ISSN 2522-9400 **European Modern Studies Journal** Vol 7 No 2
available at www.journal-ems.com
DOI: 10.59573/emsj.7(2).2023.15

Finding Satisfaction in Life: Correlational Study on Relationship of Self-Reflection, Resilience, and Life Satisfaction

Teodoro, Rodney M., Alejo, Ojela B., Lapore, Sheila Sophia D., Martin, Mark Augustine D., Urmeneta, Maria Alyssa Eunice P., Angoluan, Mary Ana Seline L.
Trinity University of Asia, Philippines

Abstract. Teachers are perceived as one of the most important members of our society, however it can be a highly demanding profession. The goal of this study is to serve as a basis into improving the life satisfaction of those in such an important profession, at same time, to determine the relationship between self-reflection, resilience, and life satisfaction in a descriptive correlational study. Active teaching professionals (n=150) in some cities of Metro Manila were gathered, and made to answer the Satisfaction With Life Scale, Brief Resilience Scale, and Satisfaction With Life Scale. Results were tallied, then analyzed, resulting in very high levels of self-reflection (u = 4.45), high levels of resilience (u = 3.31), and also very high levels of life satisfaction (u = 5.18). In terms of correlation, positive correlations were found in both the relationship of self-reflection and resilience (r = 0.242), as well as the relationship of self-reflection and life satisfaction (r = 0.346). However, no correlation was found in resilience and life satisfaction (r = 0.086)

Keywords: self-reflection, resilience, life satisfaction, professionals, teachers

Introduction

Since the dawn of positive psychology in the 2000s, there have been an increasing amount of studies regarding a plethora of constructs. Research concerning complex, and subjective concepts such as the likes of happiness, well-being, relationships, love, and life satisfaction, were thoroughly studied, and emerged with various results. With the latter being our construct of interest, the variables which affect life satisfaction still remain vague and inconclusive, not to mention, the value of the factors vary, depending on the individual (Ackerman, 2018). However, we believe that we may be able to shed some more light into the enigmatic construct and the components affecting it.

Teachers have always had the perception of being one of, if not, the most important members of our community. Not only are they considered as the lifeblood of academia, but also due to the fact that they serve as crucial role models for the youth. As a profession, teaching can be both arduous and demanding. Mastery of the subject/s taught, interpersonal skills, adaptability, creativity, etc. are all paramount in conducting the practice (Gagnon, 2019). Ironically, the profession is notoriously known for being a thankless job, underappreciated, underpaid, having a negative public image, whilst currently also reported having alarming drops in people choosing to be educators (Bahr & Ferreira, 2018). With regards to life satisfaction, studies have shown that the life satisfaction of teaching professionals has been on only moderate levels (Dağli & Baysal, 2017; Demirel et al., 2016). This serves as an impetus for the researchers to dive deeper into the variables which affect life satisfaction, with the goal that this study can serve as a basis into improving the life satisfaction of those in such an important profession.

Life satisfaction is the cognitive evaluation of one's degree of overall satisfaction with their current situation, as defined by one's own definition of what constitutes a satisfactory life (Gökalp & Topal, 2019). Be it consciously or not, attaining this construct has always been an underlying factor in people's actions, thoughts, decision making, etc. The construct is also often linked to happiness and well-being, however, unlike well-being, life satisfaction is

a better, more complete measure as it is less prone to changes in emotions (Tsaousides, 2018). Furthermore, studies show that high levels of life satisfaction correlate with improved physical health and form stronger relationships (Tsaousides, 2018), as well as increased performance in different domains such as in work (Diener & Tay, 2012), and in academics (Antaramian, 2016). It is within these means, that us, the researchers, find importance in furthering the development of this construct.

