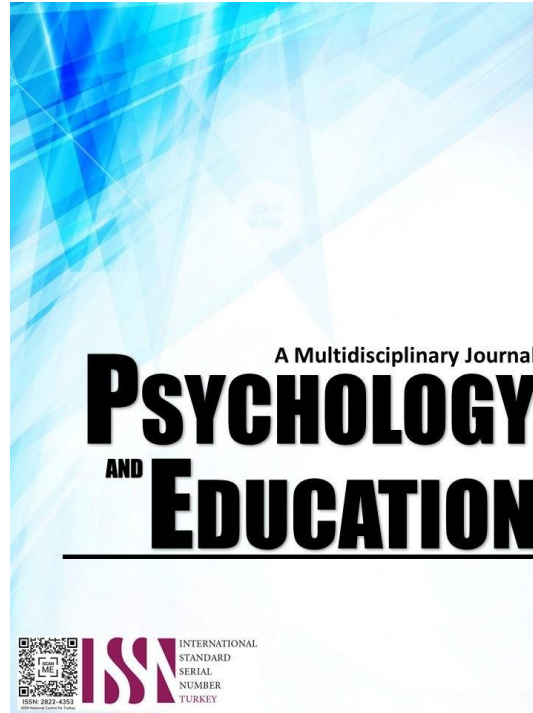


SPECIAL EDUCATION TEACHERS' COPING STRATEGIES AND THEIR JOB SATISFACTION



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Special Education Teachers' Coping Strategies and their Job Satisfaction

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Abstract

This study examined the relationship between coping strategies and job satisfaction among special education professionals in the Divisions of Iligan City and Misamis Oriental during the 2024-2025 school year. In Special Education, teachers focused on how effective coping strategies contribute to well-being and career fulfillment. The findings revealed that emotion-focused coping, such as managing emotions and seeking social support, and problem-focused coping, including proactive problem-solving and advice-seeking, significantly influence job satisfaction. Professionals who actively engage in positive coping strategies exhibit higher resilience and adaptability, resulting in improved job satisfaction. Conversely, inadequate coping strategies or limited access to support resources correlate with reduced satisfaction levels. The study underscored the importance of fostering vigorous coping strategies through institutional support, such as access to professional counseling, peer networks, and stress management programs. Recommendations include promoting work-life balance, providing professional development opportunities, recognizing achievements, and enhancing resource allocation. These initiatives were critical for addressing the unique challenges of special education roles, ensuring both the well-being of educators and the quality of support provided to students. This research highlighted the need for a holistic approach to sustaining motivation and job satisfaction in the demanding field of special education.

Keywords: *job satisfaction, compensation, confrontive coping, job content, special education teachers*

Introduction

The role of a Special Education Teacher is both rewarding and challenging, requiring them to navigate complex educational environments while addressing the diverse needs of students with disabilities. Teachers have responsibilities beyond teaching and the routine of planning and preparing lessons. Teachers are the focal point of interactions with parents, their students, and other faculty members, especially when teaching students with learning difficulties (Abella et al., 2019). However, when a person responds poorly to challenges, this condition is often caused by stress and can be hazardous to their well-being and job satisfaction (Braun et al., 2019).

This makes it difficult to provide necessary services to learners with special needs and can lead to high caseloads and burnout among teachers. The fact that the shortage of special education teachers in the Philippines is leading to challenges in the education system. The migration of Filipino special education teachers to the United States, driven by better living conditions, contributes to this shortage. Special education teachers must complete a lot of paperwork, such as maintaining an Individualized Education Program (IEP) for each student, in addition to typical lesson planning. This may lead to working more hours than is typical or taking their work home.

Teachers who specialize in special education are essential to the educational system because they can provide children with a wide range of individualized instruction and support tailored to their specific needs. Teachers who specialize in special education play a crucial role in advocating for students with disabilities by providing them with access to high-quality education and enhancing their general well-being. Special education teachers support a more inclusive society, in addition to helping each student succeed academically by attending to their individual educational needs. Special education teachers employ various instructional strategies tailored to their students' individual needs. Sustained professional development, advocacy, and policy support will be crucial for enhancing the effectiveness of special education instructors and the educational experiences of their students as the field evolves.

Another challenge that special education teachers faced was the lack of resources and funding for programs that support students with disabilities (Ciuhan et al., 2022). This can include a shortage of assistive technology, instructional materials, and teacher training on how to serve students with special needs effectively. Furthermore, special education (SPED) teachers often struggle to meet the individual needs of each learner in their classroom (Arciuli & Bailey, 2020).

To meet the needs of every student with special needs, schools around the world have used the Individualized Education Plan (IEP) as one of the most significant and main educational strategies in special education (Akcin, 2022). Furthermore, Special Education (SPED) teachers also face challenges as student populations become more diverse, including differences in language, culture, and socioeconomic status (UNICEF). These difficulties may require additional assistance and resources to ensure that all students receive the education and support they need to succeed (Akcin, 2022).

Since the field requires a caseload of work, research shows that special education teachers exhibit higher levels of stress than mainstream education teachers. A study by Ghani et al. (2021) posited that when compared to teachers who teach non-disabled students, it was found that special needs education teachers experience a higher amount of stress and moderate to high feelings of anxiety. Other factors include an unfavorable working environment and inequitable rewards for teaching services rendered to learners with special needs, despite the teachers' educational qualifications (Kebbi et al., 2018). Students with special needs require extra attention, resources,

and time compared to their regular peers, resulting in lower job satisfaction and increased stress (Zafarullah & Delin, 2022).

The researcher was motivated to pursue this study about special education teachers' coping strategies, which may raise awareness for better educational outcomes and objectives in this research. It was also to explore and develop strategies, tools, and practices that improve the quality of education for learners with disabilities. Researchers aim to understand the diverse needs of these learners, identify effective teaching methods, and evaluate the impact of interventions and programs. By focusing on inclusivity, accessibility, and equity, special education research seeks to enhance learning outcomes, empower learners with disabilities, and support educators and families in creating environments that foster academic, social, and personal growth. Foster an inclusive and supportive learning environment. The researcher has a deep interest in special education and children with special needs, as she is motivated to explore the coping strategies of special education teachers. Her background in education and personal experiences have fueled her passion for this research. The researcher also wanted fulfillment in her career in which she can contribute to the educational system because she believes that "teachers can make a profound impact on the lives of the learners and should be honored as heroes."

Research Questions

This study aimed to determine the relationship between the coping strategies employed by Special Education (SPED) teachers, specifically Emotion-Focused and Problem-Focused coping, and their level of job satisfaction. Specifically, it sought to answer the following questions.

1. What is the demographic profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. length of service; and
 - 1.4. plantilla position?
2. What is the extent of the common coping strategies employed by the SPED teachers in a Special Education (SPED) class in terms of:
 - 2.1. emotion-focused coping;
 - 2.1.1. self-control;
 - 2.1.2. distancing;
 - 2.1.3. positive reappraisal;
 - 2.2. problem-focused coping;
 - 2.2.1. confrontive coping; and
 - 2.2.2. seeking social support?
3. What is the level of job satisfaction do Special Education (SPED) teachers have in terms of:
 - 3.1. compensation;
 - 3.2. job content;
 - 3.3. promotion; and
 - 3.4. school head?
4. Is there a significant relationship between the respondents' level of job satisfaction and the common coping strategies employed in SPED class?
5. Which of the respondents' demographic profile and coping strategies significantly influence job satisfaction?
6. What action plan can be designed based on the findings of the study?

Methodology

Research Design

This study utilized a descriptive-correlational research design. The study was descriptive, as it aimed to determine the demographic profile of the respondents in terms of age, sex, length of service, and Plantilla positions. It also gathered numerical data to analyze whether the coping methods used by Special Education teachers (SPED) have some impact on their job satisfaction. Correlational quantitative research designs were used to examine how variables were related to each other.

Respondents

There were 106 special education teachers participating, taken from the two divisions: Division of Iligan City, with 39 respondents, and Division of Misamis Oriental, with 67 respondents, for a total of 106 respondents. They are the Special Education Teachers who handled Special Education classes during the school year 2024-2025. They were chosen purposively to answer the data needed for the study.

They were teachers with experience in one-on-one teaching children with special needs. Special education teachers were those who have taught students with special needs diagnosed with autism spectrum disorder (ASD), Emotional disturbance, Speech/language impairment, Visual impairment, Hearing impairment, Deaf-blindness, Orthopedic impairment, Intellectual disability, Learning disability, Dyslexia, Attention deficit hyperactivity disorder (ADHD), Down Syndrome and other special needs with the doctor's

diagnosis.

Instrument

Two sets of instruments were used to gather the data. This study utilized an adapted survey tool developed by Smith, Kendall, and Hulin (1969) for the Job Satisfaction Survey of Special Education Teachers' Intent to Remain in the Field. The Job Descriptive Index (JDI; by Smith, Kendall, and Hulin) is a ten-subscale measure of employee job satisfaction. The Ways of Coping Strategies Questionnaire was adapted from Richard Lazarus and Susan Folkman in their 1984 book, "Stress, Appraisal, and Coping," and the Special Education Teacher's Intent to Remain in the Field Questionnaire. Part I was the Profiles of the Respondents, Part II was the Teachers' Involvement in the Job Satisfaction Survey, and Part III was the Problem and Emotion-Focused Coping Questionnaires.

