

Exploring the Provision of Social Support to Teachers

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ABSTRACT

This study aimed to explore the provision of social support to teachers in schools. The study generated five (5) major themes identified in school heads, colleagues, and family's social support to teachers, namely: (1) Types of Social Support; (2) Professional and Personal Support and Networks; (3) Motivation and Encouragement; (4) Positive Coping Strategies; and (5) Seeking Support and Guidance. It fosters that schools, colleagues and families provide a comprehensive view of the multifaceted support systems and coping mechanisms that teachers rely on to navigate the challenges of their profession and maintain their well-being.

Keywords: Provision, Social Support, Teachers

INTRODUCTION

Teachers remain the central actors in curriculum implementation, responsible for translating standards into meaningful learning experiences and ensuring that learners acquire the competencies required for each grade level and learning area. Their effectiveness, however, is not solely a function of individual skill or motivation. A growing body of international and local research indicates that teachers require consistent social support—encompassing emotional, instrumental, informational, and appraisal dimensions—from school heads, colleagues, parents, and the wider community to sustain their professional performance and personal well-being (Kort-Butler, 2017; Jimenez, 2021a; Jimenez, 2021b; De Castro & Jimenez, 2022; Pocaan & Pocaan, 2023; Surio & Jimenez, 2026).

The trend in recent educational literature points to an increasing recognition that teacher well-being is a systemic responsibility, not merely an individual trait. Studies have shown that social support has a positive predictive effect on life satisfaction among educators (Dadandı & Çıtak, 2023; Mondejar & Asio, 2022; Asio & Jimenez, 2020) and that teacher well-being is critically linked to teaching effectiveness and student outcomes (Cavioni et al., 2023; Asio & Jimenez, 2021; Jimenez, 2020a). Mentoring, as a specific form of informational, emotional, and motivational support, has been found essential for helping teachers acquire the competencies needed to fulfill personal and professional responsibilities and organizational commitment (Jimenez & Jimenez, 2022; Karanfil & Atay, 2020; Jimenez, 2020b).

Despite this awareness, significant issues persist in the actual provision of social support to teachers. Many teachers continue to experience high levels of stress, role frustration, and burnout—with over 30% of teachers reporting severe burnout that negatively affects their well-being, financial stability, and career commitment (Freire et al., 2020; Jimenez, 2021a; Jurado et al., 2019; Orines et al., 2023). Teachers frequently describe feeling constrained and worried due to a lack of effective support systems (Triyoga et al., 2024). Moreover, teachers report that parents are often unsupportive of school initiatives, with low participation in response activities. Parents tend to view teachers primarily as caregivers of children, adding to the emotional burden without corresponding instrumental or appraisal support (Önen & Eryilmaz Balli, 2023; Asio, 2023; Asio, 2025).

The gaps in current knowledge and practice are particularly evident in the Philippine context. While international studies have established the importance of social support, there is limited localized research that captures the lived experiences of Filipino public-school teachers regarding the specific types of social support they receive—

or fail to receive at the workplace. Most existing studies focus on student outcomes or teacher effectiveness, leaving a gap in understanding how social support mechanisms can be systematically designed and implemented to protect teacher well-being. Additionally, there is a scarcity of intervention-oriented research that translates findings into actionable wellness programs tailored to the cultural and institutional realities of Philippine public schools.

Another critical gap lies in the conceptualization of well-being itself. Much of the existing literature measures well-being in terms of absence of stress or burnout, yet teachers' own understandings of what constitutes "a good life" and how they cope with negative situations remain underexplored (Garcia & Asio, 2023, Bautista et al., 2024). Capturing these subjective narratives is essential for designing support systems that are not merely reactive but genuinely empowering. As noted by Carranza Esteban et al. (2023) Sardina et al. (2024) and Asio (2021a), social support at work and an adequate workload predict a better level of life satisfaction and commitment among teachers. This study builds on that finding by moving beyond prediction toward actionable program development.