Resiliency or the ability to bounce back or recover from stress (Smith, B et al 2010) is a trait that is listed in Harvard's University's Center on Developing Child as a result of the culmination of protective factors. This basically serves as a barrier which protects an individual's physical and/or mental well-being whilst facing hardship. Needless to say, life can often be unpredictable and peppered with adversity, and this results in changes in life satisfaction (Luhmann, M et al., 2013), with resiliency being a factor on the impact of said change. Furthermore, the construct is considered a valuable skill for teachers in order to cope with the various demands that come with the profession (Mansfield et al., 2016). Furthermore, correlations have also been found between resilience and life satisfaction (Kong et al., 2015, r=.453, P<.01), with resilience acting as a predictor regarding life satisfaction (Lau et. al. 2018; Yildirim & Sönmez, 2017).

On the other hand, self-reflection is an individual's evaluation of one's thoughts, feelings, and behavior (Grant et al., 2002). This is also considered an essential skill in the field of teaching, as self-reflection enhances the ability of an educator to be more aware of the progress of his/her students, as well as, be mindful of the adjustments needed to be made (Herbert-Smith, 2023). Moreover, studies have found that self-reflection is important for identifying obstacles to goal completion and that general self-reflection seemed to predict life satisfaction more broadly; the implication being that paying attention to aspects of the self will promote the process of comparing ideal states with actual states, assisting in goal-setting, and enabling successful completion of personal goals (Kreibich et al. 2020).

However, despite the affinities listed above, as well as life satisfaction having a clear and concise definition, truly understanding the construct remains difficult, and complex (Gökalp & Topal, 2019). We, the researchers, are positively inclined to attempt to identify the correlation between the three constructs in a correlational research design as an effort to further understand, and perhaps add, to the factors of finding satisfaction in our lives.

Methodology

The method used in this research is a descriptive analysis, correlational research design which analyzes the relationship of self-reflection, life satisfaction, and resilience. The means of the three constructs will also be measured to provide further insight on the participants. Furthermore, the results of the study will be measured on three different scales (Brief Resilience Scale, Satisfaction with Life Scale, and Self-Reflection and Insight Scale) in order to ascertain the relationship between the aforementioned constructs.

The population of this research consists of 150 active teaching professionals that practice in various levels of education within some cities in Metro Manila schools and universities, aging 21 to 59 years old.

For the selections of participants, the researchers utilized a cluster sampling technique. This sampling technique is a form of probability sampling method which enables the researchers to obtain a sample by dividing the population into subgroups and then selecting participants within these clusters at random to ensure that each important subgroup is represented.

Results and Discussion

Table 1

Variables	M	SD	Interpretation
Self Reflection	4.45	1.3	Very high
Resilience	3.31	1.00	High
Life Satisfaction	5.18	1.34	Very high

Table 2

Correlations	Pearson's r	p-value	Interpretation
Self Reflection & Life satisfaction	0.346***	<.001	Moderate positive
Self reflection & Resilience	0.242**	0.003	Weak positive
Resilience & Life satisfaction	0.082	0.317	No correlation

What are the Levels of Active Teaching Professionals in terms of Self-reflection, Life Satisfaction and Resilience

Self-reflection

The participants' mean for the SRIS is 4.45, which is interpreted to be very high and imply the participants were able to properly assess their thoughts, feelings, and emotions. The results support the idea that self-reflection is a required ability for teachers to have as not only does it encourage personal growth, but also enhances effective teaching (Yale University, 2017).

Life Satisfaction

A computed mean of 5.18 coming from the participant's scores in SWLS, which suggests that overall the participants are satisfied with their current life situation.

The outcome of the mean for life satisfaction reflects a similar study that expresses the same outcome which suggests that the participants in their study also showed high levels of life satisfaction (Demirel, 2013).

Resilience

The participants' scores in BRS have a μ=3.31 which implies that the participants of the study possess the ability to adequately bounce back from stress.

The results support the idea that resilience is an important role because of the higher demands of being a teacher. A positive and supportive work environment, educational institutions can help teachers develop resilience and cope better with the emotional demands of their profession (FutureLearn, 2022).

Is There a Relationship between Self-Reflection and Resilience in Active Teaching Professionals?

