

**Investigating the interplay of environmental conditions, role pressures,
and Special Education teachers' occupational well-being**

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ABSTRACT

This study investigated the interplay of environmental conditions, professional role pressures, and occupational well-being among special education teachers at Guadalupe Elementary School handling learners with special educational needs (LSENs) in inclusive education settings during the 2025–2026 school year. Utilizing a descriptive-correlational research design, data were collected from 30 teachers using a validated survey questionnaire. Descriptive statistics revealed that physical and environmental conditions, including facility resources and psychosocial climate, were generally favorable. However, teachers reported moderate levels of professional role pressures, particularly regarding administrative interference, competency strain in special education curriculum, and insufficient inclusive education exposure. While occupational wellness and satisfaction were high, moderate levels of occupational distress, such as emotional exhaustion, were also present. Correlation analysis indicated no significant relationship between physical/environmental conditions and either role pressures or well-being. However, a moderate inverse correlation was found between professional role pressures and occupational well-being, suggesting that increased role demands predict decreased well-being. The findings underscore that the primary challenge to teacher well-being is not the physical environment but the intensity and nature of professional role demands. The study concludes with the formulation of a targeted action plan, recommending interventions focused on reducing administrative burdens, enhancing

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competency-based professional development, and implementing support systems to mitigate stress and promote sustainable teacher well-being in inclusive educational contexts.

Keywords: Special Education, inclusive education, teacher well-being, role pressures, environmental conditions, descriptive-correlation, Cebu City, Philippines.

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INTRODUCTION

Inclusive education promotes equitable access for learners with special educational needs (LSENs) within mainstream classrooms by fostering diversity, participation, and acceptance. This educational approach, however, imposes substantial demands on special education teachers who must address complex learner needs despite limited institutional resources. The increasing expectations placed upon these educators emphasize the importance of examining their occupational well-being to sustain instructional quality and ensure educational equity. Globally, special education teachers in inclusive settings encounter environmental barriers such as insufficient accessibility features, poor lighting and ventilation, and limited assistive technologies, all of which hinder effective instruction and contribute to physical and psychological strain. These conditions require teachers to continually adapt to unfavorable teaching environments, thereby increasing workload and stress levels (Bernaldez, 2025).

In addition to environmental challenges, special education teachers experience intense professional role pressures characterized by overwhelming workloads, inadequate professional development opportunities for inclusive practices, and competing expectations from administrators, parents, and other educational stakeholders. The demands associated with individualized education planning and behavioral management further complicate their professional responsibilities and contribute to heightened occupational stress (Pantia, 2025). As a result, special education teachers worldwide report considerable occupational distress, including emotional exhaustion, depersonalization, and reduced professional accomplishment due to the demanding nature of inclusive educational environments. Difficulties in maintaining work life balance and the absence of sufficient social support further intensify these challenges, threatening teacher retention and long term well-being (Kilag et al., 2025).

Within the Philippine context, the implementation of inclusive education continues to be constrained by inadequate infrastructure and limited educational resources. Many schools lack appropriate SPED facilities and materials necessary to support LSENs effectively, resulting in overcrowded and poorly equipped classrooms that undermine the success of inclusive education initiatives. These deficiencies negatively affect teacher effectiveness, morale, and instructional delivery in both provincial and urban schools. Philippine special education teachers likewise encounter substantial professional pressures arising from expanded administrative duties, insufficient training opportunities, and cultural challenges associated with engaging diverse learners and their families. These demands significantly affect teacher confidence and instructional efficacy within inclusive classroom settings (Taghap, 2025). Moreover, Filipino SPED teachers exhibit moderate burnout symptoms associated with prolonged working hours, emotional labor, and inadequate institutional support, conditions that parallel the experiences of Filipino educators working abroad who also face workplace stressors and familial separation. These realities underscore the urgent need for interventions

that specifically target occupational well-being among special education teachers (Bernaldez, 2025).

Although previous studies have examined environmental conditions, professional role pressures, and occupational well-being independently, limited research has integrated these variables to determine their combined effects on Philippine SPED teachers within elementary inclusive education settings. This gap highlights the absence of localized and evidence based interventions that comprehensively address the multifaceted challenges experienced by special education teachers. Consequently, this study seeks to investigate the status and interrelationships of physical and environmental conditions, professional role pressures, and occupational well-being among special education teachers handling LSENs in inclusive settings at Guadalupe Elementary School during the 2025-2026 school year. The findings of the study aim to provide the basis for a responsive and contextually relevant action plan.

This study assumes that the interaction among physical and environmental conditions, professional role pressures, and occupational well-being can be explained through established theoretical frameworks that describe how workplace demands deplete individual resources and contribute to burnout, while supportive conditions foster resilience, engagement, and satisfaction. The study is anchored on several interrelated theories that collectively explain the occupational experiences of special education teachers in inclusive settings.

The Job Demands Resources (JD-R) Theory proposed by Bakker and Demerouti (2007) posits that job demands such as workload pressures and emotional strain interact with job resources including environmental support systems and psychosocial conditions to predict employee well-being. According to the theory, excessive demands without sufficient resources lead to exhaustion, whereas adequate resources buffer the effects of stress and promote work engagement (Bakker & Demerouti, 2007). This framework directly informs the present study by conceptualizing physical and environmental conditions as job resources and professional role pressures as job demands that influence occupational well-being within inclusive educational contexts.

Several studies have applied the JD-R framework to special education settings. Dejeron (2025) utilized the theory among Philippine special education teachers and found that excessive workload and take home responsibilities were associated with lower job satisfaction, although coping strategies partially mitigated these effects. However, the study did not extensively examine environmental conditions such as facility adequacy, thereby creating a gap in comprehensive analysis. Murangi (2022) explored the JD-R profiles of special education teachers in Namibia and revealed that role demands significantly predicted reduced work capabilities, while administrative resources inconsistently buffered burnout, suggesting contextual variability that remains insufficiently explored in Philippine settings. Similarly, a Liberty University study (2024) involving United States secondary special education teachers linked instructional and administrative demands to high turnover intentions while emphasizing collaboration as an important resource. Interestingly, the study also found that demands could sometimes enhance motivation when accompanied by adequate resources, thereby justifying further integrated correlational investigations.

