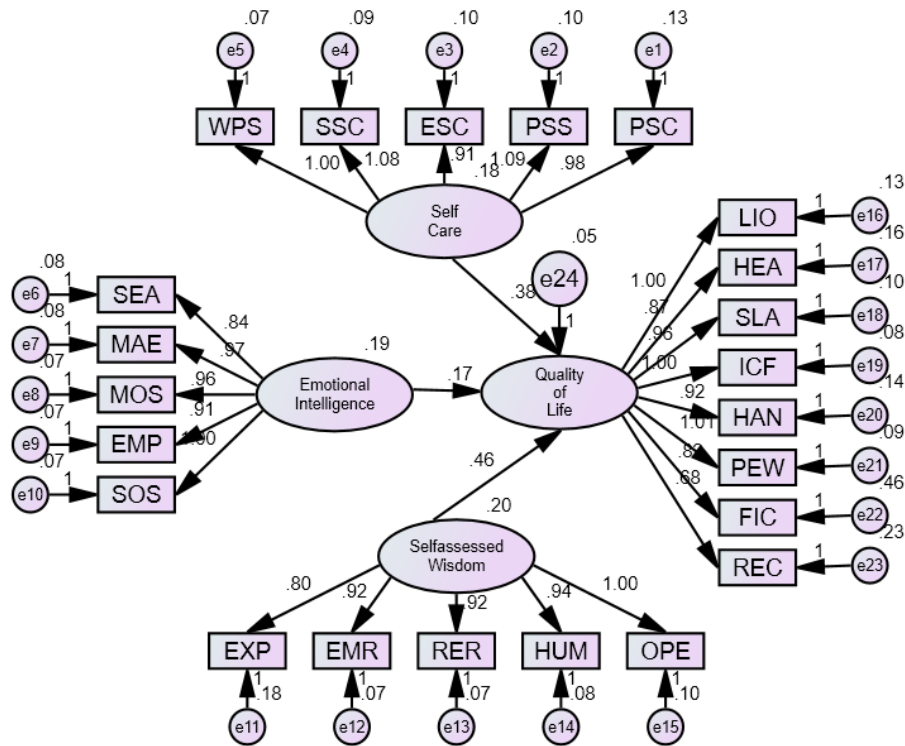


Figure 2. Generated Structural Model 1

However, based on Table 7, the model fit values were found to be outside of the range of its indices and did not fit the data due to the goodness fit criteria of CMID/DF > 2, GFI, CFI, TLI < 0.95, and RMSEA > 0.05 with P-close < 0.05.

Table 8 Regression Weights of the 5 Generated Models

| Model | Exogenous Variables to Endogenous Variable |                        |                      |
|-------|--|------------------------|----------------------|
|       | Self-Care                                  | Emotional Intelligence | Self-Assessed Wisdom |
| 1     | 0.382***                                   | 0.170***               | 0.456***             |
| 2     | 0.455***                                   | 0.570***               | -0.018***            |
| 3     | 0.505***                                   | 0.418***               |                      |
| 4     | 0.402***                                   |                        | 0.575***             |
| 5     | 0.490***                                   |                        | 0.508***             |

Generated Structural Model 2, presented in Figure 3, is the direct relationship between exogenous and endogenous variables. As seen in Table 8, their respective factors strongly represent emotional intelligence (beta = 0.455), followed by self-care (beta = 0.455) and self-assessed wisdom (beta = -0.018). Table 7 contains the Summary of Goodness of Fit Measure for the best structural model containing CMID/DF > 2, GFI, CFI, TLI < 0.95, and RMSEA > 0.05 with P-close < 0.05.