This research is a promising contribution to teacher development and teaching studies for several reasons. First, it provides empirical awareness of the lived experiences of Filipino public-school teachers regarding social support—an area often overshadowed by a focus on student achievement. Second, it offers clarity on the specific types of social support teachers need at the workplace to ensure that their well-being and mental health are prioritized. Third, it highlights and gives attention to teachers' own coping mechanisms and their personal conceptions of what it means to live a good life, thereby respecting teacher agency in well-being research.

The research questions based on the research design. are as follows:

This study aimed to explore the provision of social support to teachers. Specifically, this study sought the following questions:

1. What social support does teachers receive from their school heads, colleagues, and family?
2. How do teachers use the social support they receive to cope with stress and enhance their well-being?

LITERATURE REVIEW

In the rapidly changing environment of the new era, teachers must have well-equipped tools and necessities to substantiate the daily tasks to execute, manifest, and implement to meet the serious challenges in education. In the literature, one may find numerous concepts and approaches to encapsulate strong support systems that are important for teachers to cope with challenges and changes and enhance their well-being. Because so many variables of personality and context go into the workings of teaching, it is not surprising that people have observed and studied support mechanisms and well-being from many different perspectives. Through their behavior, teachers earn trust and inspire loyalty. Schools, certainly as much as any other institution, deserve good teaching.

Theoretical Foundations and Conceptual Frameworks of Social Support

A consistent finding across the literature is that perceived social support positively predicts various dimensions of well-being. Early works by Francisco and Jimenez (2026), Orte et al. (2024), and Angioni et al. (2021) established a positive relationship between perceived social support and quality of life among educators, with regression analyses revealing that a unit increase in perceived social support enhances quality of life when emotion regulation is held constant. Extending this, Carranza Esteban et al. (2023) found that social support at work, combined with adequate workload, predicts better life satisfaction among Peruvian teachers. Yahya et al. (2022) similarly demonstrated that mindfulness, resilience, and perceived social support collectively affect emotional well-being among Santri students during the COVID-19 pandemic, concluding that higher levels of these factors correspond to higher perceived emotional well-being.

Beyond general well-being, social support has been linked to reduced academic procrastination (Cahyani et al., 2022) and enhanced academic flow during online learning (Suryaratri et al., 2022). Kojima (2020) emphasized that within-classroom social support networks not only facilitated Japanese language learning among international students but also positively impacted study for other subjects, thereby enhancing overall well-being. Baines et al. (2022) highlighted that international graduate students commonly experience loneliness, stress, and cultural adjustment difficulties, and they actively seek emotional and informational support via social networking sites, reflecting the post-pandemic reliance on digital platforms.

Social Support as a Buffer Against Burnout and Academic Stress

Researchers have extensively examined social support as a protective factor against burnout and academic stress. Akçay (2021) highlighted that perceived social support and resilience affect academic burnout among teacher candidates adapting to online education, but importantly, other unmeasured factors also contribute to burnout, indicating that social support alone does not fully explain variance in burnout. This points to a key gap: future research must identify additional mediating or moderating variables.

Guzman (2024) emphasized that teachers' mental health is a crucial factor in students' academic performance, as it affects instructional delivery and learner motivation. Guzman recommended that schools sustain research-based mental health activities and build a culture promoting social and emotional competency, capitalizing on intangible factors such as communication, confidence, respect, optimism, trust, problem-solving skills, coping skills, and a sense of purpose.

Social Support in Specialized and High-Stress Contexts

Several studies have examined social support in high-stress caregiving and trauma-affected environments, offering indirect but valuable lessons for teacher support. Fakhruddin et al. (2017) conducted a qualitative case study on social support for students with autism spectrum disorder (ASD), identifying four main themes: teachers' views of ASD and social support, whole-school best practices, promoting acceptance, and practical classroom strategies. In a parallel study, Kurt et al. (2023) examined perceived social support and happiness in mothers of children with ASD, finding that while family support was the highest perceived source, it did not translate directly into happiness without professional intervention. This contrasts with Fakhruddin et al. (2017), which focused on teachers' strategies for supporting students, revealing that even strong family support may require professional supplementation.