The Maslach Burnout Inventory Theory developed by Maslach and Leiter (2016) further explains occupational well-being by conceptualizing burnout as a syndrome consisting of emotional exhaustion, depersonalization, and reduced personal accomplishment resulting from chronic workplace stressors. This theory is particularly relevant to special education because the relational and emotional demands of inclusive teaching often erode teachers' well-being over time (Maslach & Leiter, 2016). The theory directly connects to the study's focus on

occupational distress and wellness dimensions by explaining how role pressures manifest in the experiences of inclusive educators.

Recent investigations applying Maslach's framework have demonstrated the prevalence of burnout among special education teachers. A Jordanian study conducted in 2025 found moderate burnout levels associated with behavioral management demands and limited resources, with teaching experience influencing burnout while gender did not significantly affect outcomes. The study also identified a gap concerning the environmental influences on depersonalization. Squillaci (2021) examined burnout among Italian special education teachers and confirmed elevated emotional exhaustion caused by inclusive teaching demands over a twenty year period. The findings contradicted earlier assumptions of burnout stability by revealing significant increases following the pandemic, thereby emphasizing the need for updated validations in Philippine contexts. Brunsting (2025) further applied the theory among United States teachers and observed that while the three dimensions of burnout persisted, supportive resources reduced feelings of inefficacy. Nevertheless, the study identified insufficient integration of physical and environmental conditions, supporting the current study's multidimensional approach.

The Conservation of Resources (COR) Theory advanced by Hobfoll et al. (2018) also provides a strong theoretical basis for the present investigation. The theory asserts that individuals strive to obtain, retain, and protect resources such as facilities, competencies, and social support. Resource depletion creates stress and burnout, whereas resource gains promote well-being and resilience (Hobfoll et al., 2018). This framework is particularly applicable to inclusive education contexts where environmental inadequacies and role demands accelerate the depletion of personal and professional resources among teachers.

Research grounded in COR Theory has consistently highlighted the relationship between resource loss and occupational strain. A synthesis of 28 studies conducted in 2025 revealed that inclusive educators faced substantial responsibilities without sufficient time and training resources, leaving teachers overwhelmed and professionally exhausted. The review also identified unresolved issues regarding paraeducator specific resource losses and inconsistent principal support benefits, thereby justifying targeted school level investigations. Tufue (2024) applied COR Theory in Samoa and linked resource depletion caused by inclusive education demands to teacher burnout, while identifying coping strategies as important factors in sustaining competence. However, cultural differences limited the applicability of the findings to Philippine settings where familial and social support systems differ considerably. Dejeron (2025) likewise implicitly extended COR Theory to Filipino SPED teachers by demonstrating that poor working conditions intensified stress despite the presence of social support, highlighting the dominance of overwork in local educational contexts and reinforcing the need for localized intervention strategies.

Collectively, these theories provide a comprehensive framework for understanding how physical and environmental conditions serve as resources that may buffer the effects of professional role pressures on occupational distress among special education teachers in inclusive settings. The theories also highlight important gaps in previous studies, including inconsistent findings regarding the buffering effects of resources, post pandemic increases in burnout, and limited cultural applicability, all of which the present study seeks to address through correlational analysis conducted at Guadalupe Elementary School.

The Philippine government has established a strong legal foundation to ensure the rights of learners with disabilities and promote inclusive education. These legal mandates emphasize the country's commitment to equitable access to quality education for all learners, including those with special educational needs, while recognizing the crucial role of teachers in implementing inclusive practices. Republic Act No. 11650, otherwise known as the "Instituting

a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act” (2022), institutionalizes policies that guarantee learners with disabilities access to inclusive education through support services such as Inclusive Learning Resource Centers. The law also mandates professional development opportunities for teachers working with learners with disabilities. Custodio (2025) described this legislation as a landmark educational reform that ensures systematic support mechanisms for inclusive education in Philippine public schools.

Further supporting the study is Republic Act No. 10533, the “Enhanced Basic Education Act of 2013,” which emphasizes adapting curricula and instructional strategies to the diverse needs of learners, including those with special educational needs. The law recognizes the importance of differentiated instruction and supports Department of Education policies guiding inclusive education implementation. Jimenez (2025) emphasized that RA 10533 supports teachers by mandating capacity building programs and resources necessary for effectively managing diverse classrooms.

Additionally, DepEd Order No. 72, s. 2009, known as the “Implementing Guidelines on the Institutionalization of the Policy and Guidelines on Inclusive Education for Children with Special Needs,” operationalizes the government’s inclusive education objectives by establishing standards for delivering quality educational programs tailored to children with special needs. The policy also addresses teacher competencies within inclusive education settings. Alvaro (2024) highlighted the challenges experienced by Filipino teachers in inclusive classrooms and emphasized that clear policy guidelines such as DepEd Order No. 72 are essential in reducing burnout by ensuring adequate instructional support and resources.

The Philippine legal framework for inclusive education reinforces the state’s responsibility to provide equitable educational opportunities and support services for learners with disabilities while emphasizing the importance of teacher support and occupational well-being. These legal mandates strengthen the rationale for investigating teacher burnout and occupational wellness in inclusive settings to ensure the effective fulfillment of quality and inclusive education goals.

Related studies consistently demonstrate that excessive workload and work life conflict significantly predict organizational turnover among professionals (Hardies, 2023). Conversely, the availability of job resources such as social support and opportunities for professional development enhances teacher well-being and reduces turnover intentions (Liu, 2020; Pan et al., 2023). Research further indicates that job resources strongly predict teacher engagement, whereas high job demands combined with limited resources contribute substantially to employee strain and reduced well-being (Murangi et al., 2022). Inadequate resources have likewise been associated with increased job dissatisfaction and attrition intentions among educators and faculty members (Prasad et al., 2025).

Within special education settings, teachers commonly face significant demands including large caseloads, administrative burdens, and insufficient support staff and instructional materials (Kara et al., 2024). Murangi et al. (2022) reported that special education teachers working in highly demanding roles experienced poorer occupational well-being, thereby underscoring the importance of investigating demand resource profiles within this professional context. Costa (2023) emphasized the need for a comprehensive understanding of the challenges and support systems experienced by special education teachers to provide a nuanced perspective on their occupational well-being within specific educational ecosystems. This perspective aligns with Bakker and Demerouti’s (2014) assertion that the interaction of job demands, job resources, and personal resources collectively shapes teachers’ professional experiences.

Studies further indicate that adequate job resources, including administrative and collegial support, are essential in mitigating job demands and enhancing teacher retention and engagement among special education professionals (Murangi et al., 2022). Costa et al. (2024) highlighted that supportive work environments directly contribute to positive outcomes for educators, particularly within high demand professions. Moreover, Hlad'o and Harvánková (2024) stressed the importance of examining how personal resources such as resilience and self-efficacy interact with job demands and resources to comprehensively understand occupational well-being among special education teachers.