Procedure

The following steps were taken to gather the data. The researcher requested permission to conduct the study in different schools from the Division Office. Letters for approval were addressed to the Superintendent with the intention of providing directives to the respective principals before distributing the questionnaires to the identified schools. Since I was far from the different schools in the Division of Misamis Oriental, some of them were inaccessible, I formulated Google Forms documents to send to the respective teachers to ease the distribution of my survey. Aside from that, it's time-saving, Cost-effective, and environmentally friendly since it is paperless. Upon approval of the requests, I distributed the tools directly to the respondents at their respective schools, and some were sent via Google Forms. The survey instrument will take the teachers 10 to 15 minutes to complete. Once the data were collected, the researcher retrieved the questionnaires from the respondents for analysis and interpretation and submitted them.

Data Analysis

The data were collected, sorted, tabulated, and analyzed using the following statistical treatments:

For problem 1. Frequency and Percentage were used to describe the profile of the respondents in terms of age, sex, length of service, and Plantilla Position.

For problems 2 and 3, Weighted Mean and Standard Deviation were used to determine the extent of the common coping strategies employed by the respondents in terms of emotion-focused coping, problem-focused coping, and the level of job satisfaction of the respondents in terms of compensation, job content, promotion, and school head.

For problem 4, Pearson's r Correlation was used to analyze the significant relationship between the respondents' level of job satisfaction and the common coping strategies of the respondents.

For problem 5, Linear Regression was used to analyze the respondents' demographic profile and coping strategies, which significantly influenced the job satisfaction.

Results and Discussion

This section presents the data collected to address the study's research questions. It also analyzes and interprets the data collected by the researchers to solve the issues in the study.

What is the demographic profile of the respondents in terms of age, sex, length of service, and plantilla position?

Table 1. *Age of the Respondents*

<i>Age</i>	<i>Frequency</i>	<i>Percentage (%)</i>
25 – 29	22	20.8
30 – 34	39	36.8
35 – 39	26	24.5
40 – 44	12	11.3
45 – 49	6	5.7
50 – 54 above	1	.9
Total	106	100.0

Table 1 presents the age of the respondents. The results showed that the 30–34 age group had the highest percentage (36.8%) in the survey, making it the most represented age category. The age 25–29 and 35–39 age groups also have significant representation, comprising 20.8% and 24.5% of the sample, respectively. These three groups (25–39) account for 82.1% of the total sample has a moderate representation.

Lower Representation in older age groups was only 11.3% of the individuals aged 40–44 in this age group. While the 45–49 age group has a 5.7% rate and the 50–54 age group has a 0.9% rate, this percentage has declined further. The result showed that most of the respondents were aged between 30 and 34 years, which could be said that they were mature enough to approach the young adulthood stage. The total frequency added up to 106, and the percentages summed up to 100%, indicating a complete and accurate survey.

The findings implied that the 30–34 age group constitutes the highest representation among respondents, reflecting a significant

proportion of individuals in their early adulthood stage, which is typically characterized by stability in career and personal responsibilities. The combined representation of the 25–39 age groups (82.1%) highlight a demographic concentrated in the prime working and family-raising years, suggesting that the survey predominantly captures perspectives from individuals in this life stage.

This study was supported by the American Medical Association (2019), which stated that young adults were better able to solve problems, think about their future, appreciate the opinions of others, and understand the long-term effects of their decisions. AMS also said that young adults were more assertive and able to resist pressure in work and family matters.

The significance of parents with learning disabilities accepting and supporting their child with a disability is profound, as it cultivates an environment where growth and resilience flourish for both parent and child. This aligns with findings from the American Medical Association (2019), which highlighted the enhanced problem-solving abilities, future-oriented thinking, and interpersonal appreciation observed in young adults. When parents model acceptance and proactive problem-solving, they not only address immediate challenges but also serve as role models for their children.

Table 2. *Sex of the Respondents*

<i>Sex</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Male	29	27.4
Female	77	72.6
Total	106	100.0

Table 2 shows the sex of the respondents. The result presented the sex profile of the respondents. The results described that the majority (100%) of the respondents were female, at 72.6%. The study suggested that since women were more verbose, conversational, self-assured, and passionate about learners, they performed the profession of teaching more frequently than men. The results supported by Gonzales (2019), Teacher's Performance in Philippine Education, revealed that female teachers made up the majority of the elementary school teaching staff and were committed to their work despite the demands of their home and family obligations, which sometimes led to stress.

The significance of research revealing that female teachers constitute the majority of elementary school teaching staff lies in its implications for understanding the challenges and strengths of the teaching workforce. Despite juggling demanding professional roles alongside home and family responsibilities, these teachers demonstrate remarkable dedication. This commitment is essential in shaping the foundational learning experiences of young students. Teacher's Performance in Philippine Education reinforces this by emphasizing the critical role of teachers in educational outcomes and the impact of their performance on student achievement.

Table 3. *Length of Services*

<i>Length of Service</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Below 1 year	5	4.7
1 - 5 years	44	41.5
6 – 10 years	47	44.3
11 years and above	10	9.4
Total	106	100.0

Table 3 displays the length of service of the respondents. The result presented in the Length of Service Distribution is that the group with a service duration of below 1 year, comprising 5 individuals (4.7%), is the smallest group in the survey. 1–5 years has 44 individuals (41.5%) in this early career stage. The largest group showing 6–10 years has 47 individuals (44.3%) the majority of the survey have moderate tenure. While those 11 years and above have 10 individuals (9.4%). A smaller proportion of the group consists of long-term employees. The findings indicate that the 30–34 age group constitutes the highest representation among respondents, reflecting a significant proportion of individuals in their early adulthood stage, which is typically characterized by stability in career and personal responsibilities. The combined representation of the 25–39 age group (82.1%) highlights a demographic concentrated in the prime working and family-raising years, suggesting that the survey predominantly captures perspectives from individuals in this life stage.

With this number of years of teaching experience, it was expected that the respondents would be more aggressive and competitive in teaching, for they were still in service for several years. The findings implied that respondents might have a narrow or limited understanding and experience of matters concerning their students and work that led them to meet stressful challenges and problems. Indeed, stress is a situation in which an individual is forced to act and can bear the mental tension that results.

The significance of this research lies in its exploration of how limited understanding and experience among respondents regarding their students and work can contribute to stressful challenges. Stress, as Villanueva (2024) explains, occurs when individuals are compelled to respond to demanding situations, requiring them to adapt to new circumstances and conditions.

Table 4 illustrates the Plantilla position of the respondents. The results showed that Special Education Teacher I, with 59 individuals (55.7%), was the largest group, making up more than half of the total workforce, indicating a focus on special education. Teacher I, with 19 individuals (17.9%), is the second-largest group, representing a significant portion of the regular teaching staff. A Teacher II works with 16 individuals (15.1%), a slightly smaller group compared to a Teacher I. Teacher III, with 12 individuals (11.3%) is the

smallest group among the general teaching staff. Special Education Teacher II with 0 individuals (0%) similar to Master Teacher I, Special Education Job Order and Special Education Teacher Aide as this position is unfilled, the item is not available. The total frequency adds up to 106, and the percentages sum up to 100%, indicating a complete and accurate survey.

Table 4. *Plantilla Position*

<i>Length of Service</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Teacher I	19	17.9
Teacher II	16	15.1
Teacher III	12	11.3
Master Teacher I	0	0
Master Teacher II	0	0
Special Education Teacher I	59	55.7
Special Education Teacher II	0	0
SPED Job Order	0	0
Special Education Teacher Aide	0	0
Total	106	100.0

The findings showed the respondents were the Special Education Teacher I Plantilla positions. This implied that the majority of the respondents were in the Special Education Teacher I (SPET1), highlighting a strong emphasis on Special Education within the organization. We all know that the SPET Item has a higher salary compared to Teachers I and II, in line with ensuring inclusive education, as supported by UNESCO (2015), which is mandated by global frameworks such as the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the Sustainable Development Goals.

The significance of ensuring inclusive education, as emphasized by global frameworks such as the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and Sustainable Development Goal 4 (UNESCO, 2015), is transformative for individuals and society as a whole. Inclusive education ensures that all learners, regardless of their abilities or backgrounds, have equal access to quality education in supportive and accommodating environments.

Problem 2: What is the extent of the common coping strategies employed by the respondents in Special Education (SPED) class in terms of emotional-focused coping (self-control, distancing, and positive reappraisal) and problem-focused coping (confrontive coping and seeking social support)?