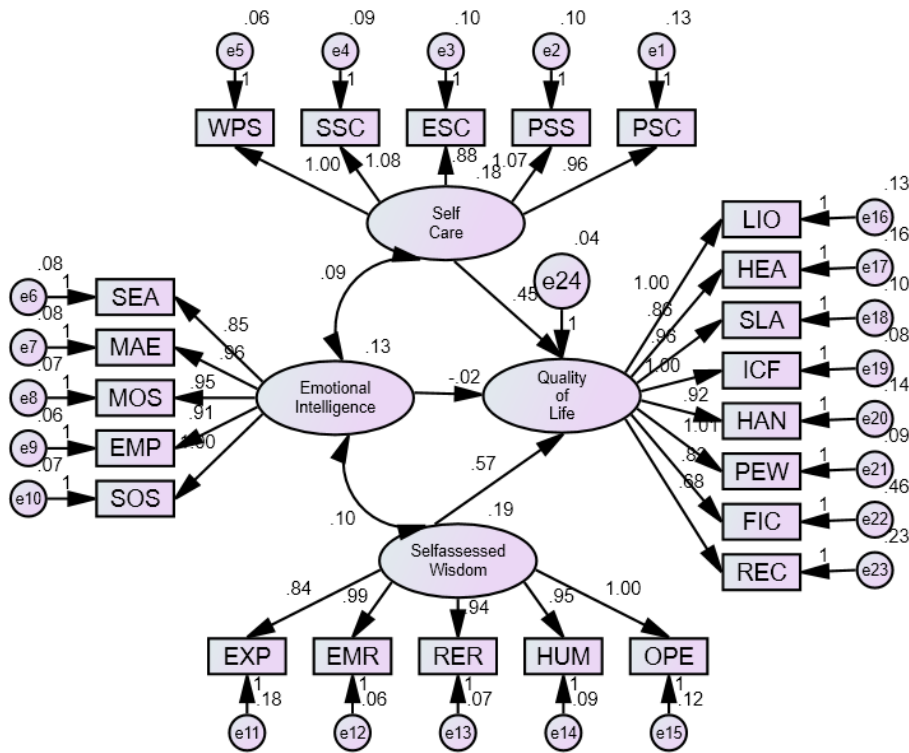


Figure 3. Generated Structural Model 2

Generated Structural Model 3, seen in Figure 4, is the direct relationship between exogenous variables (self-care, emotional intelligence, and self-assessed wisdom) and endogenous variables (quality of life). As flaunted in Table 8, their respective factors are well-represented as self-care with a beta of 0.505 and emotional intelligence with a beta of 0.418, respectively.

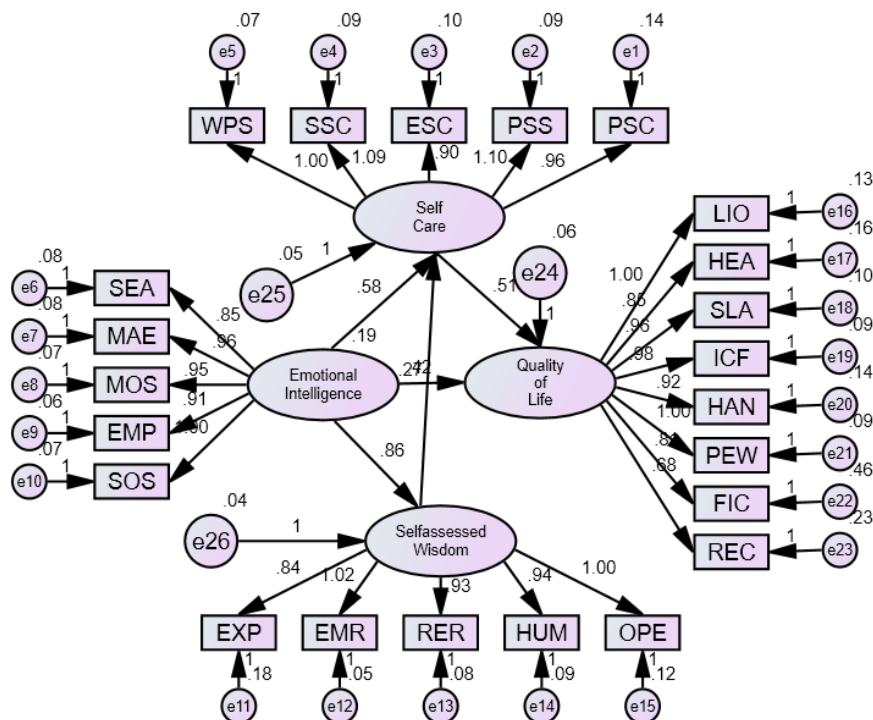


Figure 4. Generated Structural Model 3



Figure 4 is where the Generated Structural Model 4 is gleaned, which narrates the direct relationship between understudied variables. Here in Table