Research consistently demonstrates that excessive workload, challenging student behaviors, limited administrative support, and inadequate instructional materials contribute to elevated burnout levels and reduced job satisfaction among special education teachers (Collie et al., 2020; Li & Yu, 2024). In contrast, work environments characterized by moderate job demands and abundant resources foster higher engagement and lower turnover intentions among special education teachers (Murangi et al., 2022). Marušić et al. (2024) also emphasized that special education teachers frequently rely on personal strengths to cope with emotionally demanding situations and resource limitations. Consequently, understanding the interaction between personal resources, job demands, and job resources remains essential in developing effective support strategies and interventions aimed at enhancing occupational well-being among special education professionals.

Finally, Wilkinson et al. (2022) emphasized the importance of understanding how special education teachers sustain their well-being despite substantial professional challenges. Their findings provided a holistic perspective on teacher resilience and adaptability within demanding educational environments. This theoretical and empirical enrichment underscores the significance of fostering psychological capital alongside improving organizational support structures to enhance occupational well-being and reduce burnout among special education teachers in inclusive educational settings.

Statement of the Problem

This study determined the status of Physical/Environmental Conditions, Professional Role Pressures, and Occupational Well-Being among teachers from Guadalupe Elementary School who are handling Special Education Needs (SEN) students in inclusive education settings for the school year 2025-2026 as basis for the proposed action plan.

Specifically, it sought to answer the following questions:

1. To what extent do the established dimensions of Physical/Environmental Conditions influence overall working conditions, as perceived by the teacher respondents, in terms of Physical/Facility Resources and Psychosocial Work Climate?
2. To what level do the identified dimensions of Professional Role Pressures predict the experience of job-related stress among the teacher respondents in terms of Role Demands and Expectations and Professional Competency Strain?
3. To what degree do the dimensions of Occupational Well-Being characterize the teacher respondents in terms of Occupational Distress (Burnout) and Occupational Wellness/Satisfaction?
4. To what degree are the three major areas of investigation, namely Physical/Environmental Conditions, Professional Role Pressures, and Occupational Well-Being, interrelated?
5. Based on the findings of the study, what action plan shall be formulated?

METHODOLOGY

The study employed a descriptive correlational research design, which was appropriate for examining the conditions, pressures, and occupational well-being experienced by teachers handling learners with special educational needs (SEN) in inclusive education settings. The descriptive component enabled the researcher to systematically present the status of Physical and Environmental Conditions, Professional Role Pressures, and Occupational Well-being as perceived by the respondents. Simultaneously, the correlational component allowed the determination of the relationships among these variables and identified whether significant associations existed between workplace conditions, role related pressures, and teachers' occupational well-being. Through this design, the study described existing phenomena and analyzed the extent to which the identified variables were statistically related without manipulating any conditions or influencing the responses of the participants.

The study followed the Input, Process, Output (IPO) Model, which served as the conceptual and procedural framework guiding the investigation. The Input, Process, Output (IPO) Model is a systematic framework used in research to illustrate how a study transforms initial elements such as variables, resources, or data into meaningful results through a series of organized procedures. The model provided a clear visual and conceptual structure by demonstrating how the inputs of the study were subjected to specific processes that ultimately generated the intended outputs. It is commonly used in educational and social science research to ensure logical flow, methodological clarity, and alignment between the study's objectives and outcomes (McLeod, 2018; Ocampo & Sarmiento, 2020). The input component of the study consisted of the major variables investigated, namely the extent of Physical and Environmental Conditions, the level of Professional Role Pressures, and the degree of Occupational Well-being experienced by teachers handling learners with special educational needs (SEN). Specifically, the inputs covered indicators of Physical/Facility Resources, Psychosocial Work Climate, Role Demands and Expectations, Professional Competency Strain, Occupational Distress (Burnout), and Occupational Wellness/Satisfaction. The interrelationship among these three core areas also formed part of the study's input variables. The process component involved the systematic procedures undertaken to gather and analyze the data necessary to answer the research questions. These procedures included securing an approved transmittal letter, obtaining informed consent from the respondents, administering the validated survey questionnaire, subjecting the collected data to descriptive and inferential statistical analyses, interpreting the results, and correlating the variables. The final stage of the process involved deriving findings and formulating recommendations based on the observed patterns in the data. The output of the study was a proposed action plan formulated from the analyzed data and research findings. This action plan aimed to address the identified issues related to teachers' working conditions, role pressures, and occupational well-being, and served as a structured guide for implementing improvements within inclusive education settings, particularly in providing better support for teachers handling SEN learners.

The study was conducted at Guadalupe Elementary School, located at 1166 V. Rama Avenue, Barangay Guadalupe, Cebu City, Philippines. The school served as the primary research site because it offered a diverse educational environment that included both regular and special needs learners, making it an appropriate setting for investigating teachers' burnout in inclusive education. The institution offered programs such as the Alternative Learning System (ALS), Special Needs Education (SNED), and regular Kindergarten to Grade 6 classes. Guadalupe Elementary School is situated in the center of Barangay Guadalupe, one of the most populous and progressive barangays in Cebu City. Its location made it highly accessible to students and teachers from neighboring communities. The school provided a conducive learning environment within a bustling urban setting, reflecting both the opportunities and

challenges encountered in implementing inclusive education in a public school context. The school employed a total of 165 teachers assigned across various grade levels and specialized programs. It also had 6 administrative staff members, 4 utility personnel, and 3 security guards who contributed to the maintenance of school operations and safety. The total student population was 5,574, representing learners with diverse abilities, backgrounds, and educational needs. Included among these students were those enrolled in the Special Needs Education (SNED) program, which promoted inclusion and individualized instruction for learners with developmental, cognitive, behavioral, and physical challenges. The school was also equipped with facilities that supported both regular and inclusive education. It had 156 classrooms furnished with LED and Smart TVs to facilitate multimedia learning. The institution also featured three ICT rooms, a Science Laboratory, a TLE Room, a Mini Cultural Center, a Gymnasium, a Library, and a Learning Resource Center that provided supplementary instructional and research materials for teachers and students. In addition, the presence of a Feeding Center reflected the school's commitment to supporting the holistic development of learners by addressing their nutritional needs. Overall, the school's physical resources, large student population, and inclusive education programs made it an appropriate environment for examining the working conditions and burnout experiences of teachers engaged in inclusive education.