Table 5. *Emotional-Focused Coping as to Self-control*

<i>Indicators</i>	<i>Mean</i>	<i>+</i>	<i>SD</i>	<i>Description</i>
1. I tried to keep my feelings to myself.	3.37	+	.75	Very High
2. Kept others from knowing how bad things were.	3.36	+	.73	Very High
3. Tried not to burn my bridges, but leave things open somewhat.	3.36	+	.77	Very High
4. I tried not to act too hastily or follow my first hunch.	3.33	+	.75	Very High
5. I tried to keep my feelings from interfering with other things too much.	3.43	+	.83	Very High
6. I refuse things that are bad for me.	3.39	+	.78	Very High
7. Sometimes I get carried away by my feelings.	3.44	+	.77	Very High
8. Sometimes I can't stop myself from doing something even if I know it is wrong.	3.51	+	.69	Very High
9. I often act without thinking through all the alternatives.	3.53	+	.77	Very High
10. I think first before I act on something.	3.50	+	.76	Very High
Weighted Mean	3.42	+	.55	Very High

Note: 3.25–4.00 = Very High; 2.50–3.24 = High; 1.75–2.49 = Low; 1.00–1.74 = Very Low

Table 5 illustrates the respondents' emotion-focused coping strategies in relation to self-control. The result showed that the highest mean (Mean = 3.53, SD = 0.77), which focuses on emotional-focused coping and self-control, had the highest mean among the data points. This suggests that respondents highly value or frequently engage in strategies related to managing emotions and exercising self-control in challenging situations. While the lowest mean (Mean = 3.33, SD = 0.75) still falls within the "Very High" category, this suggests that respondents generally rate their use of emotion-focused coping and self-control positively. Thus, the overall assessments of the respondents yielded an average score of 3.42 and a standard deviation of 0.55, which still reflects a strong capacity for emotionally focused coping and self-control among respondents. Self-control has been defined as the capacity to monitor and regulate one's impulses, emotions, and behaviors.

The results indicate that respondents highly valued and frequently employ emotion-focused coping and self-control strategies, as evidenced by the highest mean score (Mean = 3.53, SD = 0.77). This finding underscores the importance of emotional regulation and self-discipline in managing challenging situations. The overall average score (Mean = 3.42, SD = 0.55) further reinforces the group's strong collective capacity for emotion-focused coping and self-control. These results highlight the central role of self-control, defined as the ability to monitor and regulate impulses, emotions, and behaviors, in navigating stress and maintaining resilience. This insight may inform interventions or programs aiming to strengthen these capacities for improved well-being.

This was supported by Baumeister (2022), who found that respondents achieved an average score of 3.42 with a standard deviation of

0.55, indicating a strong capacity for emotion-focused coping and self-control. Coping abilities suggest that educators and stakeholders involved in implementing inclusive practices can adapt effectively to challenges and maintain a constructive approach in diverse educational settings. This study was significant because it demonstrated the importance of providing educators and stakeholders with the emotional fortitude and self-control necessary to effectively address the challenges involved in implementing inclusive education. The demonstrated ability of respondents to engage in emotion-focused coping suggests their readiness to adapt to the dynamic and diverse needs of inclusive classrooms, ensuring equitable learning opportunities for all students. Furthermore, their capacity for self-control is critical for maintaining patience, empathy, and focus, all of which are essential in fostering a supportive environment that promotes student success.

Table 6. *Emotional-Focused Coping as to Distancing*

Indicators	Mean	+	SD	Description
1. Made light of the situation; refused to get too serious about it.	3.42	+	.87	Very High
2. Went on as if nothing had happened.	3.43	+	.87	Very High
3. Didn't let it get to me; refused to think too much about it.	3.52	+	.71	Very High
4. Tried to forget the whole thing.	3.45	+	.77	Very High
5. Looked for the silver lining, so to speak; tried to look on the bright side of things.	3.53	+	.65	Very High
6. Went along with fate; sometimes I just have bad luck.	3.38	+	.76	Very High
7. I feel that time will make a difference – the only thing to do is to wait.	3.42	+	.69	Very High
8. Accept it, since nothing can be done.	3.50	+	.73	Very High
9. Isolating myself.	3.59	+	.73	Very High
10. Avoiding greetings that involve close contact. (example hugs & handshakes)	3.39	+	.68	Very High
Weighted Mean	3.46	+	.55	Very High

Note: 3.25–4.00 = Very High; 2.50–3.24 = High; 1.75–2.49 = Low; 1.00–1.74 = Very Low

Table 6 shows the respondents' Emotional-Focused Coping as to Distancing. The result shows frequent use of isolation as a coping mechanism to manage stress or emotional challenges. The highest mean (Mean = 3.59, SD = 0.73) Distancing, as a subcategory of emotion-focused coping, involves creating emotional or physical space from stressors. The highest score for "Isolating myself" underscores the frequent use of self-imposed isolation as a coping strategy. This may reflect a preference for solitude to manage emotions or avoid additional stress from social interactions. "Went along with fate; sometimes I just have bad luck" (Mean = 3.38, SD = 0.76). This statement, reflecting a distancing coping strategy, has the lowest mean among the data. Distancing involves emotionally or cognitively detaching oneself from a stressful situation.

This was supported according to Lazarus and Folkman (1984), distancing is a form of emotion-focused coping where individuals attempt to minimize the emotional impact of a stressor. However, a lower reliance on distancing suggests that respondents may favor more active forms of coping, such as problem-solving or seeking support. The significance of emotion-focused coping, particularly as it relates to self-control, can be supported by Lazarus and Folkman (1984), who identified distancing as a form of emotion-focused coping. Distancing involves minimizing the emotional impact of a stressor by mentally or emotionally detaching oneself from the situation. This strategy can provide temporary relief, a lower reliance on distancing among respondents suggests they may favor more active and constructive coping mechanisms, such as problem-solving or seeking social support.

Table 7. *Emotional-Focused Coping as to Positive Reappraisal*

Indicators	Mean	+	SD	Description
1. Changed or grew as a person in a good way.	3.66	+	.68	Very High
2. I came out of the experience better than when I went in.	3.63	+	.67	Very High
3. Found a new faith.	3.61	+	.55	Very High
4. I prayed.	3.65	+	.66	Very High
5. I changed something about myself.	3.61	+	.73	Very High
6. Went along with fate; sometimes I just have bad luck.	3.51	+	.75	Very High
7. I feel that time will make a difference – the only thing to do is to wait.	3.65	+	.54	Very High
8. Accept it, since nothing can be done.	3.51	+	.76	Very High
9. I think that the situation also has its positive sides.	3.63	+	.65	Very High
10. I think of what I do best.	3.64	+	.59	Very High
Weighted Mean	3.61	+	.51	Very High

Note: 3.25–4.00 = Very High; 2.50–3.24 = High; 1.75–2.49 = Low; 1.00–1.74 = Very Low

Table 7 shows Emotional-Focused Coping as to Positive Reappraisal. The results showed the respondents' highest mean (Mean = 3.66, SD = 0.68) "Changed or grew as a person in a good way." This indicates that respondents strongly recognize personal growth and positive transformation as outcomes of their coping strategies. This statement highlights the respondents' ability to find personal growth and positive change through stressful experiences. It reflects a core principle of positive reappraisal, which involves reinterpreting a challenging situation to see its potential benefits. The high mean suggests that respondents view stress as an opportunity for personal development.

The results revealed that all indicators of coping and personal growth are rated as "Very High," with mean scores ranging from 3.51 to 3.66 and a weighted mean of 3.61 (SD = 0.51). This indicates that respondents strongly perceive themselves as engaging in positive

coping strategies and experiencing significant personal growth from challenging situations. The highest-rated indicator, "Changed or grew as a person in a good way" (Mean = 3.66, SD = 0.68), suggests that self-improvement and personal development are central to their coping experiences.

This finding was supported by the research of Tedeschi and Calhoun (2019) on post-traumatic growth, which indicates that individuals can experience significant psychological benefits and personal growth after overcoming adversity. The lowest mean score for "Went along with fate; sometimes I just have bad luck." (Mean = 3.51, SD = 0.75) reflects a tendency towards personal agency and proactive coping.

This suggested a lower tendency to attribute outcomes to fate or luck, even though it remains within the "Very High" category. This statement reflects a reliance on a fatalistic attitude as part of emotion-focused coping through positive reappraisal. While it has the lowest mean among the indicators, this aligned with a broader emphasis on personal growth, spirituality, and optimism in their positive reappraisal strategies.

The significance of this study was to reflect the reliance on a fatalistic attitude as part of emotion-focused coping through positive reappraisal. It aligned with a broader emphasis on personal growth, spirituality, and optimism in their positive reappraisal strategies. This indicates that despite a lower reliance on fatalistic attitudes, respondents still embrace a proactive mindset, focusing on personal resilience and fostering a sense of empowerment and hope in managing stress (Zafarullah, 2022).