In trauma and crisis contexts, Arici Özcan (2021) examined the effects of the Somatic Experience Stabilization Program (SESP) on refugee women, finding that the intervention significantly decreased post-traumatic stress and increased mindfulness and social support levels. Altınışık and Şanlı (2023) similarly observed that social support significantly affects Syrian refugees' attitudes toward seeking psychological help, concluding that positive help-seeking attitudes are most beneficial when accompanied by qualified social support. Unlike general teacher population studies, these trauma-focused investigations demonstrate that social support interventions can be structured and therapeutic, not merely informal, suggesting that teacher wellness programs might benefit from similar structured psychosocial components.

Social Support Across Educational Levels and Populations

Social support research has been conducted across diverse educational levels, providing comparative insights. Kaya et al. (2022) investigated middle and high school students' perceptions of social support from parents and peers during physical activities, finding that middle school students reported higher support levels than high school students, and that increased support corresponded to higher happiness levels. Suryaratri et al. (2022) examined college students during the pandemic, showing that academic self-efficacy and social support positively and significantly influenced academic flow during online learning.

Extending to international learners, Kojima (2020) used reflexive thematic analysis to produce vignettes highlighting that international students felt stressed but built, gave, received, and benefited from social support within the classroom—a finding that diverges from studies focusing on external networks or digital platforms.

Baines et al. (2022) focused on digital platforms as primary support sources, emphasizing that international graduate students used both public and private social networking sites to seek emotional and informational support depending on functionalities such as convenience, affordability, trust, and privacy.

Social Support for Professional Development and Teacher-Specific Tasks

Focusing specifically on teachers' professional tasks, Pocaan and Pocaan (2023) explored social support systems and needs in writing research, finding that emotional, instrumental, and informational support each influence different aspects of research behavior and management. Broadening the professional development lens, Dayagbil and Alda (2024) emphasized that continuing professional development (CPD) ensures ongoing learning, but hindering factors include lack of time, funding, and workload. Unlike Pocaan and Pocaan (2023), which focused on research-specific support, Dayagbil and Alda (2024) addressed general PD but similarly identified resource constraints as barriers.

Across nearly all reviewed studies, perceived social support positively predicts various dimensions of well-being, including quality of life (Angioni et al., 2021; Carranza Esteban et al., 2023), life satisfaction (Karabatak & Alanoglu, 2021), emotional well-being (Yahya et al., 2022), and academic flow (Suryaratri et al., 2022). This positive influence holds across diverse populations: teachers, teacher candidates, students, mothers of children with ASD, refugees, and international graduate students.

A second convergence is that different sources of social support matter differently. Family, friend, peer, and significant other support each have unique predictive power depending on the outcome measured (Kurt et al., 2023; Karabatak & Alanoglu, 2021; Sezer, 2022; Kaya et al., 2022). Additionally, different types of support—emotional, instrumental, informational, and appraisal—serve different functions (Pocaan & Pocaan, 2023; Baines et al., 2022).

Despite broad agreement on the positive role of social support, several studies report non-significant or partial findings (e.g., Akçay, 2021; Kurt et al., 2023), suggesting that target population and cultural context moderate the effects of social support. Methodological differences also abound: while most studies use quantitative, correlational, or predictive designs, others employ qualitative, mixed methods, or systematic review approaches (Morris III, 2020), making direct comparison challenging but enriching the literature by capturing both statistical patterns and lived experiences.

Contextual differences are equally important. Studies conducted during the COVID-19 pandemic report higher levels of stress and burnout, and the protective effect of social support may have been amplified during periods of isolation. Pre-pandemic studies may not fully capture the intensity of support needed during crises. Key gaps remain: social support alone does not fully explain burnout (Akçay, 2021), and future research must identify additional mediating or moderating variables, particularly in teacher populations. Furthermore, the translation of family support into happiness or well-being may require professional or structured intervention (Kurt et al., 2023), a finding with direct implications for designing teacher wellness programs.