The respondents of the study were the teachers of Guadalupe Elementary School located at 1166 V. Rama Avenue, Barangay Guadalupe, Cebu City, Philippines. A total of 30 teachers participated in the study. These respondents were selected from various grade levels, including Kindergarten to Grade 6, as well as from the Special Needs Education (SNED) and Alternative Learning System (ALS) programs. The teachers were chosen because they were directly involved in the implementation of inclusive education, making them the most appropriate participants to provide insights into teachers' burnout, working environment, and role demands. The selection of respondents utilized purposive sampling, as the study specifically focused on teachers who were handling or had experience working with learners with special educational needs (SEN). This sampling method ensured that the data gathered were relevant and aligned with the objectives of the study. In terms of distribution, Kindergarten had 1 male and 2 female teachers for a total of 3 respondents representing 10.00% of the sample. Grade 1 also consisted of 1 male and 2 female teachers with a total of 3 respondents or 10.00%. Grade 2 had 1 male and 2 female teachers totaling 3 respondents or 10.00%, while Grade 3 likewise had 1 male and 2 female teachers totaling 3 respondents or 10.00%. Grade 4 included 1 male and 2 female teachers totaling 3 respondents or 10.00%, and Grade 5 also had 1 male and 2 female teachers totaling 3 respondents or 10.00%. Grade 6 consisted of 2 male and 2 female teachers with a total of 4 respondents representing 13.33% of the sample. The SNED, ALS, and Special Teachers category had 6 male and 2 female teachers totaling 8 respondents or 26.67%. Overall, the study involved 14 male and 16 female teachers with a total of 30 respondents representing 100.00% of the sample.

The study utilized a researcher developed survey questionnaire designed to gather data on the Physical and Environmental Conditions, Professional Role Pressures, and Occupational Well-being of teachers handling learners with special educational needs (LSENs) at Guadalupe Elementary School. The instrument consisted of three major parts aligned with the variables of the study. Part I examined Physical and Environmental Conditions through indicators of Physical/Facility Resources and Psychosocial Work Climate. Part II measured Professional Role Pressures by assessing Role Demands and Expectations together with Professional Competency Strain. Part III evaluated Occupational Well-being using items on Occupational Distress (Burnout) and Occupational Wellness/Satisfaction. All indicators were rated using a

four-point Likert scale, allowing respondents to express the extent to which the conditions, pressures, or well-being experiences were present in their work environment.

To ensure the appropriateness and accuracy of the instrument, the questionnaire underwent a comprehensive validation process. Initially, the instrument was subjected to content validation wherein a panel of experts in Special Education, Educational Leadership, and Research evaluated the clarity, relevance, and alignment of each item with the constructs being measured. The experts assessed whether the statements adequately represented the intended dimensions and whether they were suitable for teachers working in inclusive education settings. Based on the comments and recommendations of the validators, several items were refined, reworded, or reorganized to improve conceptual alignment and readability. Following content validation, the instrument underwent face validation to assess the clarity of language, simplicity of expression, and overall structure of the questionnaire to ensure that respondents could easily understand and interpret each statement.

After the validation process, the instrument was pilot tested on a comparable group of teachers who were not included in the final sample of the study. The responses obtained from the pilot testing were used to determine the reliability and internal consistency of each part of the instrument using Cronbach's alpha computed at the 0.05 level of significance. Cronbach's alpha served as the basis for evaluating the degree to which the items within each scale consistently measured the same construct. The resulting coefficients were interpreted using established thresholds wherein values of 0.70 and above indicated acceptable internal consistency, values of 0.80 and above indicated good reliability, and values of 0.90 and above indicated excellent reliability. All major sections of the questionnaire met or exceeded the minimum acceptable threshold ($\alpha \geq 0.70$), confirming that the indicators for Physical and Environmental Conditions, Professional Role Pressures, and Occupational Well-being were reliable and internally consistent. Overall, the validation and reliability results established that the researcher developed survey instrument was both valid and dependable for measuring the study variables. Its strong internal consistency and expert reviewed content made it suitable for gathering accurate and meaningful data from teachers in inclusive education settings.

The process of data collection was carried out in three major stages, namely the preliminary stage, the data gathering stage, and the post data gathering stage. During the preliminary stage, the researcher secured the necessary approval and permits to conduct the study. A formal request letter was submitted to the school principal of Guadalupe Elementary School to seek authorization for the distribution of the research instrument. At this stage, the researcher also prepared the questionnaire, which underwent expert validation to ensure content relevance and clarity. An informed consent form was attached to the instrument to ensure that respondents were fully informed regarding the purpose of the study, the voluntary nature of their participation, and their rights under the Data Privacy Act. During the data gathering stage, the researcher personally administered the questionnaires to the teachers of Guadalupe Elementary School after approval had been granted. The respondents were provided with clear instructions regarding the accomplishment of the instrument and were assured that their responses would remain anonymous and confidential. Adequate time was allotted to allow teachers to answer the questionnaire without disrupting their teaching schedules. The researcher also remained available during this stage to clarify any questions or concerns raised by the respondents. During the post data gathering stage, the accomplished questionnaires were retrieved and carefully checked for completeness and accuracy. The collected data were then encoded, organized, and subjected to appropriate statistical treatments to address the research questions and hypotheses of the study. The results were analyzed and interpreted in relation to the study objectives. Finally, the findings were consolidated to serve as the basis for

conclusions and recommendations, particularly in the formulation of training and support programs aimed at enhancing teachers' readiness for inclusive education.

Ethical considerations were strictly observed throughout the conduct of the study. The participants were informed about the nature and purpose of the research and were asked to sign a consent form prior to their participation. Teachers were not subjected to any form of obligation or coercion to participate in the study. The consent form was clearly explained to all participants involved in the research. Upon obtaining consent, all responses, treated as raw data, remained private and confidential and were used exclusively for the purpose of the study. With regard to confidentiality and privacy, the researchers ensured that all collected data were protected and not shared with unauthorized individuals. All information obtained from the study was utilized solely for the intended research purpose.

