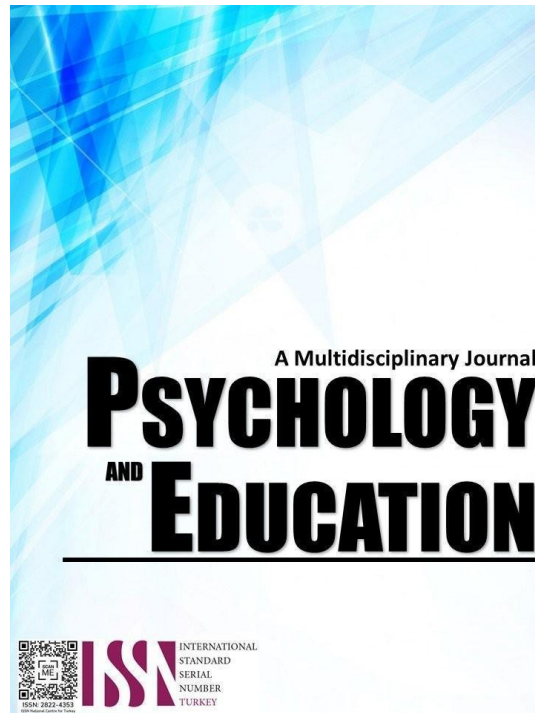


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Challenges and Coping Mechanisms of Special Education Teachers in the Division of Iligan City

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Abstract

This study addressed the significant challenges faced by special education teachers in the Division of Iligan City, focusing on attitudes towards inclusion, self-efficacy, and instructional adaptation. The main objectives were to identify these challenges and explore the coping mechanisms employed by the teachers. The respondents were 35 SNED teachers from various elementary schools, surveyed during the school year 2024-2025. The research was conducted in Iligan City using a descriptive-correlational design. The findings revealed that most respondents were females aged 36-45 with considerable teaching experience and extensive SNED training. Key challenges included managing inclusive classrooms, time management, and effectively adapting instructional methods. Teachers strongly believed in inclusive education and are eager for more professional development. Coping mechanisms such as self-care, parental collaboration, and ongoing professional development were highly valued. Significant correlations were found between self-efficacy, instructional adaptation, and SNED training, highlighting the importance of targeted professional development. The study concluded that continuous training, improved professional development programs, and leveraging experienced teachers' expertise are essential for supporting inclusive education and addressing the identified challenges. Furthermore, addressing these challenges can enhance teaching effectiveness and student outcomes in inclusive education settings.

Keywords: *Special Education, inclusion, self-efficacy, instructional adaptation, coping mechanisms*

Introduction

Education for learners with disabilities has come an extensive and long way; it can be in a method of Special Needs Education (SNED) to integrate education and it as a process of integrated education to inclusive education. However, SNED teachers face numerous challenges that hinder their ability to effectively deliver inclusive education. Despite being propounded by a number of guidelines, policies, and programs from time to time to speed up the boundaries of all the efforts made in this direction, schools with inclusive orientation face many barriers, roadblocks, impediments, and challenges. Moreover, many SNED teachers are employed under teaching items that are not specifically designated for SNED (e.g., Teacher I), resulting in a mismatch in their compensation that does not reflect their increased workload.

The challenges that SNED teachers face have a direct impact on their performance and the quality of education they give. Teachers have challenges in implementing successful inclusive practices due to limited resources, overwhelming workloads, and the complexities of handling the particular needs of children with disabilities in which the majority are undiagnosed that makes it more difficult. Teachers are further demoralized by a lack of adequate recompense for the labor required of them, which leads to discontent and eventual turnover. This, in turn, hamper the progress of students with disabilities, slows the implementation of inclusive education policies, and contradicts the goals of "Education for All." This has a knock-on effect, potentially slowing down the progress of learners with disabilities and undermining the effectiveness of inclusive education efforts. If these problems are not addressed, they can disrupt the teaching-learning process, affecting the effectiveness of special needs education teachers and, ultimately, the learning results of learners with disabilities.

The Declaration of the Rights of the Child adopted by the United Nations General Assembly in 1959 as cited by Bueren (2021) stated that the mankind owed to the child the best it has to give. One of the principles concerned with the education of children with special needs runs: "The child who is physically, mentally, or visually handicapped shall be given the special treatment, education that are required of his particular condition ". The education should enhance teachers who teach children with learning disability and create awareness in the society to accept children with special needs. Therefore, there is a need to emphasize the importance of comprehensive special needs education in all teacher's professional development-programs to help them manage the unique needs of learners with disabilities effectively.

The purpose of this study was to determine the specific challenges that Special Needs Education (SNED) teachers in the selected elementary school in the Division of Iligan City experienced, as well as to understand the coping mechanisms they used. It aimed to highlight the need for comprehensive training, resources, and psychological assessments that allow teachers to better address the needs of their students. Furthermore, this research advocated for the creation of SNED-specific teaching positions to replace the current system where SNED teachers were often employed under regular teaching items, which results in a mismatch between their workload and compensation.

The research study was conducted during the School Year 2024-2025. Data gathering included surveys of SNED teachers in Iligan City's chosen elementary schools. This time range was to allow for a thorough analysis of the challenges encountered by SNED teachers dealing with students with learning disabilities, as well as their coping mechanism, and insights to support the development of

recommendations.

Moreover, it was hoped that this study would be beneficial to the educational community in its attempt to explain the current challenges that special education teachers were experiencing and offer recommendations to Department of Education on how to support and enhance their professional development and working conditions.

Research Questions

The study aimed to determine the challenges and coping mechanisms of Special Education Teachers in the Division of Iligan City. Specifically, it aimed to answer the following questions:

1. What is the respondents' profile in terms of:
 - 1.1 age,
 - 1.2 sex,
 - 1.3 teaching experience in SNED,
 - 1.4 plantilla position,
 - 1.5 number of hours in SNED training; and
 - 1.6 units in SNED education?
2. What is the extent of the respondents' challenges in terms of:
 - 2.1 attitude towards inclusion,
 - 2.2 teachers' self-efficacy; and
 - 2.3 instructional adaptations?
3. What is the level of the respondents' coping mechanisms in handling SNED classes?
4. Is there a significant relationship between the extent of challenges and coping mechanisms of the respondents?
5. Is there a significant relationship between the respondents' demographic profile and their level of coping mechanisms??
6. Which of the respondents' demographic profile best predict their coping mechanisms?
7. What action plan can be designed based on the findings of the study?