METHODOLOGY

This study employed a phenomenological research design to deeply explore and interpret the lived experiences, views, beliefs, motivations, and challenges of public secondary teachers concerning their quality of life and the stress they experienced. Phenomenology is a qualitative research method that involves a deeper understanding of a phenomenon (Asio, 2021b). It was strategically selected because it prioritizes understanding the essence of participants' subjective realities—capturing how teachers perceive leadership influences, workload overloads, and performance pressures—thereby providing rich, contextual insights that quantitative approaches alone cannot reveal. This design aligns perfectly with the study's aim to uncover nuanced barriers compromising teachers' quality of life and the stress they experienced, such as clerical task delegation and workload assignments.

The target population comprised public secondary teachers. A purposive sampling method was employed to select participants for in-depth interviews. As noted by Rai and Thapa (2019), purposive sampling represents a

category of non-probability sampling techniques in which researchers deliberately choose participants based on specific characteristics relevant to the research objectives. Also referred to as judgmental, selective, or subjective sampling, this approach relies on the researcher's informed judgment when selecting units to be studied (Rai & Thapa, 2019).

The rationale for choosing purposive sampling lies in its alignment with the exploratory nature of this study. According to Creswell (2017), the researcher intentionally selects individuals who can provide rich, detailed, and contextually grounded information about the phenomenon under investigation. These informants are often described as "information-rich" cases because they possess direct experience, reflective capacity, and willingness to share their perspectives (Creswell, 2017).

To ensure that participants could adequately address the research questions, the following selection criteria were established; the informant voluntarily nominated himself or herself to participate, ensuring intrinsic motivation to share experiences; the informant must have at least five (5) years of teaching experience in a public school, ensuring sufficient professional exposure to reflect upon social support dynamics; the informant identified social support issues and professional challenges as "critical challenges," ensuring they considered these factors significant in their professional lives; and the informant reported having experienced a lack of support in improving his or her well-being, as the study specifically seeks to understand the absence or insufficiency of social support.

A total of eight (8) teachers participated in the in-depth interviews. The final sample size was not predetermined but was determined by the principle of data saturation, a key standard in phenomenological research. Saturation was defined as the point at which no new themes, insights, or code categories emerged from ongoing data collection and analysis.

Recruitment and interviewing proceeded iteratively. After the sixth and seventh interviews, minimal novel information was identified. The eighth interview confirmed redundancy of themes (e.g., emotional exhaustion, ineffective clerical task delegation, lack of collegial support). Therefore, the sample of eight was judged sufficient to capture the essential structure of the phenomenon while avoiding unnecessary redundancy. This sample size is consistent with phenomenological studies, which typically require 6–12 participants to achieve saturation (Guest, Bunce, & Johnson, 2006; Morse, 2000).

The research instrument was a researcher-made semi-structured interview schedule. The questions centered on the social support received by teachers and how they used to cope with stress and enhance their well-being. The semi-structured format aligned with phenomenological inquiry by allowing flexibility to probe emergent themes while maintaining focus on the essence of the phenomenon—namely, how teachers perceive and internalize workload, performance pressure, and leadership influences.

The research instrument underwent three validation stages: Content Validity: Four experts (one PE master teacher, one school principal, one supervisor, and one language expert) evaluated item relevance, clarity, and domain representation using a 4-point scale (1 = Not Relevant to 4 = Highly Relevant); Face Validity: A pilot test with 10 teachers (not part of the main study) confirmed item clarity and comprehensibility. Minor wording revisions were made based on feedback; and Reliability: The pilot data (N = 10) yielded a Cronbach's alpha coefficient of 0.863 for the total scale, with subscale alphas ranging from 0.85 to 0.91, indicating excellent internal consistency.

Data analysis followed Colaizzi's (1978) seven-step method, which is specifically designed for phenomenological research. This approach involves: (1) reading transcripts to gain a feel for the whole, (2) extracting significant statements, (3) formulating meanings from these statements, (4) clustering themes into theme categories, (5) integrating findings into an exhaustive description of the phenomenon, (6) formulating a statement of identification of the fundamental structure, and (7) returning to participants for validation (member checking). This method ensures that the analysis remains faithful to participants' lived experiences rather than imposing external frameworks.