Table 2 shows the Pearson's r and p-value of the participants' result on the constructs of self-reflection and life satisfaction supported by the self-reflection and Insight Scale and Brief

Resilience Scale. Their scores in both the SRIS and BRS have a result of r = 0.242 with p=0.003. The results find support in the idea that self-reflective processes might increase a person's resilience by enabling them to become more aware of their existing abilities, the limitations of those abilities, and the need for person-driven alternatives (Crane et al,. 2019). Additionally, the resilience process can be either short-term or long-term and is learnt by the individual through gradual exposure to obstacles (Botha, 2014).

Strong evidence against the first hypothesis (p=0.003) was found, and therefore is rejected, indicating that there is a significant relationship in self-reflection and resilience.

Is There a Relationship between Self-Reflection and Life Satisfaction in Active Teaching Professionals?

The self-reflection and life satisfaction results obtained from participants using the Self-Reflection and Insight Scale and the Satisfaction With Life scale. The table shows the results from the SRIS and SWLS have a Pearson's r of 0.346 and a p-value of .001 According to the findings, self-reflection positively correlates with a person's perception of life satisfaction (r=0.346). This implies that self-reflection is an activity to evaluate his/her entire life, and people that are self aware can find meaning in their lives, which results in life satisfaction, making these experiences valuable learning resources (Heintzelman et al., 2014). Furthermore, the study stated that self-reflection has been linked to positive psychological outcomes such as increased positive affect, self-acceptance, and greater life meaning (Boyraz & Kuhl, 2015).

Finally, the table demonstrates a relationship between the results of the Self-reflection and Insight scales and the Satisfaction with life scale. The second hypothesis is rejected because the p-value of 0.001 indicates strong evidence against the null hypothesis.

Is There a Relationship between Resilience and Life Satisfaction in Active Teaching Professionals?

The table shows the participants' scores in both the BRS and SWLS having a r=0.082 and a p-value of 0.317, which implies that one's resiliency does not always influence their satisfaction in life. The table also presents the computed Pearson's r and p-value, coming from the participants' results in their Brief Resilience Scale and Satisfaction with Life Scale. This suggests that although resilience influences the frequency and/or severity of adverse feelings, it has no direct influence on how a person perceives satisfaction with their lives (Megías-Robles et al., 2021)

The implications of this study suggests that the respondents having skills of self-reflection have no bearing towards their resilience (Ventura et al., 2019). In addition, despite resilience helping a person to lessen the effects of undesirable feelings and experiences, it does not guarantee well-being (Armitage, 2021).

In conclusion, the table shows no correlation between the results of Brief Resilience Scale and Satisfaction with Life Scale. A p-value of 0.317 was obtained that indicates no evidence against the null hypothesis, therefore the third hypothesis is accepted.

Conclusions

This study which aims to identify the correlation between self-reflection, life satisfaction, and resilience has arrived in the following conclusions:

1.1. Participants in the study expressed exceptional mean scores in self-reflection which leads us to conclude that active teaching professionals in some cities of Metro Manila have very high levels in terms of self-reflection. This implies the participants were able to properly assess their thoughts, feelings, and emotions.

1.2. Participants in the study expressed exceptional mean scores in life satisfaction which leads us to conclude that active teaching professionals in some cities of Metro Manila have very high levels in terms of life satisfaction, implying that they were able to evaluate their current lives as highly satisfactory.

1.3. Participants in the study expressed high mean scores in resilience, which leads us to conclude that active teaching professionals in some cities of Metro Manila have high levels of resilience. This implies that the participants of the study possess the ability to adequately bounce back from stress.

2. A positive correlation was found between self-reflection and life satisfaction, indicating that the higher the self-reflection of an individual, their levels of life satisfaction also increases. This implies that with life satisfaction being defined as the cognitive evaluation of one's degree of overall satisfaction with their current situation, as defined by one's own definition of what constitutes a satisfactory life (Gökalp & Topal, 2019), self-reflection does play a role in this evaluative process.

3. A positive correlation was found between self-reflection and resilience, indicating that the more self reflective an individual is, the more resilient he/she is. This implies that the self-reflective processes might increase a person's resilience by enabling them to become more aware of their existing abilities, the limitations of those abilities, and the need for person-driven alternatives (Crane et al., 2019).