Table 8. *Problem-focused Coping as to Confrontive Coping*

Indicators	Mean	+	SD	Description
1. Stood my ground and fought for what I wanted.	2.61	+	1.14	High
2. Tried to get the person responsible to change his or her mind.	2.42	+	1.09	Low
3. I expressed anger to the person(s) who caused the problem.	2.24	+	1.02	Low
4. I let my feelings out somehow.	2.61	+	.97	High
5. Took a big chance or did something very risky.	2.24	+	1.00	Low
6. I did something that I didn't think would work, but at least I was doing something.	2.15	+	1.02	Low
7. I continued as if nothing had happened.	2.49	+	.93	Low
8. I refrain from taking problems too seriously.	2.18	+	1.01	Low
9. I shift the topic if anyone discusses the problem.	2.53	+	.94	High
10. I indulge in the positive side than the negative ones.	2.55	+	.95	High
Weighted Mean	2.40	+	.80	Low

Note: 3.25–4.00 = Very High; 2.50–3.24 = High; 1.75–2.49 = Low; 1.00–1.74 = Very Low

Table 8 shows that problem-focused coping is related to confrontive coping among special education teachers. The results indicate a willingness to assert oneself in stressful situations and a relatively higher reliance on confrontive coping strategies, with the highest mean (Mean = 2.61, SD = 1.14). This finding highlights a proactive approach to addressing stress through assertiveness, an essential aspect of problem-focused coping under confrontive coping strategies. "I did something that I didn't think would work, but at least I was doing something." With the lowest mean of (Mean = 2.15, SD = 1.02)

The results indicate that the respondents' use of problem-focused coping through confrontive coping strategies is generally rated as "Low," with a weighted mean of 2.40 (SD = 0.80). While certain indicators, such as "Stood my ground and fought for what I wanted" (Mean = 2.61) and "I let my feelings out somehow" (Mean = 2.61), are rated "High," most strategies fall into the "Low" category. For instance, "Tried to get the person responsible to change his or her mind" (Mean = 2.42) and "I expressed anger to the person(s) who caused the problem" (Mean = 2.24) suggest a lower tendency to confront others directly.

Folkman and Lazarus (1984) supported this by emphasizing that problem-focused coping is most effective when it involves a structured and deliberate approach. Impulsive or ineffective actions are less likely to resolve stressors and may even intensify emotional distress, hindering the coping process. The deliberate problem-solving approach demonstrated by respondents suggests a strong capacity for self-regulation, critical thinking, and emotional resilience. This not only enhances their ability to manage stress constructively but also contributes to their personal growth and adaptability in complex and demanding situations.

The significance of this study was to imply a minimal reliance on impulsive or trial-and-error actions under problem-focused coping as part of confrontive coping strategies. The low mean suggests that respondents prefer deliberate and calculated approaches to addressing stressors over actions taken merely to feel engaged or active. As supported by Mingoa (2016), problem-focused coping is most effective when it involves a structured and deliberate approach. Actions perceived as ineffective or impulsive are less likely to resolve stressors and may exacerbate emotional distress. By relying on calculated coping strategies, individuals can more effectively address stressors and maintain emotional stability, thereby supporting their overall well-being and productivity.

Table 9 presents the Problem-Focused Coping and Seeking Social Support among Special Education Teachers. The result showed a strong reliance on social support for relaxation and emotional restoration. It suggests that respondents frequently turn to others for comfort and stress relief, with a mean of 3.54 (SD = 0.64) being the highest. This statement indicates that respondents highly value social support for emotional recovery and relaxation.

The results indicate that respondents frequently use social support as a coping mechanism, as reflected by the weighted mean of 3.28 (SD = 0.51), categorized as "Very High." Most indicators demonstrate a strong reliance on seeking help and comfort from others, with the highest-rated indicators being "I seek someone to get together with for relaxation" and "I seek someone to give good advice about a crisis" (both Mean = 3.54). Respondents also highly value professional assistance (Mean = 3.50) and support from trusted friends or relatives (Mean = 3.38).

Table 9. *Problem-focused Coping as to Seeking Social Support*

<i>Indicators</i>	<i>Mean</i>	<i>+</i>	<i>SD</i>	<i>Description</i>
1. Talked to someone to find out more about the situation.	2.25	+	1.09	Low
2. Talked to someone who could do something concrete about the problem.	2.94	+	.87	High
3. I asked a relative or friend I respected for advice.	3.38	+	.79	Very High
4. Talked to someone about how I was feeling.	3.35	+	.73	Very High
5. Accepted sympathy and understanding from someone.	3.38	+	.72	Very High
6. I got professional help	3.50	+	.68	Very High
7. I talk to someone when things go wrong.	3.49	+	.68	Very High
8. I talk to someone to count on to comfort me when I'm upset.	3.43	+	.63	Very High
9. I seek someone to get together with for relaxation.	3.54	+	.64	Very High
10. I seek someone to give good advice about a crisis.	3.54	+	.71	Very High
Weighted Mean	3.28	+	.51	Very High

Note: 3.25–4.00 = Very High; 2.50–3.24 = High; 1.75–2.49 = Low; 1.00–1.74 = Very Low

These findings are supported by Bandura (1997), who states that effective problem-solving often involves seeking information from others to broaden one's understanding of a situation. A lack of information-seeking behavior could indicate less adaptive coping in complex situations that require external input. A lack of information-seeking behavior may signify less adaptive coping, particularly in complex situations where external input is critical for developing effective strategies. This underscores the importance of fostering skills and attitudes that encourage collaboration and information exchange, as they enhance problem-solving capacity and resilience in the face of challenging circumstances.

The significance of this study lies in understanding the coping strategies employed by individuals, particularly the lower reliance on social support to gather information about a situation, as indicated by the lowest mean score (Mean = 2.25, SD = 1.09). This suggested that respondents are less likely to seek others' perspectives when attempting to understand or analyze problems.

Problem 3: What is the level of job satisfaction do Special Education (SPED) teachers have in terms of compensation, job content, promotion, and school head?

Table 10 presents the respondents' job satisfaction in terms of Compensation. The results show the highest mean (Mean = 3.70, SD = 0.46) for the statement "I am satisfied with the benefits that I receive from work," which reflects the importance of non-monetary compensation in enhancing job satisfaction. Benefits such as vacation, sick leave, and government-provided benefits significantly contribute to employees' sense of well-being and job satisfaction.

The significance of job satisfaction in terms of compensation is underscored by the finding that the highest mean score (Mean = 3.70, SD = 0.46) was for the statement, "I am satisfied with the benefits that I receive from work." This highlights the critical role of non-monetary compensation in enhancing overall job satisfaction. Benefits such as vacation leave, sick leave, and government-provided support contribute substantially to employees' sense of well-being, providing them with security and a sense of being valued by their organization.

Table 10. *Job Satisfaction in terms of Salary*

<i>Indicators</i>	<i>Mean</i>	<i>+</i>	<i>SD</i>	<i>Description</i>
1. I am satisfied with the salary that I receive from my work.	3.20	+	.74	High
2. I am satisfied with the benefits that I receive from work (Government benefits, vacation, and sick leaves)	3.70	+	.46	Very High
3. I am paid fairly for the work I contribute to my department.	3.18	+	.99	High
4. I am satisfied at work because there are bonuses/rewards given for excellent performance.	3.30	+	.94	Very High
5. I am satisfied with the salary that I receive.	3.53	+	.57	Very High
6. My income is barely enough to live on.	3.58	+	.53	Very High
7. My income is adequate for normal expenses.	3.37	+	.80	Very High
8. My income provides me with financial security.	3.47	+	.72	Very High
9. My salary reflects the amount of effort I put into my job.	3.48	+	.57	Very High
10. I am well paid in proportion to my ability.	3.38	+	.77	Very High
Weighted Mean	3.42	+	.39	Very High

Note: 3.25–4.00 = Very High; 2.50–3.24 = High; 1.75–2.49 = Low; 1.00–1.74 = Very Low

On the other hand, the lowest mean (Mean = 3.20, SD = 0.74) for "I am satisfied with the salary that I receive from my work" suggests that, despite general satisfaction, employees may feel their salary does not fully reflect their efforts or expectations of balancing both salary and benefits to optimize employee satisfaction and retention.

This study was supported by Gamage (2019), "The Impact of Non-Monetary Rewards on Job Satisfaction," which states that non-monetary compensation, such as benefits, plays a crucial role in job satisfaction and overall employee well-being. Benefits such as health insurance, vacation days, sick leave, and retirement plans contributed to employees' sense of security and job satisfaction (Galal, 2023). These benefits were often seen as a form of recognition for the employee's work. In recent studies, the significance of Job satisfaction has been highlighted as a critical factor influencing both employee well-being and organizational performance.

Table 11 presents the respondents' job satisfaction in terms of Job Content. The result showed the highest mean, "I am satisfied with the training and seminar opportunities to allow you to perform my job well." (Mean = 3.70, SD = 0.46) for satisfaction with training and seminar opportunities highlights the importance of continuous learning in improving job satisfaction, as employees feel empowered and competent when they can enhance their skills.