The data collected through the survey questionnaire were analyzed using both descriptive and inferential statistical methods to address the research questions and test the null hypotheses of the study. Mean was used to determine the average responses of the teacher respondents for each indicator across the variables of Physical and Environmental Conditions, Professional Role Pressures, and Occupational Well-being. This measure summarized the central tendency of the teachers' perceptions and experiences. Standard Deviation was computed to determine the extent of variability in the teachers' responses regarding their working environment and the frequency of burnout symptoms experienced in inclusive education settings. This statistic indicated how widely dispersed or consistent the responses were for each measured dimension. Pearson Product Moment Correlation Coefficient (r) was utilized to determine whether significant relationships existed among Physical and Environmental Conditions, Professional Role Pressures, and Occupational Well-being. This analysis identified the strength and direction of the associations among the major variables of the study.

The responses to the survey questionnaire were measured using Likert type scales that quantified the teacher respondents' perceptions, experiences, and levels of agreement with the statements provided. Parts 1, 2, and 3 of the instrument collectively assessed the extent to which Physical and Environmental Conditions influenced teachers' working conditions, the level to which Professional Role Pressures predicted job related stress, and the degree to which occupational well-being characterized their overall work experience. All items were rated using a four-point Likert scale, and the computed mean scores were interpreted using descriptive ratings and corresponding verbal interpretations to ensure consistency, clarity, and accuracy in the data analysis. A rating of 4 with a scoring range of 3.25 to 4.00 corresponded to "Strongly Agree" and was interpreted as "Highly Evident," indicating that the condition, pressure, or well-being dimension was consistently and strongly present. A rating of 3 with a scoring range of 2.50 to 3.24 corresponded to "Agree" and was interpreted as "Evident," indicating that the condition, pressure, or well-being dimension was moderately present or experienced. A rating of 2 with a scoring range of 1.75 to 2.49 corresponded to "Disagree" and was interpreted as "Less Evident," indicating that the condition, pressure, or well-being dimension was seldom or weakly present. A rating of 1 with a scoring range of 1.00 to 1.74 corresponded to "Strongly Disagree" and was interpreted as "Not Evident," indicating that the condition, pressure, or well-being dimension was largely absent or not experienced. The weighted mean of each indicator was computed and interpreted based on this scale to determine the overall extent to which teachers' working environment, professional role pressures, and occupational well-being were manifested within the inclusive education setting.

To ensure clarity and consistency throughout the study, several key terms were operationally defined according to their measurement and application within the research context. Action Plan referred to the systematic set of strategies, interventions, and programs

formulated based on the findings of the study. It was designed to improve the physical and environmental work conditions, reduce professional role pressures, and enhance the occupational well-being of Special Education (SpEd) and Inclusive Education (IE) teachers at Guadalupe Elementary School. Environmental Conditions referred to the combined physical and psychosocial attributes of the workplace that influenced teachers' comfort, safety, and productivity. Operationally, these were measured through indicators describing physical facility quality, workplace environment, and supportive or non-toxic organizational climate. Inclusive Education (IE) referred to the educational approach practiced at Guadalupe Elementary School wherein students with special educational needs (SEN) were integrated into regular classrooms to learn alongside their peers, with appropriate support and accommodations provided by teachers. I.E. Teachers' Occupational Well-being referred to the overall state of health, satisfaction, and adaptive functioning among teachers handling inclusive education classes. It was measured through indicators of burnout, mental wellness, job satisfaction, and work life balance within inclusive settings. Learners with Special Educational Needs (LSENs) referred to students who required additional support due to physical, intellectual, emotional, behavioral, or developmental difficulties. In this study, SEN learners referred to those enrolled in inclusive classes or in the Special Needs Education (SNED) program at Guadalupe Elementary School. Occupational Distress (Burnout) referred to the negative and maladaptive psychological state resulting from prolonged job-related stress and was operationally measured through indicators of emotional exhaustion, depersonalization or cynicism, and reduced professional efficacy. Occupational Well-being referred to the general condition of a teacher's work-related mental health, engagement, and satisfaction and was assessed through measures of occupational distress or burnout together with occupational wellness and satisfaction. Occupational Wellness/Satisfaction referred to the positive and adaptive dimension of occupational well-being, including feelings of accomplishment, positive mental health, work life balance, job satisfaction, and optimism toward one's career. Physical Conditions referred to the tangible and structural aspects of the teacher's work environment, including classroom arrangement, lighting, ventilation, and overall facility quality, and were measured through indicators of physical and facility resources together with workplace conditions. Physical/Facility Resources referred to the tangible and static physical infrastructure and equipment necessary for teachers to carry out their responsibilities and were measured through indicators assessing workplace facilities, classrooms, faculty workspaces, and the adequacy of instructional resources. Professional Competency Strain referred to the difficulty teachers experienced when job requirements exceeded their current level of training, skills, or experience and was measured through indicators of inadequate training, limited inclusive education exposure, skill gaps, and challenges in managing diverse student needs. Professional Pressures referred to the combined expectations, demands, and competency related challenges teachers faced in performing their professional duties and covered both role demands and expectations together with competency strain. Psychosocial Work Climate referred to the quality of interpersonal relationships, organizational support, and emotional atmosphere within the school environment and was measured through indicators related to collegial support, non-toxic workplace practices, emergency preparedness, availability of teaching resources, and supervisor respect. Role Demands and Expectations referred to the volume, complexity, and clarity of tasks assigned to teachers and were measured through indicators describing administrative workloads, expectations for high professional standards, time sufficiency, and the complexity of meeting diverse students' needs. Role Pressures referred to the combined effects of role expectations, demands, and competency related challenges that contributed to job related stress and were measured through indicators of

workload, role clarity, expectations, and personal competency gaps. SpEd Teachers' Occupational Well-being referred specifically to the work-related mental health, job satisfaction, and stress levels of teachers handling Special Education Needs (SEN) learners and was evaluated through indicators of burnout and occupational wellness within the context of SpEd responsibilities. Well-being referred to an individual's holistic sense of health, functioning, and life satisfaction. In this study, it focused on work related well-being encompassing both negative experiences of distress and positive experiences of wellness among teachers. Workplace Factors referred to the combined elements of the physical environment, facility quality, and support resources available to teachers, including classroom conditions, faculty workspace availability, and access to teaching materials that influenced daily work experiences.

RESULTS AND DISCUSSION

This section presents, analyzes, and interprets the scientific results derived from the responses of the participating special education teachers handling Learners with Special Educational Needs (LSENs) in inclusive classrooms. The discussion is grounded on the quantitative data gathered through the research instrument and interpreted in direct relation to the study's objectives concerning physical/environmental conditions, professional role pressures, and occupational well-being. The analysis utilized descriptive statistical measures such as mean and standard deviation, as well as correlational analysis through computed rho and p-values to determine the relationships among the major variables. The findings are presented as an integrated narrative to explain how physical/environmental conditions, psychosocial climates, role pressures, competency strains, burnout indicators, and wellness factors collectively shape the professional experiences of special education teachers in inclusive educational settings.