FINDINGS

Social support plays a pivotal role in the well-being of teachers, serving as a crucial resource that influences their professional experiences and personal fulfillment within the educational setting. By encompassing various forms of support networks, including professional connections, personal relationships, and motivational encouragement, social support enhances teachers' resilience, aids in stress management, and fosters a positive work environment. This interplay between social support and teacher well-being underscores the importance of nurturing supportive relationships, seeking guidance, and implementing effective coping strategies to promote a healthy and sustainable foundation for educators in their pursuit of excellence in teaching.

The following succeeding tables represent the result of the thematic analysis employing Collaizi's method. Based on the analysis, five (5) major themes emerged.

The theme of affirmation and validation highlights the importance of receiving positive feedback from colleagues and support from family, reinforcing the value of the work being done and providing motivation to continue making a difference in the lives of learners. According to López (2023), revealed teachers perceive classroom assessment feedback as a dialogic process in which teachers and students discuss the feedback to help students understand and use it.

Table 1 Presentation and Analysis of the First Theme

Major Theme	Sub-themes	Selected Responses
Types of Social Support	Positive Impact on Learners	"Colleagues-Affirmation that what we are doing is good for our learners."- S1
	Support and Love from Family	"Family offers support and love, shared with learners." - S1 "I am fortunate to have a strong support received from my school head, my colleagues are always willing to assist me and support me as well as my family is always there for me." – S2

This theme emphasizes the support and investment in professional growth provided by the school head, including access to resources and training that enhance skills and knowledge, contributing to personal and career development. This theme underscores the significance of personal relationships and support networks in both personal and professional spheres, where individuals seek comfort, advice, and guidance from colleagues and family members, fostering a sense of belonging, trust, and mutual assistance in times of need.

Complementary to the results of this study, Karacabay (2021) showed that the principals of high school teachers supported their professional development more than the principals working in primary and secondary schools; the principals of classroom teachers and the principals of male teachers supported the professional development of the teachers more than the principals of the female and branch teachers, and teachers' level of education did not create any difference in the perceptions of the teachers.

Table 2 Presentation and Analysis of the Second Theme

Major Theme	Sub-themes	Selected Responses
Professional and Personal Support and Networks	Provision of Materials, Training, and Opportunities for Growth	"School head provides necessary materials, training, and professional development opportunities." – S3
	Personal Conversations and Connections	"Perhaps, personal or heart to heart talks with some of my colleagues and with my mom." – S4 "I think school head and some of my colleagues and especially my family they listen when they need a good advice and moral support for all the decision in my life." – S5

The theme of motivation and encouragement highlights the role of colleagues, superiors, and family members in providing support, motivation, and encouragement during challenging times, fostering resilience, positivity, and a sense of belonging within the professional and personal environments. This support network helps individuals feel valued, motivated, and inspired to overcome obstacles and continue their professional journey with confidence. It also emphasizes the importance of seeking guidance and emotional support from trusted individuals, including colleagues, superiors, and family members, when making important decisions or facing personal and professional challenges. This support network provides a source of wisdom, comfort, and reassurance, helping individuals navigate uncertainties and dilemmas with clarity, confidence, and a sense of shared responsibility. Likewise, Yıldız and Eldeleklioğlu (2024) fostered that high school students' perceived levels of social support from their families, friends, and teachers, their attachment to parents and peers, and their kindness strength had a significant and positive relationship with each other.