On the other hand, the lowest mean: "I am satisfied with my co-worker support." (Mean = 3.18, SD = 0.99) for co-worker support suggests that there may be opportunities to improve teamwork and workplace relationships to foster a more supportive environment. Addressing these gaps can lead to improved overall job satisfaction and a more harmonious work culture.

Table 11. *Job Satisfaction in terms of Job Content*

Indicators	Mean	+	SD	Description
1. I am satisfied with the number of hours that I work every month.	3.56	+	.69	Very High
2. I am satisfied with the work that I am doing.	3.41	+	.71	Very High
3. I am satisfied because there is a degree of independence associated with my work roles.	3.47	+	.78	Very High
4. I am satisfied at work because I was recognized for the good work accomplished.	3.43	+	.72	Very High
5. I am satisfied because there is adequate opportunity for periodic changes in duties.	3.28	+	.88	Very High
6. Sufficient training and seminar opportunities to allow you to perform my job well.	3.70	+	.46	Very High
7. I am satisfied with my Co-worker support.	3.18	+	.99	High
8. I am satisfied because I learned new things from work.	3.30	+	.94	Very High
9. I am satisfied because my co-workers are competent.	3.53	+	.57	Very High
10. I am satisfied because I have a lot of freedom to decide how will do my job.	3.63	+	.52	Very High
Weighted Mean	3.45	+	.43	Very High

Note: 3.25–4.00 = Very High; 2.50–3.24 = High; 1.75–2.49 = Low; 1.00–1.74 = Very Low

This had been supported by Chiaburu and Harrison, who found that co-workers were a significant factor in fostering job satisfaction. Social support at work has been shown to improve employees' well-being and jobs. When employees feel supported by their colleagues, it can reduce stress, enhance collaboration, and improve overall job satisfaction. However, a lack of such support may lead to increased stress and job dissatisfaction, as employees may feel isolated or less motivated to perform effectively.

The significance of this study, as highlighted by Chiaburu and Harrison (2019), underscores the critical role of co-worker support in shaping job satisfaction and overall employee well-being, by prioritizing the fostering of a culture of collaboration and mutual support among employees. Initiatives such as team-building exercises, peer mentoring programs, and open communication channels can strengthen co-worker relationships and enhance overall job satisfaction.

Table 12 presents the respondents' Job Satisfaction in terms of Promotion. The result showed the highest mean "I am satisfied with my work because there are opportunities for promotion." (Mean = 3.54, SD = 0.54), for satisfaction with promotion opportunities suggests that employees value career progression and view promotion as a key motivator in their job satisfaction. On the other hand, the lowest mean "I am satisfied at work because I can be promoted based on my educational qualifications." (Mean = 2.40, SD = 1.08) for satisfaction with promotions based on educational qualifications highlights a potential gap in employees' expectations, suggesting that they may prioritize performance and experience over formal education and suggesting that employees are less satisfied with the idea that their promotion is based on their educational qualifications.

Table 12. *Job Satisfaction in terms of Promotion*

Indicators	Mean	+	SD	Description
1. I am satisfied with my work because there are opportunities for promotion.	3.54	+	.54	Very High
2. I am satisfied with my work because there is support for additional training.	3.47	+	.72	Very High
3. I am satisfied with my work because there is an opportunity to learn new skills.	3.48	+	.57	Very High
4. I am satisfied at work because I can utilize my skills and talents.	3.38	+	.77	Very High
5. I am satisfied at work because I can be promoted based on my work performance.	2.82	+	.94	High
6. I am satisfied at work because I can be promoted based on my educational qualifications.	2.40	+	1.08	Low
7. I am satisfied because I can be promoted based on my high score in IPCRF.	2.44	+	1.12	Low
8. I am satisfied because I am an Outstanding Teacher so I can be promoted.	2.58	+	1.03	High
9. I am satisfied because I come up with innovations so that I can be promoted.	2.87	+	.90	High
10. I can be promoted because I have lots of accomplishments.	2.72	+	1.07	High
Weighted Mean	2.97	+	.56	High

Note: 3.25–4.00 = Very High; 2.50–3.24 = High; 1.75–2.49 = Low; 1.00–1.74 = Very Low

The findings implied that respondents have a "High" level of satisfaction with their work based on opportunities for promotion and professional growth, as reflected by the weighted mean of 2.97 ($SD = 0.56$). Indicators related to opportunities for promotion, support for additional training (Mean = 3.47), and learning new skills (Mean = 3.48) are rated "Very High," suggesting that respondents value growth and skill development. However, satisfaction drops significantly when promotion criteria are linked to specific qualifications, such as educational attainment (Mean = 2.40) and high scores in IPCRF (Mean = 2.44), both of which are rated as "Low." This suggests that while respondents feel generally positive about career advancement opportunities, rigid or less merit-based promotion systems may undermine their satisfaction.

These findings suggest that organizations may need to focus more on recognizing and rewarding employee performance and skills, rather than relying solely on educational qualifications as a criterion for promotion. According to studies, opportunities for promotion were strongly linked to job satisfaction. This was supported by Saks (2020) showed that employees who perceived opportunities for promotion within an organization were more likely to be satisfied with their jobs, as these opportunities provided both recognition and a sense of career progression. The significance of his study was that Promotion was often viewed not just as a financial benefit but also as a form of recognition of one's skills, experience, and contributions to the organization.

Table 13 presents the respondents' Job Satisfaction in terms of the School Head. The result showed the highest mean "I am satisfied because I feel comfortable discussing problems with my School Head." (Mean = 2.87, $SD = 0.89$) for satisfaction related to discussing problems with the principal suggests that open communication and support are critical for teachers' job satisfaction. On the other hand, the lowest mean "I am satisfied because my principal gives me the freedom to work independently." (Mean = 2.39, $SD = 1.08$) for satisfaction with the freedom to work independently suggests that a lack of autonomy may negatively affect teachers' motivation and job satisfaction.

Table 13. *Job Satisfaction in terms of School Head*

Indicators	Mean	+	SD	Description
1. I am satisfied at work because I am always treated fairly by my principal.	2.40	+	1.12	Low
2. I am satisfied because my principal encourages us to set high goals.	2.78	+	.95	High
3. I am satisfied because my principal does a good job- sharing information.	2.51	+	1.09	High
4. I am satisfied because I feel comfortable discussing problems with my principal.	2.87	+	.89	High
5. I am satisfied because my principal treats me with respect.	2.82	+	.90	High
6. I am satisfied because I receive useful and constructive feedback from my direct principal.	2.45	+	1.10	Low
7. I am satisfied because my principal confides in me.	2.78	+	.89	High
8. I am satisfied because my principal gives me the freedom to work independently.	2.39	+	1.08	Low
9. I am satisfied because my principal is very cooperative and supportive.	2.49	+	1.13	Low
10. I am satisfied because my principal accepts the suggestions for teachers.	2.75	+	.92	High
Weighted Mean	2.63	+	.84	High

Note: 3.25–4.00 = Very High; 2.50–3.24 = High; 1.75–2.49 = Low; 1.00–1.74 = Very Low

The results reveal a generally "High" level of satisfaction with the principal's leadership, reflected by a weighted mean of 2.63 ($SD = 0.84$). Several indicators, such as "My principal encourages us to set high goals" (Mean = 2.78), "I feel comfortable discussing problems with my principal" (Mean = 2.87), and "My principal treats me with respect" (Mean = 2.82), suggest that respondents value their principal's support, guidance, and respect. However, satisfaction is notably lower in areas related to fairness and constructive feedback, with items like "I am always treated fairly by my principal" (Mean = 2.40) and "I receive useful and constructive feedback" (Mean = 2.45) rated as "Low." This highlights potential concerns about equity and communication that may impact overall satisfaction. Overall, while respondents appreciate their principal's encouragement and support, there are areas, particularly around fairness and feedback, where improvements could enhance job satisfaction.

These findings underscore the importance of fostering a supportive and communicative environment while also allowing teachers the autonomy to make decisions in their work, thereby boosting satisfaction and engagement. This was supported by Gagné and Deci (2019), who found that employees who have more autonomy in their work experienced higher levels of motivation and job satisfaction. When school heads provide teachers with greater freedom and trust, teachers are more likely to take ownership of their work, be more innovative, and show increased commitment. The lack of autonomy could be a significant barrier to improving job satisfaction among teachers.

Problem 4: Is there a significant relationship between the respondents' level of job satisfaction and the common coping strategies employed in SPED class?

Table 14 illustrates the relationship between the respondents' level of job satisfaction with compensation and the coping strategies employed in the SPED class. The result showed that the respondents' level of job satisfaction with compensation had a highly significant association with their coping strategies. Pearson's r correlation analysis results show significant relationships between various coping strategies and compensation, with all correlations being positive and statistically significant. Specifically, Emotion-focused coping strategies, such as self-control, distancing, and positive reappraisal, exhibit strong correlations with compensation, with R -values of 0.387, 0.437, and 0.404, respectively, all with p -values less than 0.001.