The extent to which the established dimensions of physical/environmental conditions influence overall working conditions revealed generally favorable perceptions among the teachers. In the dimension of Physical/Facility Resources, the overall mean was 3.70 with an SD of 0.70, verbally interpreted as "Strongly Agree." This indicates that teachers generally perceived their physical working environment as highly supportive of instructional delivery and professional functioning. Specifically, the indicator "I have access to sufficient and functioning teaching equipment (e.g., projectors, computers) necessary for my job" obtained the highest mean of 3.47 with an SD of 0.73 and was interpreted as "Strongly Agree," suggesting that technological and instructional tools were perceived as accessible and functional for inclusive education implementation. Likewise, the indicators "The ventilation and lighting in my primary work area (i.e. classrooms) are suitable for a productive learning environment" with a mean of 3.37 and SD of 0.67 and "The instructional rooms are adequately sized and well-maintained for teaching and learning activities" with a mean of 3.33 and SD of 0.48 both received "Strongly Agree" interpretations, reflecting teachers' satisfaction with the core instructional environment.

However, not all aspects of the physical environment achieved equally high ratings. The indicator "There are enough private work spaces or faculty rooms available for tasks requiring concentration" yielded a mean of 2.93 and SD of 0.83 with a verbal interpretation of "Agree," while "The facilities (e.g., learning resource area, case management cubicle, and the like) are clean, safe, available, and regularly serviced" obtained a mean of 3.23 and SD of 0.68, also interpreted as "Agree." These findings indicate that while instructional spaces and teaching tools are largely sufficient, ancillary facilities and private workspaces remain areas requiring improvement. The results imply that teachers experience adequate support in conducting

instructional responsibilities but encounter limitations when engaging in tasks requiring concentration, lesson preparation, documentation, and individualized planning. Such findings substantiate the argument that inclusive educational success is not solely dependent on classroom functionality but also on the availability of supportive professional spaces that facilitate cognitive and administrative work.

The results support the observations of Lagata (2022), who found that while Philippine schools often meet minimum classroom and instructional equipment standards, deficiencies in specialized facilities and support spaces continue to hinder optimal special education service delivery. Pascual (2020) similarly emphasized that accessible instructional technologies positively influence inclusive classroom implementation but noted that insufficient auxiliary facilities increase teacher strain and administrative inefficiency. Conversely, Campdado et al. (2023) identified contexts where high technology limitations constrained inclusive teaching effectiveness, indicating that resource adequacy varies significantly across institutions and further validating the necessity of localized assessments such as the present study.

The Psychosocial Work Climate dimension also demonstrated highly positive evaluations among teachers, obtaining an overall mean of 3.35 with an SD of 0.67 and a verbal interpretation of “Strongly Agree.” The highest-rated indicator was “My colleagues and I maintain positive and supportive professional relationships with one another,” which garnered a mean of 3.70 and SD of 0.47, interpreted as “Strongly Agree.” This result suggests that collegial support and collaborative relationships serve as significant emotional and professional resources for teachers handling LSENs in inclusive classrooms. Similarly, “I feel respected and valued by my immediate supervisors (e.g. Head Teacher, Master Teacher, and/or Year Leader) while at work” obtained a mean of 3.47 with an SD of 0.51 and was interpreted as “Strongly Agree,” while “The school administration and its middle managers actively promotes a non-toxic working environment” yielded a mean of 3.43 and SD of 0.57 with the same interpretation. These findings collectively demonstrate that teachers perceive the interpersonal and supervisory climate of the institution as highly supportive, respectful, and professionally affirming.

Nonetheless, two indicators obtained slightly lower ratings. The statement “I feel the organization is adequately prepared to handle emergency situations and/or practical circumstances (e.g. IE setting)” achieved a mean of 3.17 with an SD of 0.59 and was interpreted as “Agree,” while “Sufficient resources (e.g., assistive technology, learning materials, etc.) are provided to ensure I can effectively manage my workload” registered a mean of 2.97 with an SD of 0.89 and was likewise interpreted as “Agree.” These findings indicate that despite the strong relational and supervisory climate, teachers perceive certain institutional and logistical supports as only moderately sufficient. Specifically, resource adequacy and emergency preparedness remain concerns that may limit the full effectiveness of inclusive educational practices. The findings imply that emotional and interpersonal support systems are functioning effectively, but tangible institutional supports require further strengthening to comprehensively sustain teacher well-being and workload management.

These findings align with Ahillon (2025), who observed that strong collegial relationships and supervisory support significantly enhance teacher resilience and job satisfaction among special education teachers despite persistent workload demands. Ilagan (2024) likewise found that collaborative work environments and administrative responsiveness reduce psychological strain among inclusive education teachers, although insufficient instructional materials and support resources continue to constrain effectiveness. Cuadra (2023) further emphasized that while social support mitigates occupational stress, weak

emergency preparedness systems and inadequate material support increase professional vulnerability among teachers in inclusive settings.

The level to which the identified dimensions of professional role pressures predict job-related stress among teachers revealed that Role Demands and Expectations obtained an overall mean of 3.08 with an SD of 0.71 and a verbal interpretation of "Agree." The indicators "The diverse and complex needs of my students require a level of effort that is consistently challenging to maintain" and "I clearly understand all the responsibilities and expectations associated with my role as SpEd/Inclusive Education Teachers" both achieved means of 3.33 with SDs of 0.55 and 0.61, respectively, and were interpreted as "Strongly Agree." These findings indicate that teachers possess a clear understanding of their professional responsibilities while simultaneously acknowledging the consistently demanding nature of managing diverse learner needs within inclusive classrooms.

Other indicators yielded "Agree" interpretations, including "The volume of assigned administrative tasks or added works that are not related to significantly interferes with my instructional duties" with a mean of 3.13 and SD of 0.68, "I have sufficient time to thoroughly prepare the intended lessons and instructional materials within such inclusive setting" with a mean of 2.93 and SD of 0.74, and "I constantly feel pressure from peers to meet very high professional standards in managing students with special needs/disabilities" with a mean of 2.67 and SD of 0.76. These findings demonstrate that although teachers understand their professional roles, they continue to encounter substantial pressures arising from administrative demands, time constraints, and expectations related to instructional quality. The coexistence of role clarity and role strain indicates that the primary challenge does not stem from ambiguity regarding responsibilities but rather from the intensity and volume of demands associated with inclusive teaching.