Methodology

Research Design

This study utilized the descriptive-correlational research design. This approach aimed to describe the current challenges and coping mechanism used by special education teachers in the Division of Iligan City. It allowed for the collection of detailed information about the experiences and perspectives of the participants, providing a comprehensive understanding of the factors impacting their work (Creswell, 2018).

Description was used in assessing the demographic profile of the respondents, the extent of their challenges in teaching SNED learners, and the coping mechanisms implemented to counter the challenges. Correlation was used to determined the significant relationship between the extent of challenges and the level of coping mechanisms of the respondents.

Data were collected through a survey administered to all special education teachers in the Division of Iligan City. This survey utilized closed-ended questions to capture a broader range of experiences and measure the prevalence of specific challenges. This design allowed for an in-depth exploration of the challenges and potential underlying factors.

Respondents

The respondents for this study were the 35 elementary SNED teachers currently employed in the Division of Iligan City. The respondents were selected using a purposive sampling technique. This method involved selecting individuals who possessed the specific characteristics relevant to the research question (Thompson, 2020).

In this case, all elementary special education teachers in the Division of Iligan City were eligible to participate, as they all had firsthand experience with the challenges and coping mechanisms being explored. This ensured that the data collected would be directly applicable to the population of interest and provide meaningful insights into the specific issues faced by these teachers. This approach enabled a focused examination of the relevant experiences and strategies used by SNED teachers in their professional roles.

The researcher sought informed consent from all participants before starting data collection, providing detailed information about the study's purpose, significance, and confidentiality measures. Participation was voluntary and anonymous to promote honesty and openness, aiming to build trust and encourage genuine sharing. Participants were assured that their responses would be confidential and used solely for research purposes, fostering a sense of security.

The researcher emphasized the importance of their contributions to advancing special education understanding. This ethical approach ensured high-quality data that accurately reflected participants' views on the challenges and coping mechanisms in special education.

Table 1. *Distribution of Respondents*

SCHOOLS	Total Respondent
Tambo Central School	4
Iligan City Sped Center	12
Northeast 1A Central School	3
Dalipuga Central School	2
Saray Central School	2
Doña Juana A. Lluch Memorial School	3
Doña Josefa F. Celdran Memorial School	1
Suarez Central School	1
Sgt. Miguel Canoy Memorial Central School	6
Napocor Central School	1
Total	35

Instrument

The research instrument for this study was a adopted questionnaire based on the statements found in DepEd Orders (DepEd Order No. 21, s. 2020 - Policy Guidelines on K to 12 Basic Education, DepEd Order No. 42, s. 2017 - National Adoption and Implementation of the Philippine Professional Standards for Teachers, DepEd Order No. 13, s. 2015 - Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, and DepEd Order No. 42, s. 2017 - National Adoption and Implementation of the Philippine Professional Standards for Teachers) and had undergone pilot testing by SNED teachers. This approach allowed the questions to be tailored to the specific challenges and coping mechanisms of special education teachers in Iligan City while maintaining the strengths of established measures (Grinnell, Jr., & Bishop, 2020). The questionnaire encompassed various sections targeting the challenges and coping mechanisms of special education teachers.

The questionnaire's content validity was evaluated to guarantee that it effectively addressed the challenges and coping mechanisms of SNED teachers. For reliability, internal consistency was measured using Cronbach's alpha. The overall alpha was 0.87, indicating high reliability. Specific sections also showed strong reliability scores: "Attitudes Towards Inclusion" (0.85), "Teachers' Self-Efficacy" (0.88), "Instructional Adaptation" (0.86), and "Coping Mechanisms" (0.84). These reliability statistics confirmed the instrument's consistency in measuring the intended constructs, making it a robust tool for gathering meaningful data on the challenges and coping mechanisms of special education teachers in Iligan City.

The high reliability of the questionnaire ensures that the responses obtained are both consistent and dependable over time, providing a sound basis for analyzing the challenges and coping mechanisms faced by SNED teachers. This validation process underscores the instrument's ability to yield reliable insights, thereby enhancing the credibility of the study's findings. Consequently, the data generated from this questionnaire can be confidently used to inform policies, interventions, and support mechanisms aimed at improving the working conditions and effectiveness of SNED teachers in Iligan City.

Table 2 presents the reliability statistics result. These reliability statistics confirmed that the instrument consistently measured the intended constructs, providing confidence in the stability and consistency of the responses. This rigorous approach to validation and reliability testing ensured that the questionnaire was a robust tool for gathering meaningful data on the challenges and coping mechanisms of special education teachers in Iligan City.

Table 2. *Reliability Statistics Result*

Section	Description	Number of Items	Cronbach's Alpha
Attitudes Towards Inclusion	Measures teachers' attitudes towards inclusive education	10	0.85
Teachers' Self-Efficacy	Assesses teachers' confidence in managing diverse learners	10	0.88
Instructional Adaptation	Evaluates how teachers adapt their instruction methods	10	0.86
Coping Mechanisms	Assesses teachers' strategies for managing stress and workload	10	0.84
Overall		40	0.87

Note: Cronbach's Alpha above 0.7 is considered reliable

Legends (George and Mallery, 2003): >0.90 – Excellent, 0.80–0.89 – Good, 0.70–0.79 – Acceptable, 0.60–0.69 – Questionable, 0.50–0.59 – Poor, <0.49 – Unacceptable

Procedure

The data for this study were gathered using a well-structured and systematic approach to ensure the reliability and validity of the findings. The initial step involved pursuing endorsement from the Schools Division Superintendent of the Division of Iligan City to conduct the study. Following this, authorization was obtained from school district supervisors and the principals of the respective schools within the division. This formal approval process included meetings and communications to outline the study's objectives, significance, and methodology, ensuring all key stakeholders were informed and supportive of the research.

Next, a purposive sampling technique was employed to select the 35 elementary SNED teachers in the Division of Iligan City, ensuring

they had relevant experience with the challenges and coping mechanisms being studied. Informed consent was then sought from all participants, providing them with detailed information about the study's purpose, procedures, potential risks, and benefits, and ensuring their participation was voluntary and anonymous to promote honest and open responses.

The questionnaires were distributed to the participants via Google Forms, allowing for convenient and efficient data collection. The questionnaire was divided into three parts: "Personal Profile and Professional Qualifications," which collected demographic and professional details such as age, sex, position, teaching experience, hours in training, and academic units in special education; "Challenges of Special Education Teachers," which included statements on attitudes towards inclusion, self-efficacy, and instructional adaptations, with responses on a 4-point Likert scale (1 - Strongly Disagree, 2 - Disagree, 3 - Agree, 4 - Strongly Agree); and "Coping Mechanisms," which assessed work-life balance, professional development, support-seeking, and self-care practices using the same Likert scale.