4. No correlation was found between life satisfaction and resilience, indicating that resilience does not necessarily increase/decrease an individual's perception of his/her life satisfaction. This implies that even though resilience is a factor regarding frequency and/or effects of negative affects (Megías-Robles et al., 2021), it does not play a role in an individual's perception of his/her life satisfaction. Furthermore, despite resilience aidsing in dampening the effects of negative emotions, experiences, affects, etc., it does not ensure well-being (Armitage, 2021).

References

Abolghasemi, A., & Varaniyab, S. T. (2010). Resilience and perceived stress: predictors of life satisfaction in the students of success and failure. *Procedia - Social and Behavioral Sciences*, *5*, 748–752. https://doi.org/10.1016/j.sbspro.2010.07.178

Ackerman, C. E. (2018, November 6). Life satisfaction theory & 4 contributing factors (+ scale). PositivePsychology.com. Retrieved March 13, 2023, from https://positivepsychology.com/life-satisfaction/

Albuquerque, B. (2017, March 24). *What is subjective well-being? understanding and measuring subjective well-being*. PositivePsychology.org.uk. http://positivepsychology.org.uk/subjective-well-being/

Armitage, J. (2021). *Why being resilient won't necessarily make you happy – new research*. The Conversation.https://theconversation.com/why-being-resilient-wont-necessarily-make-you-happy-new-research-154517

Being Measures. *Journal of Personality Assessment*, *57*(1), 149–161. https://doi.org/10.1207/s15327752jpa5701_17

Botha, A. (2014). *The Influence of Risk and Resilience Factors on the Life Satisfaction of Adolescents*. https://doi.org/10.13140/RG.2.1.2039.7286

Boyraz, G., & Kuhl, M. L. (2015). Self-focused attention, authenticity, and well-being. *Personality and Individual Differences*, *87*, 70–75. https://doi.org/10.1016/j.paid.2015.07.029

Bryman, A., & Bell, E. (2007). *Ethical considerations - research methodology*. Research. Retrieved March 13, 2023, https://researchmethodology.net/research

methodology/ethical-considerations/

Chapman, C., & Sammons, P. (2013). School self-evaluation for school improvement: what works and why? School Self-evaluation for School Improvement What Works and Why?, 48. https://doi.org/10.2766/756277

Cohn, M. A., Fredrickson, B. L., Brown, S. L., Mikels, J. A., & Conway, A. M. (2009). Happiness unpacked: Positive Emotions Increase Life Satisfaction by building resilience. *Emotion*, *9*(3), 361–368. https://doi.org/10.1037/a0015952

Cowden, R. G., & Meyer-Weitz, A. (2016). Self-reflection and Self-insight Predict Resilience and Stress in Competitive Tennis. *Social Behavior and Personality*, *44*(7), 1133–1149. https://doi.org/10.2224/sbp.2016.44.7.1133

Crane, M. F., Searle, B. J., Kangas, M., & Nwiran, Y. (2019). How resilience is strengthened by exposure to stressors: the systematic self-reflection model of resilience strengthening. *Anxiety Stress and Coping*, *32*(1), 1–17. https://doi.org/10.1080/10615806.2018.1506640

Dağlı, A., & Baysal, N. (2017). Investigating teachers' life satisfaction. *Universal Journal of Educational Research*, *5*(7), 1250–1256. https://doi.org/10.13189/ujer.2017.050717

Demirel, H. (2013). An Investigation of the Relationship Between Job and Life Satisfaction among teachers. *Procedia - Social and Behavioral Sciences*, *116*, 4925 – 4931. https://www.sciencedirect.com/science/article/pii/S1877042814010684 https://doi.org/10.1016/j.sbspro.2014.01.1051

Diener, E., & Tay, L. (2012). Chapter 6: A Scientific Review of the Remarkable Benefits of Happiness for Successful and Healthy Living. *Chapter 6: A Scientific Review of the Remarkable Benefits of Happiness for Successful and Healthy Living*, 28. https://www.bhutanstudies.org.bt/publicationFiles/OccasionalPublications/Transformi

Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). *The Satisfaction with Life Scale. Journal of Personality Assessment*, 49, 71-75. Retrieved March 13, 2023, https://doi.org/10.1207/s15327752jpa4901_13

Diener, E., Emmons, R. A., Larsen, R. W., & Griffin, S. (1985). The Satisfaction With Life Scale. *Journal of Personality Assessment*, *49*(1), 71–75. https://doi.org/10.1207/s15327752jpa4901_13

Diener, E., Lucas, R. E., & Oishi, S. (2002). Subjective well-being: The science of happiness and life satisfaction. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 463–73). Oxford University Press.

Diener, E., Sandvik, E., Seidlitz, L. et al. (1993) The relationship between income and subjective well being: Relative or absolute?. *Soc Indic Res*, *28*, 195–223. https://doi.org/10.1007/BF01079018

Ventura, C.R., Santos, A., Mendoza, P.E., Bartolome, E.J., Estrella, E.A., Edwin, E.A., & Estrella, E.D. (2019). Association between Self-reflection and Resilience among College Students. *International Journal of Social Science and Humanities Research*, *7*(3), 84-88. https://www.researchpublish.com/upload/book/Association%20between%20Self-reflection-7756.pdf

Erdamar, G., & Demirel, H. (2016). Job and Life Satisfaction of Teachers and the Conflicts They Experience at Work and at Home. *Journal of Education and Training Studies*, *4*(6). https://doi.org/10.11114/jets.v4i6.1502

Falon, S. L., Hoare, S., Kangas, M., & Crane, M. F. (2022). The coping insights evident through self-reflection on stressful military training events: Qualitative evidence from self- reflection journals. *Stress and Health*, *38*(5), 902–918. https://doi.org/10.1002/smi.3141

Ferreira, J. & Bahr n.d. (2018). *Seven reasons people no longer want to be teachers. The*

Conversation. https://theconversation.com/seven-reasons-people-no-longer-want-to-be-teachers-94580

Fokaidou, M., & Loizidou, P. (2019). Reflections on Resilience. A Teacher's Professional Learning Journey. *Journal of Curriculum and Teaching, 8*(3). https://doi.org/10.5430/jct.v8n3p171

Fung, S. (2020). Validity of the Brief Resilience Scale and Brief Resilient Coping Scale in a Chinese Sample. *International Journal of Environmental Research and Public Health, 17*(4), 1265. https://doi.org/10.3390/ijerph17041265

FutureLearn. (2022). Updates, Insights, and News from FutureLearn | Online Learning for You. *FutureLearn*. https://www.futurelearn.com/info/courses/succeed-as-a-new-teacher/0/steps/147289

Gada, M., & Joshi, P. (2022). A Research on the Correlation between Gratitude and Life Satisfaction. *A Research on the Correlation Between Gratitude and Life Satisfaction*. https://www.mmpshahcollege.in/images/pdf/Srujan_Academic_Writing_July_2022.pdf

Gagnon, D. (2019). 10 Qualities of a Good Teacher. (2019, February 8). https://www.snhu.edu/about-us/newsroom/education/qualities-of-a-good-teacher#:~:text=Some%20qualities%20of%20a%20good,a%20lifelong%20love%20of%20learning.

Göbel, K., Wyss, C., Neuber, K., & Raaflaub, M. (2021). Student Feedback as a Source for Reflection in Practical Phases of Teacher Education. In *Springer eBooks* (pp. 173–189). https://doi.org/10.1007/978-3-030-75150-0_11

Gökalp, Asc. Prof. Dr., & Topal, Dr. (2019). Investigation Of Life Satisfaction Of University Students According To Various Variables. *The Turkish Online Journal of Educational Technology – December 2019, Special Issue for IETC-ITEC-INTEVolume 2 www.tojet.net Copyright © the Turkish Online Journal of Educational Technology 191*, *2*(Special Issue for IETC-ITEC-INTE). https://files.eric.ed.gov/fulltext/ED602489.pdf