Table 14. Relationship¹ Level of Job Satisfaction in terms Compensation of and the and the Coping Strategies

Variables	Compensation		Remarks	Decision
	r-value	p-value		
Emotion-focused coping				
Self-control	0.387***	<0.001	Significant	Reject Ho
Distancing	0.437***	<0.001	Significant	Reject Ho
Positive reappraisal	0.404***	<0.001	Significant	Reject Ho
Problem-focused coping				
Confrontive coping	0.277**	0.004	Significant	Reject Ho
Seeking social support	0.301**	0.002	Significant	Reject Ho

Note: 1 – based on Pearson's r Correlation; ns – $P > 0.05$; * – $P < 0.05$; ** – $P < 0.01$; *** – $P < 0.001$

These findings suggest that individuals who effectively manage their emotions through these strategies tend to report higher levels of compensation. Since the p-values are well below the threshold for significance ($p < 0.01$), the null hypotheses (Ho) for these variables are rejected, indicating that there is a significant relationship between these emotion-focused coping strategies and compensation. Similarly, Problem-focused coping strategies, specifically confrontive coping and seeking social support, also show significant positive correlations with compensation, with r-values of 0.277 and 0.301, respectively, both with p-values less than 0.01. These results imply that individuals who engage in more active problem-solving and seek support from others are more likely to experience higher compensation.

Again, the null hypotheses for these variables are rejected, reinforcing the notion that problem-focused coping strategies are positively associated with compensation. The overall findings suggest that both emotion-focused and problem-focused coping strategies play an important role in influencing compensation, highlighting the importance of coping mechanisms in the workplace and their potential impact on job rewards. The findings were supported by Carver et al. (2021), who noted that positive emotions associated with job satisfaction foster constructive coping strategies that reframe stressful experiences, such as compensation, and influenced their choice of coping strategies. High levels of job satisfaction may serve as a buffer, enabling employees to deploy both emotion-focused and problem-focused coping strategies effectively.

The study supported by Carver et al. (2021) highlights the significance of the relationship between job satisfaction, positive emotions, and coping strategies, underscoring that job satisfaction and the associated positive emotions not only influence coping strategies but also serve as a foundation for resilience and well-being.

Table 15. Relationship² Level of Job Satisfaction in terms Job Content of and the and Common Coping Strategies

Variables	Job Content		Remarks	Decision
	r-value	p-value		
Emotion-focused coping				
Self-control	0.304**	0.002	Significant	Reject Ho
Distancing	0.442***	<0.001	Significant	Reject Ho
Positive reappraisal	0.391***	<0.001	Significant	Reject Ho
Problem-focused coping				
Confrontive coping	0.237*	0.014	Significant	Reject Ho
Seeking social support	0.273**	0.005	Significant	Reject Ho

Note: 2 – based on Pearson's r Correlation; ns – $P > 0.05$; * – $P < 0.05$; ** – $P < 0.01$; *** – $P < 0.001$

Table 15 presents the relationship between the respondents' level of job satisfaction with job content and the coping strategies employed in SPED class. The results showed that the respondents' level of job satisfaction regarding job content had a highly significant association with their coping strategies. Thus, the null hypothesis, which states that there is no significant relationship between the respondents' level of job satisfaction and job content, as well as the coping strategies employed in SPED classes, was rejected.

This implied that there were significant positive correlations between job content and various emotion-focused and problem-focused coping strategies. Specifically, emotion-focused coping strategies, such as self-control ($r = 0.304$, $p = 0.002$), distancing ($r = 0.442$, $p < 0.001$), and positive reappraisal ($r = 0.391$, $p < 0.001$), all demonstrate significant relationships with job content. These results suggest that employees who manage their emotions through self-regulation, distancing themselves from stressors, and reframing situations in a positive light tend to report greater job satisfaction. Since the p-values are all less than the threshold for significance ($p < 0.01$), the null hypotheses for these variables are rejected, indicating that the coping strategies significantly contribute to job content satisfaction. In addition, problem-focused coping strategies, such as confrontive coping ($r = 0.237$, $p = 0.014$) and seeking social support ($r = 0.273$, $p = 0.005$), also show significant positive correlations with job content. This suggests that individuals who take a more direct approach to solving problems and actively seek support from others are likely to experience greater satisfaction with the content of their work. These findings further support the notion that coping strategies, both emotion-focused and problem-focused, play a crucial role in determining job satisfaction, particularly in relation to the content of the job. The rejection of the null hypotheses across all variables highlights the importance of adaptive coping mechanisms in enhancing employees' perceptions of their work, emphasizing that coping skills are integral to improving various aspects of job satisfaction.

The significant correlations observed for self-control ($r = 0.304$, $p = 0.002$), distancing ($r = 0.442$, $p < 0.001$), and positive reappraisal

($r = 0.391$, $p < 0.001$) suggest that satisfaction with job content fosters emotional regulation and adaptive responses to challenges. Job satisfaction showed significant associations with problem-focused strategies, such as confrontive coping ($r = 0.237$, $p = 0.014$) and seeking social support ($r = 0.273$, $p = 0.005$). These findings are aligned with and supported by Stoesz et al. (2019), which emphasizes that meaningful and well-designed work fosters proactive problem-solving behaviors. Employees who are satisfied with their job content are more likely to tackle challenges head-on or seek collaborative solutions, reflecting their engagement and investment in their roles.

The significance of this study was supported by Lazarus and Folkman's (1984) Transactional Model of Stress and Coping. Employees who derive intrinsic satisfaction from job content are better equipped to interpret stressors positively, enhancing emotional stability and promoting constructive coping strategies. Building on this framework, the present study underscores the importance of intrinsic motivation in shaping employees' psychological resilience. When individuals find personal meaning and satisfaction in their work, they are more likely to view challenges as opportunities for growth rather than threats. This positive reappraisal, a key component of the Transactional Model, fosters adaptive coping mechanisms such as problem-solving and seeking social support, rather than avoidance or disengagement. As such, promoting job roles that align with employees' values and interests not only enhances well-being but also contributes to a more productive and emotionally balanced workforce.

Table 16. Relationship³ Level of Job Satisfaction in Terms Promotion of and the and the Common Coping Strategies

Variables	Promotion		Remarks	Decision
	r-value	p-value		
Emotion-focused coping				
Self-control	0.218*	0.025	Significant	Reject Ho
Distancing	0.177	0.069	Not Significant	Failed to reject Ho
Positive reappraisal	0.191*	0.050	Significant	Reject Ho
Problem-focused coping				
Confrontive coping	0.720***	<0.001	Significant	Reject Ho
Seeking social support	0.429***	<0.001	Significant	Reject Ho

Note: 3 – based on Pearson's r Correlation; ns – $P > 0.05$; * – $P < 0.05$; ** – $P < 0.01$; *** – $P < 0.001$

Table 16 illustrates the relationship between the respondents' level of job satisfaction regarding promotion and the coping strategies employed in SPED classes. The results showed that the respondents' level of job satisfaction regarding promotion had a highly significant association with their coping strategies in terms of self-control, positive reappraisal, confrontive coping, and seeking social support. Thus, the null hypothesis, which states that there is no significant relationship between the respondents' level of job satisfaction and the promotion and the coping strategies employed in SPED classes, was rejected in terms of self-control, positive reappraisal, confrontive coping, and seeking social support.

The results in Table 16 showed a mixed pattern of significant and non-significant relationships between coping strategies and job satisfaction in terms of promotion. Emotion-focused coping strategies, such as self-control ($r = 0.218$, $p = 0.025$) and positive reappraisal ($r = 0.191$, $p = 0.050$), exhibit significant positive correlations with satisfaction related to promotion. This suggests that individuals who effectively manage their emotions and reframe situations positively tend to feel more satisfied with their promotion opportunities. However, the strategy of distancing ($r = 0.177$, $p = 0.069$) does not show a significant relationship, as its p-value is above the 0.05 threshold, indicating that it does not play a significant role in influencing promotion satisfaction. Therefore, the null hypothesis for distancing is not rejected, while the null hypotheses for self-control and positive reappraisal are rejected due to their significant p-values.

A significant positive relationship ($r = 0.218$, $p = 0.025$) indicates that job satisfaction regarding promotions enhances self-regulatory coping mechanisms. This aligns with Bandura's (1997) Self-Efficacy Theory, suggesting that individuals who are confident in their career progression are better able to control their emotional responses to stress. Positive Reappraisal: The significant association ($r = 0.191$, $p = 0.050$) between promotion satisfaction and positive reappraisal reflects how individuals reframe stressful situations in a more optimistic light. According to Lazarus and Folkman's (1984) Stress and Coping Model, positive appraisal is linked to a sense of control and hope derived from growth opportunities. Distancing: The lack of a significant relationship ($r = 0.177$, $p = 0.069$) suggests that distancing is less influenced by promotion satisfaction.