Data collection occurred outside of class hours to minimize disruption to the teachers' schedules, and follow-up reminders were sent to non-respondents to ensure a high response rate. The responses collected were analyzed to provide insights into the factors impacting the work of special education teachers in Iligan City. This comprehensive approach facilitated the identification of patterns and relationships between the challenges faced and the coping mechanisms employed by the respondents.

Data Analysis

The study utilized various statistical methods to address specific research problems. For Problem 1, which focused on the demographic profiles of respondents such as age, sex, teaching experience in special education (SNED), plantilla position, number of hours in SPED training, and academic units in SNED education, frequency and percentage, mean, and standard deviation were used, following the approach by Johnson and Christensen (2020). To examine Problem 2, the extent of challenges faced by SNED teachers related to attitudes towards inclusion, self-efficacy, and instructional adaptations, mean scores and standard deviation were employed, as suggested by Forlin et al. (2021). For Problem 3, the coping mechanisms of teachers were assessed using mean scores and standard deviations, capturing their resilience and adaptability in line with Masten's (2020) methods.

Pearson's r correlation coefficient, as used by Gay et al. (2019), was employed to determine the significance of relationships for Problem 4, between the extent of challenges faced by SNED teachers and their coping mechanisms, as well as for Problem 5, to identify relationships between the teachers' demographic profiles and their coping mechanisms. For Problem 6, multiple regression analysis, applied by Field (2022), identified which specific demographic variables served as predictors for the challenges faced by respondents. Based on these analyses,

Results and Discussion

This chapter discusses the data that are shown in the tables. The data were analyzed, interpreted, and supported by related literature or studies. The presentation, interpretation, and analysis are supported tables and arranged in the same manner as the questions presented in the statement of the problem in Chapter 1.

Problem 1. What is the respondents' profile in terms of: age, sex, teaching experience in SNED, plantilla position, number of hours in SNED training, and units in SNED education?

Table 3. *Age of Respondents*

<i>Age</i>	<i>Frequency Count</i>	<i>Percentage (%)</i>
26-35 yrs old	7	20.00
36-45 yrs old	15	43.00
46-55 yrs old	9	26.00
56 yrs old and above	4	11.00
Total	35	100.00

Table 3 shows the age distribution of SNED teacher respondents. The highest weighted mean of 15/35 or 43% in the age distribution of SNED teacher respondents, 36-45 years old, can be attributed to the fact that this age group coincides with the period when the SNED course was first offered in Iligan City. Consequently, individuals in this age group were likely among the first to enroll in and complete the SNED course, equipping them with the necessary qualifications and skills. Conversely, the lowest score of 4/35 or 11% belongs to the age bracket of 56 years old and above. This is because, during the time the SNED items were offered, many individuals in this age group were transitioning from years of being regular teachers and showed interest in applying for the SNED items, particularly since the compensation was higher than that of regular teaching positions.

Similarly, in the workforce, a survey conducted by the Bureau of Labor Statistics (2020) reported that the majority of employees in the 36-45 years age bracket (approximately 40%) are more actively engaged in career advancement opportunities and tend to remain in the workforce longer compared to those in the 56 years and above category (around 15%). This might be influenced by factors such as retirement planning, health considerations, and changing career aspirations.

On the other hand, in the field of education, a study by Smith et al. (2019) found that younger age brackets, particularly those in the

36-45 years old range, tend to have higher participation rates in professional development programs compared to those aged 56 and above. This higher participation rate among younger teachers could be attributed to several factors, including the need for career advancement, staying updated with the latest teaching methodologies, and maintaining competitiveness in the job market. Additionally, early retirement or a shift in priorities as teachers approach the latter stages of their careers may result in reduced participation in professional development programs for the older age group. This trend emphasizes the importance of continuous professional growth and the varying motivations and constraints that different age groups face in their professional journeys.

In many schools, teachers aged 36-45 are often at a stage in their careers where they actively seek out professional development opportunities to enhance their skills and advance their careers. This age group typically has the energy and motivation to engage in continuous learning. On the other hand, teachers aged 56 and above might be closer to retirement and therefore less inclined to participate in such programs. This could lead to a disparity in professional growth and skill updates between different age group.

Table 4. *Sex of the Respondents*

<i>Sex</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Male	3	9.00
Female	32	91.00
Total	35	100.00

Table 4 shows the respondents' demographic profile in terms of sex. It can be gleaned that 91% or 32 out of 35 were females while 9% or 3 out of 35 were males. It implies that females outnumbered the males in SNED population in the division where the study was conducted. The highest proportion of females in the SNED population can be attributed to the fact that only a few males are interested in teaching SNED learners. Many people believe that males do not have enough patience to handle SNED learners, while females are considered more nurturing and better suited for such roles. Consequently, the majority of SNED teachers are female, reflecting broader societal perceptions and gender roles within the teaching profession. In the Division of Iligan City, only three districts have SNED teachers. One male teacher chose to be a SNED teacher for the reason that his own child has special needs, while another male SNED teacher believed that, due to the low number of SNED teachers in Iligan, it would be easier to secure a position in DepEd.

According to UNESCO (2020) highlighted that globally, two-thirds of the teaching workforce is female, with the proportion being even higher in primary and pre-primary education. This aligns with the data in Table 4, which shows that 91% of the respondents are female.

The predominance of female teachers might influence the classroom management styles commonly used in the school. Research indicates that male and female teachers may employ different strategies, with female teachers often using more collaborative and nurturing approaches, while male teachers might employ more authoritative techniques. This disparity can impact the overall discipline and management dynamics within the school.

Table 5. *Respondents' Teaching Experience*

<i>Number of Years</i>	<i>Frequency</i>	<i>Percentage</i>
1-10 years	8	23.00
11-20 years	17	49.00
21-30 years	6	17.00
31 years and above	4	11.00
Total	35	100.00

In Table 5, indicator 11-20 years garnered the highest percentage of 49%. The reason for these results is similar to the age distribution of the respondents. The highest percentage of SNED teachers falling within the 11-20 years of experience bracket can be attributed to the fact that this period coincides with the time when the SNED course was first offered in Iligan City. Consequently, many teachers who began their careers during this time were among the first to enroll in and complete the SNED course, equipping them with the necessary qualifications and skills.