Grant, A. M., Franklin, J. H., & Langford, P. (2002). The self-reflection and insight scale: a new measure of private self-consciousness. *Social Behavior and Personality*, *30*(8), 821–835. https://doi.org/10.2224/sbp.2002.30.8.821

Guillasper, J. N., Oducado, R. M., & Soriano, G. P. (2021). Protective role of resilience on COVID-19 impact on the quality of life of nursing students in the Philippines. *Belitung Nursing Journal*, *7*(1), 43–49. https://doi.org/10.33546/bnj.1297

Guo, Y. (2018). Relationship between Social Support and Life Satisfaction of College Students: Resilience As a Mediator and Moderator. *Ethics in Progress*, *8*(2), 28–43. https://doi.org/10.14746/eip.2017.2.3

Harrington, R., & Loffredo, D. A. (2010). Insight, Rumination, and Self-Reflection as Predictors of Well-Being. *The Journal of Psychology*, *145*(1), 39–57. https://doi.org/10.1080/00223980.2010.528072

Heffner, A. L., & Antaramian, S. P. (2016). The Role of Life Satisfaction in Predicting Student Engagement and Achievement. *Journal of Happiness Studies*, *17*(4), 1681–1701. https://doi.org/10.1007/s10902-015-9665-1

Herbert-Smith, H. *(2023) The importance of self-reflection*. (n.d.). https://blog.irisconnect.com/uk/community/blog/importance-of-self-reflection/

https://www.belitungraya.org/BRP/index.php/bnj/article/view/1297/345

Husain, M., & Khan, S. (2016). Students' feedback: An effective tool in teachers' evaluation system. *International Journal of Applied & Basic Medical Research*, *6*(3), 178. https://doi.org/10.4103/2229-516x.186969

Izaguirre, L. A., Fernández, A. R., & Palacios, E. G. (2021). Adolescent Life Satisfaction Explained by Social Support, Emotion Regulation, and Resilience. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.694183

Journal of Clinical and Preventive Cardiology (2015). *P Value, Statistical Significance and Clinical Significance*. (n.d.). https://www.jcpcarchives.org/full/p-value-statistical-significance-and-clinical-significance-121.php

Kong, F., Wang, X., Hu, S., & Liu, J. (2015). Neural correlates of psychological resilience and their relation to life satisfaction in a sample of healthy young adults. *NeuroImage*, *123*, 165–172. https://doi.org/10.1016/j.neuroimage.2015.08.02

Kreibich, A., Hennecke, M., & Brandstaetter-Morawietz, V. (2020). The Effect of Self Awareness on the Identification of Goal-Related Obstacles. *The Effect of Self Awareness on the Identification of Goal-Related Obstacles*. https://doi.org/10.31234/osf.io/b5tcp

Lau, C., Feher, A., Wilson, C., Babcock, S. E., & Saklofske, D. H. (2018). Resiliency, Meaning in Life, and Life Satisfaction: An Examination of Moderating Effects. *Acción Psicológica*, *15*(2), 5–14. https://doi.org/10.5944/ap.15.2.22256

Li, X., Yu, H., & Yang, N. (2021). The mediating role of resilience in the effects of physical exercise on college students' negative emotions during the COVID-19 epidemic. *Scientific Reports*, *11*(1). https://doi.org/10.1038/s41598-021-04336-y

López-Ortega, M., Torres-Castro, S. & Rosas-Carrasco, O. Psychometric properties of the Satisfaction with Life Scale (SWLS): secondary analysis of the Mexican Health and Aging Study. *Health Qual Life Outcomes, 14*, 170 (2016). https://doi.org/10.1186/s12955-016-0573-9

Luhmann, M., Lucas, R. E., Eid, M., & Diener, E. (2013). The Prospective Effect of Life Satisfaction on Life Events. *Social Psychological and Personality Science*, *4*(1), 39–45. https://doi.org/10.1177/1948550612440105 ng%20Happiness/Chapter%206%20A%20Scientific%20Review.pdf