On the other hand, problem-focused coping strategies demonstrate stronger and more consistent relationships with promotion satisfaction. Both confrontive coping ($r = 0.720$, $p < 0.001$) and seeking social support ($r = 0.429$, $p < 0.001$) exhibit significant and positive correlations with promotion satisfaction. These results indicate that individuals who engage in direct problem-solving and actively seek support from others are more likely to be satisfied with their promotion opportunities. The strong correlation for confrontive coping suggests that individuals who proactively address challenges in the workplace may feel more confident in their chances for promotion. The findings underscore the importance of both emotion-focused and problem-focused coping strategies in shaping employees' perceptions of promotion opportunities, highlighting that adaptive coping mechanisms can enhance overall job satisfaction, particularly in relation to career advancement.

Promotion opportunities play a crucial role in job satisfaction, acting as a motivator that directly influences coping strategies. This was

supported by Gagne and Deci (2019), who noted that the Job Characteristics Model emphasizes that career advancement opportunities contribute to growth satisfaction, thereby enhancing both emotional and problem-focused coping capabilities. This is particularly significant in demanding roles, such as SPED teaching, where professional growth serves as a critical resource for managing stress.

Opportunities for promotion not only validate a teacher's efforts but also reinforce a sense of purpose and achievement. When educators perceive a clear path for advancement, they are more likely to remain engaged and committed to their roles. This increased engagement can mitigate feelings of burnout, especially in emotionally taxing environments. Therefore, fostering professional development and promotion pathways is essential for maintaining a resilient and motivated Special Education Teachers workforce.

Table 17. *Relationship⁴ Level of Job Satisfaction in terms School Head of and the and the Common Coping Strategies*

Variables	School Head		Remarks	Decision
	r-value	p-value		
Emotion-focused coping				
Self-control	0.170	0.081	Not Significant	Failed to reject Ho
Distancing	0.095	0.335	Not Significant	Failed to reject Ho
Positive reappraisal	0.127	0.193	Not Significant	Failed to reject Ho
Problem-focused coping				
Confrontive coping	0.716***	<0.001	Significant	Reject Ho
Seeking social support	0.407***	<0.001	Significant	Reject Ho

Note: 4 – based on Pearson's r Correlation; ns – $P > 0.05$; * – $P < 0.05$; ** – $P < 0.01$; *** – $P < 0.001$

Table 17 displays the relationship between the respondents' level of job satisfaction as school heads and the coping strategies employed in SPED classes. The results showed that the respondents' level of job satisfaction among school heads had a high and significant association with their coping strategies, specifically confrontive coping and seeking social support. Thus, the null hypothesis, which stated that no significant relationship exists between the respondents' level of job satisfaction as to school head and the coping strategies employed in SPED class, was rejected in terms of confrontive coping and seeking social support.

The results revealed that when it comes to school head satisfaction, the emotion-focused coping strategies did not show significant relationships with job satisfaction. Specifically, self-control ($r = 0.170$, $p = 0.081$), distancing ($r = 0.095$, $p = 0.335$), and positive reappraisal ($r = 0.127$, $p = 0.193$) all failed to reach the threshold for statistical significance. The p-values for these variables are higher than the conventional significance level of 0.05, indicating that these emotion-focused coping strategies do not significantly impact satisfaction with school leadership. Therefore, the null hypotheses for these variables were not rejected, meaning that emotion-focused strategies like self-control, distancing, and positive reappraisal do not appear to have a strong influence on school head satisfaction among the respondents. Significant relationships between satisfaction with the school head and emotion-focused coping strategies, such as self-control ($r = 0.170$, $p = 0.081$), distancing ($r = 0.095$, $p = 0.335$), and positive reappraisal ($r = 0.127$, $p = 0.193$), suggest that the influence of school leadership is less pronounced in shaping employees' emotional regulation. Transformational leadership, in particular, aims to inspire and motivate staff, fostering a sense of community and shared vision (Leithwood & Jantzi, 2019). These leadership styles affect not only the educational outcomes but also the emotional well-being of staff.

This finding aligns with previous research that emphasizes the efficacy of proactive coping in organizational settings, particularly in educational environments where interpersonal dynamics are crucial. Problem-focused strategies—such as direct communication, seeking solutions, and collaborative decision-making—enable teachers and staff to address issues constructively, thereby building trust and mutual respect with school heads. In contrast, emotion-focused strategies, while helpful in managing stress, may not resolve underlying concerns and can sometimes lead to miscommunication or withdrawal. Therefore, fostering a culture that encourages open dialogue and shared problem-solving may significantly enhance satisfaction and cohesion within school leadership teams.

Problem 5: Which of the respondents' demographic profile and coping strategies significantly influence job satisfaction?

Table 18. *Variables¹ that best predict Respondents' Job Satisfaction in terms of Compensation*

Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.267	.223		5.692	<.001
Age	.002	.028	.005	.064	.949
Sex	.039	.069	.044	.564	.574
Length of service	-.100	.048	-.187	-2.068	.041
Plantilla Position	-.073	.021	-.313	-3.496	.001
Self-control	.094	.073	.134	1.298	.197
Distancing	.148	.127	.207	1.166	.246
Positive reappraisal	-.019	.136	-.025	-.141	.888
Confronting coping	.092	.041	.189	2.261	.026
Seeking social support	.103	.068	.135	1.514	.133
R = 0.658		R ² = 0.043	F = 8.132	Sig. = <0.001	

Note: 1 – based on Linear Regression; ns – $P > 0.05$; * – $P < 0.05$; ** – $P < 0.01$; *** – $P < 0.001$.

Table 18 presents the variables that most significantly influence job satisfaction in terms of compensation. The respondents' job satisfaction as to compensation was affected by the length of service with $\beta = -.187$, $t = -2.068$ ($p = .041$), Plantilla position with $\beta = -.313$, $t = -3.496$, ($p = .001$), and confronting coping strategies with $\beta = .189$, $t = 2.261$, and $p = .026$. This implied that the length of service, Plantilla position, and confronting coping strategies contributed to variations in job satisfaction, as well as salary. The results of the linear regression analysis indicate that certain factors, including length of service and plantilla position, have a significant negative relationship with the dependent variable, which might reflect job satisfaction or other work-related outcomes.

Specifically, length of service ($B = -0.100$, $p = 0.041$) has a negative impact, suggesting that as employees' years of service increase, their satisfaction or other measured variables tend to decrease slightly. This result may point to potential issues such as burnout, stagnation, or less enthusiasm among long-serving employees. Similarly, plantilla position ($B = -0.073$, $p = 0.001$) also exhibits a significant negative relationship, with those in lower plantilla positions showing lower satisfaction or a weaker outcome on the dependent variable, as indicated by the negative beta coefficient. This suggests that employees in lower or less senior positions may feel less satisfied or less engaged in their roles, potentially due to limited opportunities for advancement or other organizational factors.

Other variables, including age, sex, and emotion-focused coping strategies such as self-control, distancing, and positive reappraisal, did not show significant effects on the dependent variable, as their p -values were above 0.05. Notably, confronting coping ($B = 0.092$, $p = 0.026$) demonstrated a significant positive relationship with the outcome, indicating that individuals who engage in more confrontational coping strategies may experience more favorable outcomes. However, seeking social support ($B = 0.103$, $p = 0.133$) did not show a significant effect, suggesting that relying on others for support does not necessarily have a major impact on the measured outcome in this model. Overall, the regression analysis suggests that factors like length of service and plantilla position play a more substantial role in shaping job satisfaction or similar outcomes than the coping strategies assessed in this study. The R^2 value of 0.043 indicates that the model explains only a small portion of the variance in the dependent variable, implying that other unmeasured factors may contribute more significantly to the outcome.

The regression analysis is significant, with an F -value of 8.132 with a corresponding p -value of <0.001 . Therefore, the null hypothesis stating that "the respondents' demographic profile and coping strategies do not significantly influence job satisfaction as to compensation" was rejected in terms of length of service, Plantilla position, and confronting coping strategies. Job enrichment, growth opportunities, and recognition influence employees' satisfaction. Lower-ranked employees may lack intrinsic motivators, leading to dissatisfaction with compensation. This was supported by the Transactional Model of Stress and Coping (Lazarus & Folkman, 2019). Employees employing problem-focused coping strategies, like confronting challenges, are better equipped to manage dissatisfaction. This proactive approach boosts perceived control and overall satisfaction.

This was significant in the study because the regression analysis demonstrates that length of service, Plantilla position, and confronting coping strategies are key determinants of job satisfaction related to compensation. The Statistical Validity of the F -value of 8.132 and the p -value < 0.001 indicates that the regression model is statistically significant. This shows that the variables studied (demographic profile and coping strategies) significantly influence job satisfaction regarding compensation. These suggest that organizations can use these implications to develop targeted policies that enhance employee satisfaction and retention by addressing demographic-specific needs and fostering adaptive coping strategies.