Moreover, SNED majors are more knowledgeable and equipped in handling learners with disabilities because this is the course they have specialized in and completed. Conversely, the lowest percentage of teachers with 31 years and above of experience reflects that during the time the SNED items were offered, many individuals in this age group were transitioning from years of being regular teachers and showed interest in applying for the SNED items, particularly since the compensation was higher than that of regular teaching positions. Additionally, only a few teachers have lesser experience due to the fact that they transitioned from regular teaching to SNED teaching as soon as the SNED program was offered in Iligan City.

It indicates that experienced SNED teachers can provide valuable insights and expertise. Experienced teachers refine instructional strategies, classroom management, and student engagement and develop effective evaluation methods (Saifani & Adawiyah, 2023). The lowest percentage, 31 years, and above, 11%, designates that even though they near retirement, they still impart their extensive expertise by sharing the accumulated knowledge, skills, and attitude to the new or inexperienced teachers (Masongsong, 2023).

A systematic review published in 2022 by El Islami, et al. (2022) from Kasetsart University, Bangkok, Thailand, investigated trends in teacher professional development strategies from 2015 to 2019. The study found that professional development programs focusing

on collaborative and collegial learning environments significantly improved teaching effectiveness and learning outcomes. This supports the idea that tailoring professional development to teachers' specific career stages can lead to better educational outcomes.

Professional development programs that focus on specific teaching skills, such as classroom management and subject-specific pedagogy, can lead to more effective teaching practices. This, in turn, can enhance student learning outcomes and overall school performance.

Table 6. *Respondents' Plantilla Position*

<i>Plantilla Position</i>	<i>Frequency</i>	<i>Percentage</i>
Teacher I	7	20.00
Teacher II	2	6.00
Teacher III	5	14.00
Teacher IV	1	3.00
SNED I	19	54.00
SNED II	1	3.00
Total	35	100.00

Table 6 shows the participant respondents' plantilla position SNED I provided us with the highest percentage of 54% while the lowest percentage is 3% attributed to SNED II; it implies that there are fewer SNED II positions (only 3% of the respondents) is likely because of limited available items for this particular role within the school's staffing structure, often influenced by budget constraints, specific staffing needs, and the existing organizational hierarchy. Additionally, many teachers with special education majors might hold regular teaching items but are handling special education classes due to their specialized skills. This overlap occurs because the school may lack sufficient designated special education positions to accommodate all specialized teachers.

A study by the RAND Corporation (2023), highlighted how principals faced challenges in hiring and retaining staff due to factors such as low compensation, underqualified candidates, and insufficient availability of SNED items. These issues are often exacerbated by budget constraints and the specific needs of the school, which can limit the number of available roles and impact the organizational structure.

Table 7. *Respondents' SPED Training in Hours*

<i>Number of Hours</i>	<i>Frequency</i>	<i>Percentage</i>
3-9 hours	8	23.00
60 Hours and above	27	77.00
Total	35	100.00

Table 7 provides an overview of 60 hours and above as the highest percentage of 77%; The lowest is 23%, which addressed 3-9 hours of SNED training. The reason for these results can be attributed to the fact that the majority of the teachers handling SNED have completed specialized courses in special education, equipping them with the necessary knowledge and skills to support learners with disabilities effectively. Additionally, there were a lot of training programs and seminars given to SNED teachers in Iligan City since the SNED items were first offered. For example, the Division of Iligan City has organized various training programs such as the school-based Gender and Development (GAD) Seminar for Teachers at Servillano G. Reuyan Memorial Elementary School and the Quality Assurance, Technical Assistance, Monitoring and Evaluation (QATAME) programs at Iligan City National High School. These programs help teachers gain the expertise needed to handle SNED learners effectively. However, there are only a few SNED teachers who have lesser training time because they are newly hired. These teachers may need additional support and professional development to reach the same level of expertise as their more experienced counterparts.

A study as cited by Scheuermann et al (2003), found that extensive professional development in special education significantly improves teachers' instructional practices and student outcomes. Schools that invest in comprehensive training programs report higher levels of teacher confidence and competence in handling special education needs.

Moreover, the study highlighted that these training programs not only enhanced teachers' instructional skills but also promoted a deeper understanding of the principles of inclusive education. As a result, teachers were better equipped to identify and support students with diverse learning needs, ensuring that all students had equal opportunities to succeed. The positive impact of these training programs extended beyond the classroom, contributing to a more inclusive school culture and encouraging ongoing professional development among educators. The findings underscore the importance of continuous, evidence-based training for special education teachers to maintain and enhance their effectiveness in mainstream educational settings.

Table 8. *Respondents' Units in SNED*

<i>Number of Units</i>	<i>Frequency</i>	<i>Percentage</i>
12-18 units	4	11.00
21 units and above	31	89.00
Total	35	100.00

Table 8 shows the distribution of respondents' Special Needs Education (SNED) units. The majority of respondents (89%) have completed 21 units or more, while a smaller group (11%) have completed 12-18 units. The reason for these results can be attributed to

the fact that the majority of the teachers handling SNED are majors in special education. They have completed specialized courses that equip them with the necessary knowledge and skills to support learners with disabilities effectively. On the other hand, a few of the SNED teachers transitioned from regular teaching positions and did not major in special education. This transition often occurred when the SNED program was first offered in Iligan City. These teachers require more professional development to reach the same level of expertise as those who specialize in SNED from the start.

The high percentage of respondents with 21 units or more suggests that most teachers have a substantial foundation in special needs education. This depth of knowledge is crucial for effectively addressing the diverse needs of learners with disabilities. The remaining 11% of respondents with 12-18 units may indicate a need for further professional development. Schools should consider providing additional training and resources to help these teachers enhance their skills and knowledge in special needs education.

Problem 2. What is the extent of the respondents' challenges in terms of: attitude towards inclusion, teachers' efficacy, and instructional adaptation?

Table 9. *Respondents' Attitude towards Inclusion*

<i>Inclusion Statements</i>	<i>Weighted Mean</i>	<i>Remarks</i>
ATIS1. I believe that inclusive education benefits all learners, including those with special needs.	3.63	Strongly Agree
ATIS2. I am comfortable teaching in an inclusive classroom with learners of varying abilities.	3.34	Agree
ATIS3. I feel confident in adapting my lessons to accommodate all learners, including those with special needs.	3.40	Agree
ATIS4. The inclusion of learners with special needs positively impacts classroom dynamics.	3.26	Agree
ATIS5. I am able to create a positive, welcoming environment for learners with special needs in my class.	3.26	Agree
ATIS6. I believe all learners have the right to learn in the same environment, regardless of their abilities.	3.71	Strongly Agree
ATIS7. I am open to receiving more professional development on inclusive education practices.	3.71	Strongly Agree
ATIS8. I support the inclusion of learners with disabilities in general education settings.	3.57	Strongly Agree
ATIS9. I have the necessary resources to successfully teach learners with special needs in an inclusive classroom.	3.43	Agree
ATIS10. The collaboration with other teachers and specialists helps me better manage an inclusive classroom.	3.57	Strongly Agree
<i>Average</i>	3.49	Agree

Legend: 1.00–1.49 – Strongly Disagree, 1.50–2.49 – Disagree, 2.50–3.49 – Agree, 3.50–4.00 – Strongly Agree

Table 9 presents respondents' attitudes towards inclusion, with various statements rated to determine their level of agreement. The overall mean for attitude towards inclusion is 3.49, which indicated that respondents generally agree with the statements provided.