Luthar, S. S., Cicchetti, D., & Becker, B. E. (2000). The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work. *Child Development*, *71*(3), 543–562. https://doi.org/10.1111/1467-8624.00164

Mactavish, M., & Kolb, J. A. (2006). Encouraging Teacher Engagement: A New Approach to Performance Improvement in Schools. *Encouraging Teacher Engagement: A New Approach to Performance Improvement in Schools.* https://files.eric.ed.gov/fulltext/ED492846.pdf

Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and Teacher Education*, *54*, 77–87. https://doi.org/10.1016/j.tate.2015.11.016

Maroufizadeh, S., Ghaheri, A., Omani Samani, R., & Ezabadi, Z. (2016). Psychometric properties of the satisfaction with life scale (SWLS) in Iranian infertile women. *Int J Reprod Biomed.*, *14*(1), 57-62. PMID: 27141550; PMCID: PMC4837918.

Mateo, N. J., & Salanga, M. G. (2018). Life Satisfaction Predicts Positive Workplace Outcomes Among Filipino Guidance Counselors | Semantic Scholar. *[PDF] Life Satisfaction Predicts Positive Workplace Outcomes Among Filipino Guidance Counselors | Semantic Scholar*, 1 Jan. 2022. https://doi.org/10.31710/pjp/0051.01.05

Mathew, P., Mathew, P., & Peechattu, P. (2017). REFLECTIVE PRACTICES: A MEANS TO TEACHER DEVELOPMENT. *Asia Pacific Journal of Contemporary Education and Communication Technology (APJCECT)*, *3*(1). https://www.apiar.org.au/wp-content/uploads/2017/02/13_APJCECT_Feb_BRR798_EDU-126-131.pdf

McAllister, M., & McKinnon, J. (2009b). The importance of teaching and learning resilience in the health disciplines: A critical review of the literature. *Nurse Education Today*, *29*(4), 371–379. https://doi.org/10.1016/j.nedt.2008.10.011

Megías-Robles, A., Gutiérrez-Cobo, M. J., Cabello, R., Gómez-Leal, R., & Fernández-Berrocal, P. (2021). A longitudinal study of the influence of concerns about contagion

on negative affect during the COVID-19 lockdown in adults: The moderating effect of gender and resilience. *Journal of Health Psychology*, *27*(5), 1165–1175. https://doi.org/10.1177/1359105321990794

Pavot, W., & Diener, E. (1970, January 1). *Review of the satisfaction with life scale*. SpringerLink. Retrieved March 13, 2023, from https://link.springer.com/chapter/10.1007/978-90-481-2354-4_5

Pavot, W., Diener, E., Colvin, C. R., & Sandvik, E. (1991). Further Validation of the Satisfaction With Life Scale: Evidence for the Cross-Method Convergence of Well-Being Measures. *Journal of Personality Assessment*, *57*(1), 149–161. https://doi.org/10.1207/s15327752jpa5701_17

Ratnasari, D., Nazir, F., Toresano, L. O. H. Z., Pawiro, S. A., & Soejoko, D. S. (2016). The correlation between effective renal plasma flow (ERPF) and glomerular filtration rate (GFR) with renal scintigraphy99mTc-DTPA study. *Journal of Physics*, *694*, 012062. https://doi.org/10.1088/1742-6596/694/1/012062

Reflective teaching. Poorvu Center for Teaching and Learning. (2021, August 16). https://poorvucenter.yale.edu/ReflectiveTeaching

Resilience. Center on the Developing Child at Harvard University. (2020, August 17). https://developingchild.harvard.edu/science/key-concepts/resilience/

Review of Resilience: A Practical Guide for Coaches, Carole Pemberton. (n.d.). Coaching and Mentoring Network. https://new.coachingnetwork.org.uk/book_review/review-of-resilience-a-practical-guide-for-coaches-carole-pemberton/

Rodríguez-Rey, R., Alonso-Tapia, J., & Garrido-Hernansaiz, H. (2016). Reliability and validity of the Brief Resilience Scale (BRS) Spanish Version. *Psychological Assessment*, *28*(5), e101–e110. https://doi.org/10.1037/pas0000191