Table 19. Variables² that best predict Respondents' Job Satisfaction in terms of Job Content

Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.295	.255		5.072	<.001
Age	-.017	.032	-.047	-.537	.593
Sex	.040	.079	.042	.511	.611
Length of service	-.085	.055	-.145	-1.534	.128
Plantilla Position	-.078	.024	-.304	-3.241	.002
Self-control	-.002	.083	-.003	-.025	.980
Distancing	.265	.145	.339	1.821	.072
Positive reappraisal	-.048	.156	-.058	-.309	.758
Confronting coping	.076	.047	.144	1.636	.105
Seeking social support	.112	.078	.135	1.445	.152
R = 0.614		R ² = 0.377	F = 6.464	Sig. = <0.001	

Note: 2 – based on Linear Regression; ns – $P > 0.05$; * – $P < 0.05$; ** – $P < 0.01$; *** – $P < 0.001$

Table 19 presents the variables that best influence job satisfaction as to job content. The respondents' job satisfaction with job content was affected by the plantilla position with $\beta = -.304$, $t = -3.241$, and $p = .002$. This implied that the plantilla position contributed to variation in their job satisfaction as to job content. The R^2 value of 0.377 implies that 37.7% of the variance of the respondents' job satisfaction as to job content can be explained by the plantilla position. Hence, 62.3% of the respondents' job satisfaction can be attributed to other variables not included in the regression model. The regression analysis is significant, with an F -value of 6.464 and a corresponding p -value of <0.001 . Therefore, the null hypothesis stating that "the respondents' demographic profile and coping strategies do not significantly influence job satisfaction as to job content" was rejected in terms of Plantilla's position. The negative beta indicates that as the length of service increases, job satisfaction regarding compensation decreases. This could reflect feelings of underappreciation

among long-tenured employees, who might expect greater salary increments or rewards over time.

The findings reveal that length of service, Plantilla position, and confrontive coping strategies significantly influence job satisfaction regarding compensation. Negative influences from tenure and position highlight the need for fairer compensation practices and career growth opportunities, while the positive impact of confrontive coping suggests the value of fostering problem-focused strategies in the workplace. Grounded in theories such as Equity Theory and Lazarus and Folkman's Transactional Model of Stress and Coping (2016), this research supported and provided actionable strategies for enhancing employee satisfaction and organizational equity. Other factors such as work environment, professional development opportunities, and interpersonal relationships may also significantly impact how employees perceive their roles. Future research could explore these additional variables to provide a more comprehensive understanding of the determinants of job satisfaction.

Table 20. Variables³ that best predict Respondents' Job Satisfaction in terms of Promotion

Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.364	.284		1.284	.202
Age	-.011	.035	-.022	-.305	.761
Sex	-.064	.087	-.050	-.728	.469
Length of service	.039	.061	.050	.632	.529
Plantilla Position	.016	.027	.046	.583	.561
Self-control	.096	.093	.093	1.034	.304
Distancing	-.111	.161	-.106	-.687	.494
Positive reappraisal	.111	.173	.100	.641	.523
Confronting coping	.455	.052	.643	8.795	<.001
Seeking social support	.191	.086	.172	2.214	.029
R = 0.754 R ² = 0.568 F = 14.030 Sig. = <0.001					

Note: 3 – based on Linear Regression; ns – $P > 0.05$; * – $P < 0.05$; ** – $P < 0.01$; *** – $P < 0.001$

Table 20 presents the variables that best influenced job satisfaction as to promotion. The respondents' job satisfaction as to promotion was affected by the confronting coping mechanism with $\beta = .643$, $t = 8.795$ ($p < .001$) and seeking social support with $\beta = .172$, $t = 2.214$ ($p = 0.029$). This implied that confronting coping strategies and seeking social support contributed to variations in their job satisfaction as to promotion. The R^2 value of 0.568 implies that 56.8% of the variance of the respondents' job satisfaction as to promotion can be explained by confronting coping strategies and seeking social support. Hence, 43.2% of the respondents' job satisfaction can be attributed to other variables not included in the regression model.

The regression analysis is significant, with an F-value of 14.030 with a corresponding p-value of < 0.001 . Therefore, the null hypothesis stating that "the respondents' demographic profile and coping strategies do not significantly influence job satisfaction as to promotion" was rejected in terms of confronting coping strategies and seeking social support. According to Lazarus and Folkman's Transactional Model of Stress and Coping (2019) as this supported the study, problem-focused coping, like confronting coping strategies, is effective in managing controllable stressors, such as career advancement. Supporting literature by Carver et al. (2019) highlights that individuals who actively confront stressors are better equipped to achieve their goals and experience higher levels of satisfaction in domains like career advancement.

Table 21 displays the variables that best influence job satisfaction for the school head. The respondents' job satisfaction as school heads was affected by confronting coping mechanisms with $\beta = .643$, $t = 9.053$ ($p < .001$) and seeking social support with $\beta = .173$, $t = 2.290$ ($p = 0.024$). This implied that confronting coping strategies and seeking social support contributed to variations in their job satisfaction as school heads. The R^2 value of 0.592 implies that 59.2% of the variance in the respondents' job satisfaction as school heads can be explained by the confronting coping mechanism and seeking social support. Hence, 40.8% of the respondents' job satisfaction can be attributed to other variables not included in the regression model.

Table 21. Variables⁴ that best predict Respondents' Job Satisfaction in terms of School Head

Indicator	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	-.353	.406		-.869	.387
Age	-.028	.050	-.039	-.551	.583
Sex	-.048	.125	-.026	-.382	.703
Length of service	.146	.088	.127	1.661	.100
Plantilla Position	.056	.038	.111	1.464	.146
Self-control	.149	.133	.099	1.128	.262
Distancing	-.342	.231	-.223	-1.482	.142
Positive reappraisal	.260	.247	.159	1.051	.296
Confronting coping	.670	.074	.643	9.053	<.001
Seeking social support	.283	.124	.173	2.290	.024
R = 0.769 R ² = 0.592 F = 15.465 Sig. = <0.001					

Note: 4 – based on Linear Regression; ns – $P > 0.05$; * – $P < 0.05$; ** – $P < 0.01$; *** – $P < 0.001$

The regression analysis is significant, with an F-value of 15.465 and a corresponding p-value of <0.001 . Therefore, the null hypothesis stating that “the respondents’ demographic profile and coping strategies do not significantly influence job satisfaction as to the school head” was rejected in terms of confronting coping strategies and seeking social support.

Lazarus and Folkman’s Transactional Model of Stress and Coping (2019) emphasizes that problem-focused coping strategies, such as confronting coping, are beneficial in managing workplace stressors. For employees, these strategies enable them to address leadership-related challenges, which can enhance their satisfaction and performance. According to Chiaburu & Harrison (2020), individuals who actively engage with workplace stressors are more likely to experience better job outcomes, including increased satisfaction.

Conclusions

Based on the findings presented in the preceding section, the following conclusions were drawn.

In teaching Special Education, female teachers predominated, and the majority of them were aged 30-34. It was clear from the results that most of the respondents were Special Education Teacher I, followed by Teacher I, who had rendered 6-10 years of tenure. Since they are all public-school teachers, it may be inferred that respondents had the potential to feel pressured and encountered difficulties in dealing with the people around them, as well as navigating ups and downs, especially in managing paperwork and a backlog of obligations that hindered their personal, professional, and social growth.

The results demonstrated that respondents exhibit very high levels of emotion-focused coping strategies and self-control, successfully managing their emotions while navigating challenges. However, some indicators point toward occasional lapses in impulse control, highlighting areas where further improvement in decision-making processes. It is also shown that the respondents exhibit a very high reliance on seeking social support as a coping strategy, particularly for emotional comfort, advice, and relaxation. According to job satisfaction research, benefits such as vacation, sick leave, and government-provided benefits significantly contribute to employees’ sense of well-being and job contentment. Overall, fostering vigorous coping strategies and providing institutional support with the school heads, such as access to counseling and peer networks, to enhance feelings of support, reduce stress levels, and increase job satisfaction and recognition among SPED teachers and professional development, can enhance both the coping capacity and job satisfaction of special education professionals. This synergy was crucial for sustaining motivation and performance in the demanding field of special education.

Based on the conclusions drawn from the study, the following are formulated for a recommendation for Enhancing Coping Strategies and Job Satisfaction in Special Education: (1) Foster Peer Support Networks. Teachers encourage the formation of peer support groups where special education teachers can share experiences, strategies, and emotional support. Regular team-building activities and mentoring programs can strengthen these networks. (2) Implement Recognition and Reward Systems. Special Education Teachers must regularly recognize and celebrate the efforts and achievements of special education teachers to enhance their sense of accomplishment and job satisfaction. (3) Provide Opportunities for Career Growth. Create pathways for professional growth, such as advanced training, certifications, or leadership roles, to keep educators motivated and satisfied with their career progression. This will also assist and support teachers in managing stress through seminars and an understanding of the workplace stress they encounter. (4) Guidance counselors’ awareness of the stress instructors experience at work could increase their expertise in providing counseling services to all Special Education Teachers and Special Education learners. They should develop and deliver training programs and stress management workshops to lessen the obstacles and uncertainties in their job, families, and personal lives. (5) This study could serve as a source of information on other studies relating to job satisfaction and coping strategies. Other researchers could use the results of this present study to prove or disprove ideas in their studies as well.

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