Among the highest-rated statements, both I believe all learners have the right to learn in the same environment, regardless of their abilities and I am open to receiving more professional development on inclusive education practices received a weighted mean of 3.71, falling into the "Strongly Agree" category. This reflects a strong consensus among teachers that inclusive education is a fundamental right and that they are eager to engage in continuous professional development to enhance their skills in inclusive practices. This openness to learning and improvement underscores the importance of ongoing training tailored to diverse learners, integrating technology, and fostering social interactions among students, as highlighted by Lewis (2023). Additionally, this commitment to professional growth indicates a proactive approach among educators to address the evolving challenges in inclusive education, ensuring that they can effectively support all students in achieving their full potential.

On the other hand, the lowest-rated statements were the inclusion of learners with special needs positively impacts classroom dynamic and I am able to create a positive, welcoming environment for learners with special needs in my class, both with a weighted mean of 3.26, which still falls within the "Agree" category. These ratings suggest that while teachers recognize the benefits of inclusion, they also face challenges in managing diverse classroom dynamics and creating an optimal learning environment for all students. This can be linked to the need for more effective classroom management strategies, positive behavioral supports, and implementation techniques that promote social skills and emotional regulation. Additionally, it implies the necessity for strong parent-teacher collaboration, fostering communication between teachers and students, and encouraging empathy and understanding among diverse learners, as discussed by Camingao et al. (2024). Addressing these challenges requires targeted training and resources to support teachers in creating inclusive environments. Effective collaboration and ongoing professional development are essential for equipping teachers with the skills and strategies needed to manage inclusive classrooms successfully.

Overall, the results indicate a general agreement on the benefits and importance of inclusive education, coupled with a recognition of the challenges that come with it. The strong desire for professional development highlights the commitment of SNED teachers to improve their practices and better support their students. This commitment is essential for addressing the diverse needs of learners and ensuring that inclusive education is effectively implemented. By investing in continuous learning, collaborating with colleagues, and adapting to new educational methodologies, teachers can create more inclusive learning environments and promote academic success

for all students. Moreover, by fostering a supportive community among educators, sharing best practices, and utilizing available resources, SNED teachers can overcome obstacles and continuously enhance their teaching strategies. This collaborative and proactive approach is crucial for the sustained success of inclusive education initiatives.

Table 10. *Respondents' Self-Efficacy*

Self-Efficacy Statements	Weighted Mean	Remarks
SES1. I am confident in my ability to manage learners with diverse needs in the classroom.	3.63	Strongly Agree
SES2. I can effectively modify my teaching strategies to meet the needs of learners with special needs.	3.40	Agree
SES3. I believe I can positively influence the learning outcomes of learners with special needs.	3.37	Agree
SES4. I feel equipped to handle behavioral challenges among learners with special needs.	3.31	Agree
SES5. I can manage time effectively to balance the instructional needs of all learners in the class.	3.11	Agree
SES6. I am capable of creating individualized education plans for learners with special needs.	3.31	Agree
SES7. I am confident in assessing the progress of learners with special needs using appropriate tools.	3.29	Agree
SES8. I believe I can foster positive relationships with parents of learners with special needs.	3.40	Agree
SES9. I am confident in facilitating peer collaboration in my classroom to enhance learning for all students.	3.26	Agree
SES10. I feel capable of managing workload and paperwork related to special education.	3.20	Agree
<i>Average</i>	3.33	Agree

Legend: 1.00–1.49 – Strongly Disagree, 1.50–2.49 – Disagree, 2.50–3.49 – Agree, 3.50–4.00 – Strongly Agree

Table 10 presents the findings related to the self-efficacy of respondents, with an overall average weighted mean of 3.33, signifying general agreement with the factors of self-efficacy. Among the indicators, teachers' confidence in their ability to manage learners with diverse needs in the classroom received the highest mean of 3.63 (Strongly Agree).

This suggests that years of special education training provide teachers with the foundational knowledge and experience necessary to support learners effectively. SNED teachers need to manage diverse needs according to school policies on classroom management, instructional strategies, and student engagement (Ajo 2019).

The lowest rating of 3.11 is associated with the statement about managing time effectively to balance the instructional needs of all learners in the class. Effective time management is crucial to balancing instructional demands, prioritizing tasks, minimizing disruptions, and collaborating with colleagues to optimize lesson plans (Hidayah et al., 2023).

Additionally, having teacher aides to support SNED classroom teachers can provide one-on-one assistance to students with specific needs and help students with physical or cognitive disabilities (Beck & DeSutter, 2020).

Teachers agreed on the effectiveness of modifying teaching strategies to meet the needs of learners with special needs (3.40), positively influencing learning outcomes (3.37), handling behavioral challenges (3.31), creating individualized education plans (3.31), assessing progress using appropriate tools (3.29), fostering positive relationships with parents (3.40), facilitating peer collaboration (3.26), and managing workload and paperwork related to special education (3.20). These ratings indicate that while teachers are generally confident in their abilities, there is a notable need for support in time management and balancing diverse instructional needs.

To address these challenges, schools should consider providing additional resources, such as teacher aides, and continuous professional development focused on time management and instructional strategies. This comprehensive support can enhance teachers' efficacy and ensure that they can meet the diverse needs of their students effectively.