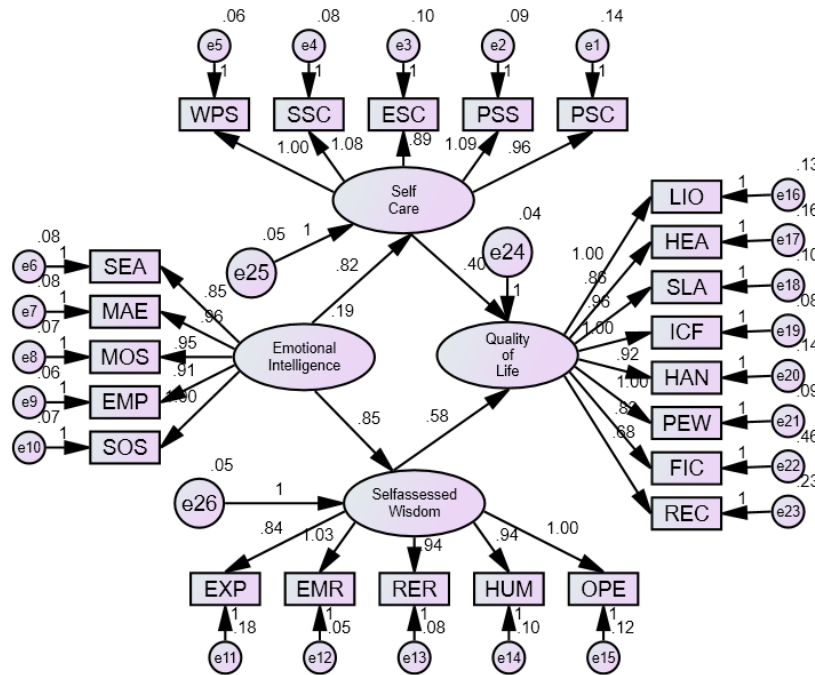


Figure 5. Generated Structural Model 4

8 revealed that self-assessed wisdom got a beta value of 0.575, followed by self-care with a beta value of 0.402. Signified in Figure 6 is the Generated Structural 5 illustrating the interrelationship of variables understudied. As seen, the best-fit model shows a closely interconnected to self-care, emotional intelligence, and self-assessed wisdom only. The model disclosed that self-care and self-assessed wisdom had a direct relation to quality of life and an indirect effect from emotional intelligence.

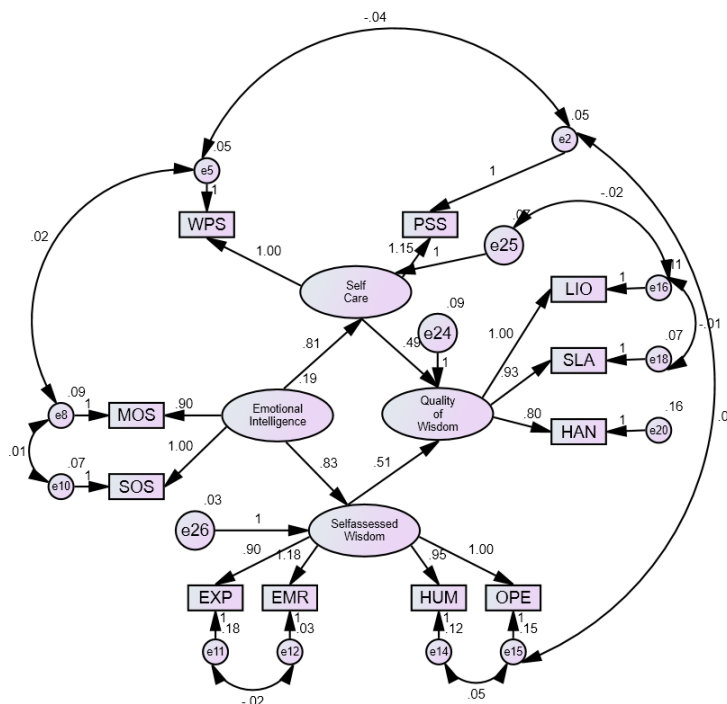


Figure 6. Best-Fit Model on Quality of Life among Elementary Public School Teachers

On this note, there are two out of five indicators of self-care, namely, workplace/professional care and psychological self-care, remained significant predictors. Four out of five indicators of self-assessed wisdom, such as experience, emotional regulation, humor, and openness, remained significant predictors. Two out of five indicators of emotional intelligence, like motivating one's self and social skills, remained significant predictors of quality of life among elementary school teachers.