Table 3 Presentation and Analysis of the Third Theme

Major Theme	Sub-themes	Selected Responses
Motivation and Encouragement	Support during Low Moments	<p>“My colleagues offering empathy and understanding during tough times.” – S3</p> <p>“My colleagues? A bit. They can relate to my problems so most of them, we lean to each other.” – S6</p>
	Overall Strong Support System	<p>“If there are problems in school or personal, I always seek the help of my colleagues only if its needed.” – S7</p> <p>“My colleagues and school head motivates me when I'm feeling down.” – S8</p>

The theme of positive coping strategies encompasses a range of adaptive methods used to manage stress and challenges effectively. These strategies include engaging in physical activities for distraction and energy renewal, finding emotional release through sharing with trusted individuals, and seeking advice and inspiration from others to maintain motivation and perspective. By incorporating these subthemes into their coping mechanisms, individuals can cultivate resilience, emotional balance, and a positive outlook on handling life's challenges. According to Francisco (2020), pointed out that administrative office management (AOM) coping mechanisms help the respondents keep their strict mood and maintain a happy atmosphere to obtain a less stressed and a peaceful workplace.

Table 4 Presentation and Analysis of the Fourth Theme

Major Theme	Sub-themes	Selected Responses
	Physical Activities for Distraction and Recharge	<p>“I am a positive person, so if problem arise, I always make sure to play my sports & put my attention to what could help me better”- S1</p> <p>“I use those as my motivation to learn further and see the brighter side of the matter as opportunity to recharge and restart.” – S4</p>
	Emotional Venting and Release	<p>“Sharing my feelings and concerns with trusted friends, family. Talking to someone who has been through similar challenges or who can offer advice can provide valuable</p>

Positive Coping Strategies		insight or perspective on how to handle stressful situations.” – S3
	Seeking Advice and Inspiration from Others	<p>“Most of the times, I just go with my friends and family to rant. After so much ranting, I get better.” – S6</p> <p>“My coping mechanisms to face those stress when it comes to my work-related task, I seek guidance and support to those people who can understand my problem. Asking them some questions to what should I do when this happens etc. Because I’ve always struggle it can help me.” – S3</p>

The theme of seeking support and guidance underscores the importance of seeking help from trusted individuals, including friends, family, colleagues, and mentors, to gain perspective, advice, and emotional support during challenging times. By reaching out to others and utilizing various support systems, individuals can navigate stress, seek guidance on problem-solving, and find relief through spiritual practices and relaxation techniques. These subthemes emphasize the value of emotional connections, advice, and spiritual practices in promoting well-being and resilience in the face of adversity.

Parallel to the results of this study, Jimenez (2021c) revealed that the school heads’ adversity quotient was “above average” which that school heads have above normal capacity in handling challenges, difficulties, setbacks, and demands at work and in personal attributes

Table 5 Presentation and Analysis of the Fifth Theme

Major Theme	Sub-themes	Selected Responses
Seeking Support and Guidance	Emotional Support and Perspective from Trusted Individuals	<p>“If the problems are too much to bear, I always seek for the help of colleagues.” – S7</p> <p>“I am trying my best to be more confident with their help.” – S8</p> <p>“I am stress, I'm trying to reach out to my close friends and do my hobbies like reading.” – S8</p>
	Utilizing Spiritual Practices for Stress Relief	<p>“Prayer is the best.” – S4</p> <p>“Cool down and pray.” – S7</p>

DISCUSSION

Teachers experience social support as a multidimensional, relationally distributed, and hierarchically activated resource. It is multidimensional because emotional affirmation, instrumental assistance, motivational encouragement, active coping, and spiritual guidance are distinct and non-interchangeable dimensions. It is relationally distributed because different sources serve different functions—peers provide daily emotional support, school heads provide professional development resources, and family provides unconditional love and perspective. It is hierarchically activated because teachers first deploy emotion-focused coping through proximal peers, then escalate to problem-focused help-seeking when distress exceeds a personally defined threshold, with active coping strategies mediating the entire process.

Critically, this essential structure is constrained by silent barriers—professional norms of self-reliance, fear of burdening others, and identity threats associated with admitting vulnerability—that can suppress help-seeking even when support networks are objectively available. Future research should explicitly investigate these barriers, and school interventions should address both the availability and the accessibility (psychological safety) of support.