Table 11. *Respondents' Instructional Adaptation*

Instructional Adaptation Statements	Weighted Mean	Remarks
IAS1. I adapt my lesson plans to cater to the needs of learners with special needs effectively.	3.60	Strongly Agree
IAS2. I use varied teaching materials to ensure learners with special needs can follow the lessons.	3.34	Agree
IAS3. I regularly modify assessments to suit the capabilities of learners with special needs.	3.34	Agree
IAS4. I incorporate activities that promote inclusion and participation of all learners in the classroom.	3.31	Agree
IAS5. I am able to implement differentiated instruction to meet the diverse needs of my learners.	3.51	Strongly Agree
IAS6. I use technology effectively to support learners with special needs in my class.	3.31	Agree
IAS7. I design tasks that allow learners with special needs to work at their own pace.	3.37	Agree
IAS8. I integrate various teaching strategies to accommodate different learning styles of my students.	3.37	Agree
IAS9. I utilize peer teaching and group work as a strategy to support learners with special needs.	3.34	Agree
IAS10. I am able to provide individualized feedback to learners with special needs to help them improve.	3.34	Agree
<i>Average</i>	3.39	Agree

Legend: 1.00–1.49 – Strongly Disagree, 1.50–2.49 – Disagree, 2.50–3.49 – Agree, 3.50–4.00 – Strongly Agree

As shown in Table 11, the data summary indicates respondents' responses toward instructional adaptation, with an overall mean of 3.39. The highest weighted mean is on the statement I adapted my lesson plans to cater to the needs of the learner with special needs effectively 3.60 (Strongly Agree). It implies that SNED teacher's essentials refer to learning style assessments that can be identified as auditory or kinesthetic learners, adaption of recent computer technology, visual aids: pictures, diagrams, charts, graphs, and progress monitoring on regularly track learners' progress. The two lowest means (3.31, Agree) are focused on incorporating activities that promote the inclusion and participation of all learners in the classroom and I use technology effectively to support learners with special needs in my class. It implies interactive activities deal with group discussions, encourage participation, and foster critical thinking and respectful dialogue.

Educators can effectively utilize technology to create inclusive learning environments, enhance student engagement, and support diverse learning needs. However, not all learners with disabilities are receptive or comfortable with the sounds or visuals associated with technology. This discomfort can be due to overwhelming sounds or visuals, sensitivity to screen brightness, or difficulty filtering background noise (Fraulini et al., 2024; Al Husaeni, Smith, et al., 2022). For instance, students with autism spectrum disorder (ASD) might find certain sounds or bright visuals distracting or even distressing, which can hinder their ability to focus and learn. Additionally, students with auditory processing disorders may struggle to distinguish relevant audio cues from background noise, making it difficult for them to follow along with digital lessons. Hence, it is essential for educators to consider these sensitivities and customize the technological tools accordingly, ensuring accessibility and comfort for all students.

Therefore, while technology has the potential to significantly enhance educational experiences, it is crucial for educators to tailor their use of technology to the individual needs and preferences of their students. This may include providing options to adjust screen brightness, mute or change audio settings, and use alternative input methods to ensure that all students can benefit from technology without discomfort or distraction. Additionally, educators should consider the varied learning styles and sensory needs of their students, incorporating assistive technologies like screen readers, speech-to-text programs, and customized educational software to create a more inclusive learning environment.

Moreover, it's crucial to provide training for both teachers and students on using these technological tools effectively. Ongoing support and professional development can help educators stay updated with the latest advancements in educational technology, continuously improving their teaching strategies. By prioritizing flexibility and inclusivity in implementing technology, educators can foster a more engaging and supportive educational experience that meets the diverse needs of all students, ensuring no one is left behind. This comprehensive approach not only enhances academic performance but also promotes equity and access, allowing each student to reach their full potential. By embracing a culture of collaboration and ongoing improvement, educators may create a dynamic and adaptable learning environment that encourages creativity and critical thinking skills while adapting to the ever-changing educational landscape. This method not only fosters a love of learning but also gives pupils the tools they need to succeed in a world that is changing all the time.

Problem 3. What is the level of the respondents' coping mechanism in handling SNED classes?

Table 12. *Respondents' Coping Mechanism*

<i>Coping Mechanism Statements</i>	<i>Weighted Mean</i>	<i>Remarks</i>
CMS1. I maintain a balanced work-life routine to handle stress effectively.	3.43	Agree
CMS2. I regularly attend professional development programs to enhance my teaching skills.	3.26	Agree
CMS3. I seek support from colleagues and supervisors when I face difficulties in teaching.	3.40	Agree
CMS4. I use time management strategies to balance teaching and paperwork effectively.	3.37	Agree
CMS5. I engage in self-care activities to prevent burnout.	3.54	Strongly Agree
CMS6. I collaborate with parents to address the needs of learners with special needs.	3.54	Strongly Agree
CMS7. I am proactive in seeking out resources that help me better manage my classroom.	3.49	Agree
CMS8. I maintain a positive outlook when facing challenges in teaching learners with special needs.	3.40	Agree
CMS9. I participate in peer group discussions to share best practices and strategies.	3.53	Strongly Agree
CMS10. I am able to manage difficult situations in the classroom without compromising the learning environment.	3.37	Agree
Average	3.43	Agree

Legend: 1.00–1.49 – Strongly Disagree, 1.50–2.49 – Disagree, 2.50–3.49 – Agree, 3.50–4.00 – Strongly Agree

The table presents respondents' coping mechanisms, with various statements rated to determine their level of agreement. Overall, the average weighted mean is 3.43, which indicates that respondents generally agree with the coping mechanisms provided.

Among the highest-rated statements, both I engage in self-care activities to prevent burnout and I collaborate with parents to address the needs of learners with special needs" received a weighted mean of 3.54, falling into the "Strongly Agree" category. This reflects a strong recognition among respondents of the importance of self-care in preventing burnout and maintaining professional effectiveness. Teachers who prioritize self-care are better equipped to manage stress and maintain their overall well-being, which in turn positively impacts their ability to teach effectively. Schools need to promote a culture that values and supports self-care practices among teachers to prevent burnout. Providing resources such as wellness programs, mental health support, and designated time for self-care activities

can help teachers maintain a healthy work-life balance. Research by Jennings and Greenberg (2021) emphasized the link between teacher well-being and professional performance, highlighting that teachers who engage in self-care are better able to manage stress and create positive learning environments.

Moreover, the importance of collaborating with parents highlights the critical role that parental involvement plays in supporting the education of learners with special needs. Effective collaboration between teachers and parents ensures that the unique needs of each student are adequately addressed, creating a more cohesive and supportive educational experience. By working closely with parents, teachers can gain valuable insights into the students' strengths, challenges, and preferences, which can inform and enhance instructional strategies and support mechanisms. A study by Epstein and Sheldon (2021) found that increased parental involvement is associated with higher student achievement and improved behavior, emphasizing the importance of creating strong partnerships between schools and families to support student success.