The results reinforce the observations of Estorninos (2025) and Cuadra (2023), who found that special education teachers frequently experience moderate-to-high role strain due to excessive administrative tasks and the complexity of managing diverse learner needs. Kilag et al. (2025) similarly reported that while teachers generally understand individualized education expectations and inclusive teaching responsibilities, insufficient time and workload overload significantly constrain instructional effectiveness. Allam and Martin (2021) additionally emphasized that inadequate preparation time exacerbates occupational stress among inclusive educators, thereby supporting the present findings that administrative interference and limited preparation opportunities intensify professional role pressures.

Professional Competency Strain yielded an overall mean of 2.97 with an SD of 0.76 and a verbal interpretation of "Agree," indicating that teachers experience moderate levels of stress related to perceived gaps in professional skills, training, and experience. The indicator "My current competencies (knowledge and skills) need updating to effectively teach the curriculum content in special education" obtained the highest mean of 3.27 with an SD of 0.64 and was interpreted as "Strongly Agree." This finding demonstrates a significant perceived need for updated competencies related to inclusive and special education pedagogy. Other indicators such as "I feel a strain because I lack adequate exposures and experience in Inclusive Education (IE) settings" with a mean of 3.10 and SD of 0.71, "The professional development opportunities provided are insufficient to address my skill gaps" with a mean of 2.97 and SD of 0.72, "I lack the necessary training or experience to confidently handle class management challenges" with a mean of 2.80 and SD of 0.92, and "I sometimes feel my attitude towards new challenges is a barrier to meeting my role demands within an inclusive classroom" with a mean of 2.70 and SD of 0.70 were all interpreted as "Agree."

The findings indicate that competency-related strain is not confined to theoretical knowledge deficits but extends to practical exposure, classroom management, and professional

confidence within inclusive educational settings. Teachers perceive existing professional development opportunities as insufficient for addressing the evolving demands of inclusive teaching. The strong agreement regarding the need for updated competencies suggests the presence of a substantial knowledge-practice gap, particularly in differentiated instruction, curriculum adaptation, assistive technology integration, classroom management for learners with ASD and ADHD, and disability-specific communication strategies such as Braille and Filipino Sign Language. These findings imply that professional development programs must move beyond generalized seminars toward more sustained, context-specific, and application-oriented interventions that directly address classroom realities.

The findings parallel those of Arao and Fontanilla (2024), who documented widespread competency strain among Philippine special education teachers due to insufficient exposure to inclusive educational practices and inadequate specialized training. Espeño et al. (2024) likewise reported that teachers handling inclusive classrooms frequently express the need for updated pedagogical competencies and practical professional development opportunities. Alipongan (2025) further emphasized that collaborative and experiential professional development models are more effective in reducing competency strain than isolated training interventions, thereby reinforcing the present study's recommendation for comprehensive competency-building programs.

The degree to which the dimensions characterize occupational well-being among teachers revealed contrasting but interconnected patterns of distress and satisfaction. Occupational Distress (Burnout) obtained an overall mean of 2.60 with an SD of 0.87 and was verbally interpreted as "Agree," indicating that teachers regularly experience manifestations of occupational strain and emotional exhaustion. The indicator "I feel emotionally drained at the end of a typical workday" achieved a mean of 2.87 with an SD of 0.86 and was interpreted as "Agree," while "I worry that my efforts at work are not making a significant positive difference (reduced professional efficacy)" registered a mean of 2.83 with an SD of 0.79, also interpreted as "Agree." Similarly, "I often feel detached or cynical about my work and my students (depersonalization)" obtained a mean of 2.67 with an SD of 0.88 and "I feel overwhelmed by the persistent job-related stress" garnered a mean of 2.60 with an SD of 0.81, both interpreted as "Agree."

In contrast, the indicator "I have lost interest in my work since I started this job (reduced professional efficacy)" yielded a mean of 2.03 with an SD of 0.81 and was interpreted as "Disagree." This result is particularly significant because it demonstrates that although teachers experience emotional exhaustion, stress, and feelings of reduced efficacy, they have not disengaged from the teaching profession itself. The findings suggest that the teachers remain intrinsically committed to their vocation despite ongoing occupational strain. This profile reflects moderate burnout symptoms characterized by emotional fatigue and stress without complete depersonalization or professional withdrawal. The persistence of professional interest and engagement indicates that occupational distress has not yet escalated into severe burnout syndrome, although the risk of deterioration remains if role pressures continue unaddressed.

These findings support the work of Al-Edwan et al. (2025) and Caggiano et al. (2024), who reported moderate burnout levels among special education teachers handling inclusive classrooms, particularly in relation to emotional exhaustion and reduced efficacy concerns. Embleton et al. (2024) similarly found that despite high stress levels, many special education teachers retain strong intrinsic motivation and professional commitment, which buffers against complete occupational disengagement. Bussey (2022) also noted that collaborative support systems and personal coping mechanisms help sustain teacher engagement even in the presence of chronic occupational stress.

In contrast to the moderate burnout indicators, Occupational Wellness/Satisfaction obtained an overall mean of 3.35 with an SD of 0.63 and was interpreted as “Strongly Agree,” indicating a highly positive sense of occupational fulfillment and well-being among the teachers. All indicators within this dimension received “Strongly Agree” interpretations. The indicator “I feel a sense of accomplishment and engagement in my work (job satisfaction/engagement)” achieved the highest mean of 3.43 with an SD of 0.57, followed by “My job gives me a feeling of meaning and purpose” with a mean of 3.37 and SD of 0.67, “I am optimistic about my future career path in this institution or beyond this domain” with a mean of 3.33 and SD of 0.71, “I generally feel happy and positive about my mental health” with a mean of 3.30 and SD of 0.60, and “I am able to maintain a good balance between my work life and my personal life (work-life wellness)” with a mean of 3.30 and SD of 0.65.

These uniformly high ratings indicate that despite experiencing moderate occupational distress, teachers continue to derive substantial meaning, fulfillment, and psychological satisfaction from their work. The findings suggest that intrinsic motivation, professional purpose, and personal resilience function as protective factors that sustain occupational well-being despite role pressures and competency strains. Teachers appear to possess adaptive coping strategies and strong vocational commitment that allow them to maintain positive mental health and professional optimism. The coexistence of moderate burnout and high wellness underscores the complexity of occupational well-being among special education teachers, wherein distress and fulfillment can simultaneously exist within demanding professional contexts.