Sammaknejad, A., & Marzban, A. (2016). An Analysis of Teachers' Self-reflection on Classroom Management. *Theory and Practice in Language Studies*, *6*(1), 84. https://doi.org/10.17507/tpls.0601.11

Sánchez, J., Estrada-Hernández, N., Booth, J., & Pan, D. (2021). Factor structure, internal reliability, and construct validity of the *Brief Resilience Scale (BRS)*: A study on persons with serious mental illness living in the community. *British Journal of Medical Psychology*, *94*(3), 620–645. https://doi.org/10.1111/papt.12336

Self-Evaluations. *The Journal of Psychology*, *148*(5), 505–522. https://doi.org/10.1080/00223980.2013.810128

Shandomo, H. (2010). The Role of Critical Reflection in Teacher Education. The Role of Critical Reflection in Teacher Education, 13. https://files.eric.ed.gov/fulltext/EJ915885.pdf

Silvia, P. J. (2021). The self-reflection and insight scale: applying item response theory to craft an efficient short form. *Current Psychology*, *41*(12), 8635–8645. https://doi.org/10.1007/s12144-020-01299-7

Smith, B. W., Tooley, E. M., Christopher, P. J., & Kay, V. S. (2010). Resilience as the ability to bounce back from stress: A neglected personal resource? *The Journal of Positive Psychology*, *5*(3), 166–176. https://doi.org/10.1080/17439760.2010.482186

Smith, B.W., Epstein, E.E., Oritz, J.A., Christopher, P.K., & Tooley, E.M. (2013). The Foundations of Resilience: What are the critical resources for bouncing back from stress? In Prince-Embury, S. & Saklofske, D.H. (Eds.), *Resilience in children, adolescents, and adults: Translating research into practice*, The Springer series on human exceptionality (pp. 167-187). New York, NY: Springer.

Stein, D., & Grant, A. M. (2014). Disentangling the Relationships Among Self-Reflection, Insight, and Subjective Well-Being: The Role of Dysfunctional Attitudes and Core Self-Evaluations. *The Journal of Psychology*, *148*(5), 505–522.

https://doi.org/10.1080/00223980.2013.810128

Sutton, J. (2023). 5 Benefits of Journaling for Mental Health. *PositivePsychology.com*. https://positivepsychology.com/benefits-of-journaling/

Thorne, K. J., & Kohut, C. S. (2007). Prince-Embury, S. (2007, 2006). Resiliency Scales for Children and Adolescents: A Profile of Personal Strengths. San Antonio,TX: Harcourt Assessment, Inc. *Canadian Journal of School Psychology*, *22*(2), 255–261. https://doi.org/10.1177/0829573507305520

Tsaousides, T. (2018, February 27). This Feeling Matters More Than Happiness [web log]. Retrieved March 13, 2023, from https://www.psychologytoday.com/us/blog/smashing the-brainblocks/201802/feeling-matte rs-more-happiness.

Van Beuningen, J. (2012). *The Satisfaction with Life Scale: Examining construct validity*. Statistics Netherlands.

Yale Center for Teaching and Learning. *Reflective Teaching*. (2021, August 16). Poorvu Center for Teaching and Learning. https://poorvucenter.yale.edu/ReflectiveTeaching

Yang, H., & Yang, S. (2014). Positive affect facilitates task switching in the dimensional change card sort task: Implications for the shifting aspect of executive function. *Cognition & Emotion*, *28*(7), 1242–1254. https://doi.org/10.1080/02699931.2013.879053

Yildirim, G., & Sönmez, S. (2017). The relation between resilience and life satisfaction in pre-service preschool teachers in turkey. *I-Manager's Journal of Educational Psychology*. https://doi.org/10.26634/jpsy.11.1.13647

Zaki, A. S., & Ahmad, A. (2017). The Level of Integration among Students at Secondary School: A Study in Limbang, Sarawak. *The International Journal of Social Sciences and Humanities Invention*. https://doi.org/10.18535/ijsshi/v4i2.05