On the other hand, the statement regarding regular attendance at professional development programs to enhance teaching skills received a weighted mean of 3.26, indicating that teachers recognize these programs as valuable for enhancing their teaching skills and staying updated with best practices. However, the score also suggests that while teachers generally agree on the benefits of professional development, there may be areas for improvement in the availability and quality of these programs. Schools must ensure that all teachers have access to quality professional development that meets their specific needs and challenges.

A study by Darling-Hammond et al. (2020) found that high-quality professional development programs that are ongoing, content-focused, and incorporate active learning significantly improve teachers' instructional practices and student outcomes. This supports the need for comprehensive, accessible, and sustained professional development opportunities to ensure continuous teacher growth, enhanced educational quality, and the ability to adapt to evolving educational challenges. Such programs are essential for fostering an environment of continuous improvement and innovation. In summary, the results indicate that respondents generally agree on the effectiveness of various coping mechanisms. The highest levels of agreement are found in engaging in self-care activities and collaborating with parents, reflecting a strong commitment to maintaining personal well-being and fostering cooperative relationships with parents. Regular professional development is also recognized as important, though improvements in the availability and quality of these programs are needed to fully support teachers.

Problem 4. Is there a significant relationship between the extent of challenges and coping mechanisms of the respondents?

Table 13 . *Relationship1 Respondents' Challenges and Coping Mechanism*

Variables	Coping Mechanism		Remarks	Decision
	r-value	p-value		
Attitude to Inclusion	0.238	0.168	Not Significant	Failed to reject Ho
Self-Efficacy	0.546	0.001	Significant	Reject Ho
Instructional Adaptation	0.691	0.001	Significant	Reject Ho

Note: 1-based on Pearson's Correlation, ** $P < 0.01$, *** $P < 0.001$ Ns- $P > 0.05$, * $P < 0.05$

Table 13 reveals that respondents' challenges in attitude to inclusion was not significant coping mechanisms. In other words, attitude to inclusion can't affect coping mechanisms. But both in self-efficacy and instructional adaptation, the null hypothesis was rejected, it implies the higher is the self-efficacy, the higher also the level of coping mechanism.

The relationship between respondents' challenges and coping mechanisms was analyzed using Pearson's Correlation, revealing several key insights. The correlation between attitude to inclusion and coping mechanisms is not significant, as indicated by a p-value of 0.168 and an r-value of 0.238. This suggests that the respondents' attitudes towards inclusion do not significantly influence their coping mechanisms, leading to the decision to fail to reject the null hypothesis (Ho). In contrast, the correlation between self-efficacy and coping mechanisms is significant, with a p-value of 0.001 and an r-value of 0.546. This indicates a moderate positive relationship, meaning that higher levels of self-efficacy are associated with more effective coping mechanisms. Consequently, the null hypothesis (Ho) is rejected in this case, highlighting the importance of self-efficacy in managing the challenges faced by special education teachers. Additionally, the correlation between instructional adaptation and coping mechanisms is also significant, with a p-value of 0.001 and an r-value of 0.691.

This strong positive relationship suggests that effective instructional adaptation is closely linked to better coping mechanisms, implying that teachers who can adapt their instructional strategies are likely to cope more effectively with their challenges. Hence, the null hypothesis (Ho) is rejected. Overall, the analysis shows that while attitudes to inclusion do not significantly impact coping mechanisms, both self-efficacy and instructional adaptation are positively correlated with effective coping strategies. Enhancing self-efficacy and promoting adaptive instructional practices can therefore be crucial in supporting special education teachers in managing their challenges.

Since there is a significant positive correlation between self-efficacy and coping mechanisms, schools should focus on enhancing teachers' self-efficacy. This can be achieved through professional development programs that build confidence and competence in teaching practices. A study by Tschannen-Moran and Hoy (2020) found that teachers with high self-efficacy are more likely to employ effective coping mechanisms. This supports the importance of building self-efficacy through professional development and support

networks, which can provide ongoing mentorship and resources. Additionally, fostering a collaborative school culture where teachers feel supported by their peers can further enhance their self-efficacy and ability to cope with the demands of their profession. By investing in these areas, schools can create a more resilient and effective teaching workforce.

On the other hand, the strong correlation between instructional adaptation and coping mechanisms highlights the need for continuous training in instructional strategies. Teachers who can effectively adapt their teaching methods are better equipped to handle classroom challenges. Schools should invest in workshops and training sessions that focus on differentiated instruction and inclusive teaching techniques. According to Darling-Hammond et al. (2017), as cited by Shiela B. Makabenta (2021), emphasized the role of instructional adaptation in effective teaching. Teachers who are skilled in adapting their methods to meet diverse student needs are better equipped to cope with classroom challenges.

By investing in these training sessions, schools ensure that teachers have a robust set of strategies to address the varied needs of their students. This not only enhances the learning experience for students but also reduces the stress and burnout teachers may face. Effective instructional adaptation promotes a more inclusive and supportive classroom environment, where teachers feel empowered and confident in their ability to manage diverse educational demands. This comprehensive approach ultimately contributes to improved educational outcomes and teacher well-being.

Problem 5. Is there a significant relationship between the respondents' demographic profile and their level of coping mechanisms?

Table 14. Relationship of Respondents' Challenges and Demographic Profile

Variables	Coping Mechanism		Remarks	Decision
	r-value	p-value		
Age	0.006	0.972	Not Significant	Failed to reject Ho
Sex	0.131	0.454	Not Significant	Failed to reject Ho
Teaching Experience	0.214	0.218	Not Significant	Failed to reject Ho
Plantilla Position	0.104	0.551	Not Significant	Failed to reject Ho
Hours in SPED Training	0.341	0.045	Significant	Reject Ho
Units in SNED	0.421	0.012	Significant	Reject Ho

Note: 1-based on Pearson's Correlation, ** $P < 0.01$, *** $P < 0.001$ Ns $P > 0.05$, * $P < 0.05$

Table 14 discloses that respondents' challenges of the respondents were significantly related to demographic profile in terms of hours in SNED Training and Units in SNED. The relationship between respondents' challenges and their demographic profiles was analyzed using Pearson's Correlation, revealing several insights. The correlation between age and coping mechanisms was not significant, with a p-value of 0.972 and an r-value of 0.006, suggesting that age does not significantly influence coping mechanisms. Similarly, the correlation between sex and coping mechanisms was not significant, with a p-value of 0.454 and an r-value of 0.131, indicating that gender does not significantly impact coping strategies. The correlation between teaching experience and coping mechanisms also showed no significance, with a p-value of 0.218 and an r-value of 0.214, meaning years of teaching experience do not significantly affect coping mechanisms. The correlation between plantilla position and coping mechanisms was not significant, with a p-value of 0.551 and an r-value of 0.104, indicating that the official position or rank of teachers does not significantly influence their coping mechanisms.