Self-care and self-assessed wisdom are external factors directly correlated with quality of life. These two indicators constitute the best-fit model. Thus, Tsay and Healstead's (2018) assertion that self-care proficiency and life satisfaction are positively correlated supports these findings. More proof that self-care abilities and life satisfaction are positively correlated may be found in the Pardanjani et al. (2015) study, where life quality can be enhanced by taking care of oneself. Better self-care practitioners are able to control numerous physiological issues by paying closer attention to their food, hygiene, and other activities. It leads to better social, psychological, and physical circumstances. As a result, the overall quality of life is improved.

## CONCLUSION AND RECOMMENDATION

Primary school teachers in the Davao Region who work in public schools have a high degree of self-care, which is also demonstrated by their indicators: physical self-care., psychological self-care., emotional self-care., spiritual self-care., and workplace/professional self-care. Emotional intelligence is well developed, as seen by the high ratings for traits including self-awareness, managing emotions, motivating oneself, empathy, and social skills. The level of self-assessed wisdom is high, with very high and high ratings for experience, emotional control, memory, humor, and openness. A very high degree of quality of life was indicated by the high and very high ratings given to the following areas: general quality of life, health, social ties, independence, home and neighborhood, psychological and emotional well-being, financial conditions, and religion.

The quality of life of elementary public school teachers in the Davao Region was shown to be significantly correlated with self-care, emotional intelligence, and self-assessed wisdom, according to the correlation test. The quality of life of primary public school teachers is significantly predicted by self-care, emotional intelligence, and self-assessed wisdom.

By choosing the best-fit model as the analysis moves through the stages of model specification, estimation, and assessment, the structural equation model improved the study's validity and comprehensiveness. The quality of life of primary public school teachers is best suited by Model 5, out of the five (5) created models. Given that it met all requirements for a good fit, it is the most efficient model. Many factors can affect the quality of life for teachers.

More importantly, because teaching is such a challenging profession, the results of this study provide credence to Waterford's (2021) theory that teachers benefit much from knowing and practicing self-care. Unfortunately, teachers may fear that caring for themselves will make them conceited and take their attention away from their students. Everyone in your classroom may benefit from engaging in self-care. Self-care is all about looking after one's health and ensuring access to everything required to succeed as a teacher. Teachers can only help students if they take care of themselves. Teachers who practice self-care can be on top of their game and be prepared for any challenges that may arise throughout their careers as educators.

Moreover, this study's evidence supports Khan's (2021) affirmation that demonstrated a positive correlation between adults' self-rated wisdom and quality of life in both urban and rural areas. In other

words, those who possessed more wisdom were more likely to lead happier lives. Depression and self-esteem also had an impact on this relationship; individuals with more knowledge also had lower depression and greater self-esteem levels.

Considering the findings and recommendations, the researcher suggests that elementary teachers in public schools maintain the levels of self-care, emotional intelligence, self-assessed wisdom, and quality of life by continuously employing routines that they usually do at work and home. The things that help them keep up with these high levels may have contributed to their quality of life in general.

The researcher also proposes that teachers initiate programs that enjoin everyone at work to relax and focus on self-care activities such as relaxation and recreation. Team-building activities and recollection may also be used to allow teachers to reflect and meditate.

Further, the school administrators may implement programs that promote the quality of life of teachers by allowing them to have time for self-care and engaging the teachers to take part in decision-making processes in school, specifically in most operations matters. The school heads may allow all teachers to lead events and activities and not just a few individuals. This will encourage them to make use of their self-assessed wisdom and be able to learn from the experience given to them. Finally, researchers in the future may refer to this work while conducting research involving the same factors. Likewise, they are urged to keep learning more about the model that this study .

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