The five tables collectively reveal that social support for public secondary teachers is far more complex than a simple checklist of "providing support." Effective support systems must be multidimensional, peer-centered, hierarchically responsive to teachers' escalating needs, and sensitive to the silent barriers that constrain help-

seeking. Most importantly, schools must move beyond offering support to actively normalizing its use—creating cultures where seeking help is seen as a sign of professional wisdom, not personal weakness.

Implications

Colleagues provide affirmation and validation of teachers' efforts, while family members share love and support that extends to learners. Schools should intentionally structure peer affirmation systems (e.g., recognition boards, peer observation with positive feedback) and involve families in school activities to strengthen the teacher-family-learner triad. Social support that crosses between professional and personal domains enhances teacher well-being and indirectly benefits student outcomes (Cansoy & Parlar, 2018). This study found that both collegial and family support significantly reduce teacher burnout and increase job satisfaction, reinforcing the need for integrated support systems.

School heads provide materials, training, and growth opportunities; personal connections through heart-to-heart talks offer advice and moral support. Professional development must be paired with emotional and instrumental support from supervisors. According to Pocaan and Pocaan (2023) school heads should be trained not only as instructional leaders but also as providers of moral and material support. Personal conversations should be legitimized as part of the school's support culture, not dismissed as informal or unprofessional. This study demonstrates that emotional and instrumental support from supervisors and peers directly influences teachers' motivation and task completion, validating the importance of both professional and personal networks.

Colleagues provide empathy and understanding during tough times; mutual support systems sustain morale. Schools should formalize peer support structures such as buddy systems, mentoring circles, or teacher support groups. Empathy cannot be mandated, but school leaders can create time and space for collegial sharing—for example, through structured Learning Action Cells (LACs) that include well-being check-ins alongside instructional discussions (Aldrup, et. A., 2020). This study found that collegial support satisfies teachers' basic psychological needs (autonomy, competence, relatedness), which in turn enhances well-being and reduces emotional exhaustion.

Teachers manage stress through physical activities, emotional venting, and seeking advice and inspiration from others. Chan, et. al., (2021) emphasized that social support provision should go beyond crisis intervention to include proactive coping resources. Schools can offer wellness activities (e.g., group exercises, stress management workshops) and normalize emotional venting through confidential peer listening sessions. Advice-seeking should be facilitated through accessible mentorship programs. This study identifies that teachers who report higher levels of social support also employ more active coping strategies, suggesting that support systems enable rather than replace individual coping efforts.

Teachers seek emotional support from trusted colleagues and friends and use spiritual practices for stress relief. Social support programs must respect diverse coping preferences. While some teachers benefit from peer counseling, others find solace in spiritual practices. Schools should not impose a one-size-fits-all model but rather offer a menu of support options—including access to chaplains, spiritual advisors, or quiet reflection spaces—while maintaining secular inclusivity (Park & Slattery, 2021). This systematic review found that spiritual practices serve as a significant coping resource for many educators, reducing stress and enhancing meaning-making, particularly in high-burnout contexts.

RECOMMENDATIONS AND CONCLUSIONS

Future researchers should conduct quasi-experimental or longitudinal studies to measure the impact of structured peer affirmation systems (e.g., recognition boards, peer observation with positive feedback) on teacher burnout, job satisfaction, and retention. Future studies should design, implement, and validate a training module that prepares school heads to serve as both instructional leaders and providers of moral and material support. Research should examine how this dual role affects teacher motivation, task completion, and overall well-being. Given the consistent finding that social support is multi-dimensional and multi-sourced, future researchers should develop, implement, and evaluate a comprehensive Teacher Social Wellness Program tailored to the Philippine public-school context. Such a program should include emotional, instrumental, informational,

appraisal, and spiritual support components, and should be tested using randomized controlled trials or mixed methods designs. In conclusion, the findings across the five thematic tables consistently demonstrate that social support for teachers is neither unidimensional nor optional. Colleagues, family members, school heads, friends, and spiritual communities each play distinct yet interconnected roles in affirming teachers' efforts, providing emotional and instrumental resources, sustaining morale, enabling active coping, and offering guidance during stress.

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Ethical Consideration

Ethical approval was obtained for research involving human subjects.

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