In contrast, the correlation between hours in SPED training and coping mechanisms was significant, with a p-value of 0.045 and an r-value of 0.341. This positive relationship suggests that more hours spent in SPED training are associated with more effective coping mechanisms, highlighting the importance of extensive training in special education. Additionally, the correlation between units in SNED and coping mechanisms was significant, with a p-value of 0.012 and an r-value of 0.421. This strong positive relationship indicates that higher educational units completed in SNED are associated with better coping mechanisms, emphasizing the role of specialized education in enhancing coping strategies for special education teachers. Overall, the analysis shows that while age, sex, teaching experience, and plantilla position do not significantly impact coping mechanisms, hours in SPED training and units in SNED do play a crucial role in equipping special education teachers with effective coping strategies to manage their challenges.

According to Liu et al. (2020): The study titled "Teacher Professional Development and Student Outcomes: The Role of Self-Efficacy and Teacher Resilience" found that professional development in special education significantly enhances teachers' self-efficacy and coping mechanisms. Teachers who engage in ongoing training are better equipped to handle classroom challenges, reinforcing the importance of continuous SNED training.

Moreover, the significant positive correlation (r-value: 0.421, p-value: 0.012) indicates that teachers with more units in Special Needs Education (SNED) are better equipped with effective coping strategies. This suggests that the more in-depth education and training teachers receive in SNED, the more proficient they become in managing the unique challenges associated with teaching students with special needs. Teachers with more SNED units possess a deeper understanding of special education principles, which enhances their ability to employ effective coping strategies. This training prepares them to handle diverse learning needs and classroom dynamics more effectively. In practice, these teachers are more adept at creating supportive and adaptable learning environments. Their extensive training helps them anticipate and mitigate potential challenges, leading to a more positive and effective teaching experience.

Research by Jones and Brown (2021) in "The Impact of Special Education Training on Teacher Stress and Coping Mechanisms" highlights those teachers with extensive special education training report lower levels of stress and higher coping capabilities. This supports the need for targeted professional development in special education.

Problem 6: Which of the respondents' demographic profile best predict their coping mechanisms?

Table 15. *Relationship Demographic Profile and Coping Mechanisms*

<i>Demographic Profile</i>	<i>t-value</i>	<i>p-value</i>	<i>Remarks</i>
Age	0.120	0.905	Not Significant
Sex	0.271	0.788	Not Significant
Teaching experience	1.249	0.222	Not Significant
Plantilla Position	0.086	0.932	Not Significant
Hours in SPED training	1.866	0.050	Significant
Units in SNED education	3.562	0.001	Significant

Note: ANOVA for Regression: $F=7.434$, Significant at 0.01 level, $R^2=0.614$

Table 15 analyzed the relationship between respondents' demographic profiles and their coping mechanisms. The results revealed several significant and non-significant findings. For age, the t -value was 0.120 and the p -value was 0.905, indicating no significant relationship between age and coping mechanisms. This suggests that the age of SNED teachers does not significantly affect how they cope with challenges. Similarly, sex showed a t -value of 0.271 and a p -value of 0.788, implying no significant influence of gender on coping mechanisms, meaning male and female teachers employ similar strategies. Teaching experience had a t -value of 1.249 and a p -value of 0.222, indicating that the amount of experience in SNED teaching does not significantly impact coping mechanisms. The plantilla position had a t -value of 0.086 and a p -value of 0.932, showing that job titles do not significantly influence how teachers manage stress and challenges in their work.

Significant relationships were found in two areas: hours in SPED training and units in SNED education. Hours in SPED training had a t -value of 1.866 and a p -value of 0.050, indicating that more hours of specialized training significantly correlate with better coping mechanisms. This emphasizes the importance of continuous professional development in enhancing teachers' ability to handle stress and challenges. Units in SNED education showed a highly significant relationship with a t -value of 3.562 and a p -value of 0.001. This suggests that formal education and coursework in special education significantly contribute to effective coping strategies among SNED teachers, highlighting the value of comprehensive academic training.

Overall, the ANOVA for regression results showed an F -value of 7.434, significant at the 0.01 level, with an R^2 value of 0.614. This indicates that approximately 61.4% of the variance in coping mechanisms can be explained by the demographic variables included in the model, underscoring the importance of these factors in understanding and supporting SNED teachers' coping strategies. These findings align with the study by Paril (2023), which found that demographic factors such as hours in specialized training and academic units in special education significantly influence teachers' coping mechanisms. This highlights the necessity of tailoring support programs and interventions to address these specific demographic influences for more effective outcomes. Additionally, it emphasizes the importance of continued research and data collection to refine and improve these strategies over time.

Conclusions

The study concludes that special education teachers in Iligan City face challenges related to attitudes towards inclusion, self-efficacy, instructional adaptation, and coping mechanisms when teaching learners with special needs. Most respondents were female, aged 36-45, with significant experience and extensive SNED training. They strongly believe in inclusive education and are willing to pursue further professional development but face challenges in time management and classroom dynamics. Teachers highly value self-care and parental collaboration to prevent burnout and support students, though there is a need for improved availability and quality of professional development programs.

Significant relationships were found between teachers' coping mechanisms, self-efficacy, instructional adaptation, and SNED training, suggesting that targeted training can enhance teaching effectiveness. Experienced teachers are invaluable for their strategies and familiarity with diverse learning needs. The null hypothesis regarding the relationship between attitudes towards inclusion and coping mechanisms was supported, but significant correlations were found between self-efficacy, instructional adaptation, and teaching training. Continuous training is essential to enhance competencies and teaching strategies. The study highlights the importance of ongoing professional development to improve the effectiveness of special education teachers and support diverse learners.

Based on the findings and conclusions formulated, the following recommendations.

For SNED teachers, continuous teaching training may enhance self-efficacy and instructional adaptation skills to improve teaching effectiveness in classroom settings.

May upgrade and revisit the SNED Training and Units in SNED. This may involve school heads, policy makers, SNED trainers, coordinators, and educational administrators to ensure a comprehensive and collaborative approach.

Document instructional strategies for diverse disabled learners. Instructional strategies may be based on suggested curriculum and IEP

(Individualized Educational Plan).

Special Education Classroom to cater to the needs of students with disabilities.

May develop a school-wide wellness initiative that promotes self-care and mental health support for all staff members. This may involve school heads, principals, human resource personnel, school administrators, policy makers, and teachers' associations to ensure its successful implementation and alignment with staff needs.

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