These findings align with Dotimas et al. (2022), who found that special education teachers often experience strong occupational satisfaction derived from student impact, professional accomplishment, and vocational meaning despite high stress levels. De Leon (2024) similarly reported that social support, personal resilience, and strong intrinsic motivation contribute significantly to occupational wellness among Filipino special education teachers. Ilagan (2024) additionally emphasized that although teachers may experience workload-related pressures, sustained professional purpose and engagement serve as crucial protective mechanisms that preserve psychological well-being and occupational commitment.

The degree of interrelationship among Physical/Environmental Conditions, Professional Role Pressures, and Occupational Well-being was examined using correlational analysis. The relationship between Physical/Environmental Conditions and Professional Role Pressures yielded a computed rho of 0.026, interpreted as a “Very weak” correlation, with a p-value of 0.890. Since the p-value exceeded the significance level of $p < 0.05$ (two-tailed), the null hypothesis was accepted, indicating no significant correlation between the variables. This finding suggests that the adequacy of physical resources and psychosocial work climate does not significantly influence teachers' perceptions of role demands, workload pressures, or competency strain. Teachers may simultaneously perceive their physical environment positively while still experiencing substantial professional pressures arising from instructional complexity and administrative demands.

Similarly, the relationship between Physical/Environmental Conditions and Occupational Well-being yielded a computed rho of 0.097, interpreted as a “Very weak” correlation, with a p-value of 0.611. Because the p-value exceeded the significance threshold of $p < 0.05$ (two-tailed), the null hypothesis was likewise accepted, indicating no significant correlation between physical/environmental conditions and occupational well-being. This result implies that while teachers strongly agree that they work within supportive physical and psychosocial environments, these conditions alone do not significantly determine their levels of occupational wellness or distress. The findings indicate that occupational well-being may be

more strongly influenced by intrinsic motivational factors, professional identity, coping strategies, and role-related pressures than by environmental conditions alone.

In contrast, the relationship between Professional Role Pressures and Occupational Well-being produced a computed rho of -0.580, interpreted as a “moderate” inverse correlation, with a p-value of 0.001. Since the p-value was lower than the significance level of $p < 0.05$ (two-tailed), the null hypothesis was rejected, indicating a significant correlation between the variables. The negative direction of the correlation signifies that as professional role pressures increase, occupational well-being decreases. Specifically, heightened administrative burdens, competency strain, peer expectations, and the challenges associated with managing diverse learner needs correspond with increased emotional exhaustion, stress, and burnout indicators, while simultaneously diminishing job satisfaction, work-life wellness, optimism, and professional fulfillment.

The moderate magnitude of the inverse relationship indicates that professional role pressures are substantial predictors of occupational well-being, although not the sole determinants. This finding is consistent with the earlier descriptive results wherein teachers reported moderate burnout symptoms while simultaneously maintaining strong occupational wellness and satisfaction. The results imply that although teachers currently sustain high levels of intrinsic motivation and professional purpose, prolonged exposure to unresolved role pressures may gradually erode these protective psychological factors. Consequently, interventions targeting workload reduction, administrative streamlining, competency development, and emotional support are essential for preserving teacher well-being and preventing escalation into severe burnout.

These correlational findings support Dejeron (2025), who found that professional role demands significantly predict burnout and diminished job satisfaction among special education teachers, while physical resource adequacy demonstrated limited predictive influence on psychological well-being. Minor (2023) similarly observed that administrative overloads and competency pressures remain dominant predictors of occupational stress regardless of resource sufficiency, thereby supporting the present study’s conclusion that professional demands exert stronger effects on teacher wellness than environmental conditions alone.

Overall, the findings demonstrate that special education teachers handling LSENs in inclusive classrooms generally perceive their physical/environmental conditions and psychosocial work climates positively, particularly in relation to instructional facilities, collegial support, supervisory respect, and occupational fulfillment. However, moderate levels of professional role pressure, competency strain, emotional exhaustion, and job-related stress persist despite these positive environmental perceptions. The results further establish that while physical/environmental conditions are not significantly related to role pressures or occupational well-being, professional role pressures exhibit a significant moderate inverse relationship with occupational well-being, confirming that increasing professional strain diminishes teachers’ psychological wellness and occupational satisfaction. These findings contribute important empirical evidence regarding the multidimensional experiences of special education teachers in inclusive settings and underscore the urgent need for institutional interventions focused on workload management, competency enhancement, professional support systems, and stress reduction strategies. Collectively, the findings provide a comprehensive understanding of how inclusive education environments shape teacher experiences and establish a strong empirical foundation for the formulation of targeted recommendations and intervention frameworks in the succeeding chapter.

CONCLUSION

The study established that special education teachers at Guadalupe Elementary School generally function within favorable physical and psychosocial working conditions while maintaining high levels of occupational wellness and professional satisfaction. The findings revealed that instructional rooms were adequately sized, properly maintained, and equipped with sufficient lighting, ventilation, and teaching resources that supported classroom instruction. Teachers also perceived the psychosocial climate positively, particularly in terms of supportive relationships among colleagues and the respect demonstrated by school administrators and supervisors. Nevertheless, concerns remained regarding the insufficiency of private workspaces, inconsistent maintenance of ancillary facilities such as learning resource areas, and the limited availability of resources necessary for effective workload management. Although the physical and environmental conditions were generally satisfactory, these identified limitations continued to affect teachers' efficiency in completing focused instructional and administrative responsibilities.

The study further demonstrated that teachers experienced moderate levels of professional role pressures arising from the demands of inclusive education settings. Administrative responsibilities were perceived to interfere with instructional duties, while expectations from peers and professional standards contributed additional pressure. Although teachers acknowledged having sufficient time for lesson preparation, they strongly affirmed that the diverse and complex needs of learners with special educational needs consistently posed significant challenges in classroom instruction and management. Teachers also recognized the need to continuously update their competencies in the special education curriculum and inclusive education practices. The findings further indicated that many teachers perceived inadequacies in professional training, inclusive education exposure, and professional development opportunities necessary to address competency gaps effectively. These conditions reflected the growing demands placed upon special education teachers as they navigate increasingly complex inclusive classroom environments.

In relation to occupational well-being, the study found that teachers experienced moderate levels of occupational distress characterized by emotional exhaustion, feelings of being overwhelmed by work related stress, and concerns that their efforts were not always producing meaningful outcomes. Despite these challenges, teachers did not exhibit disengagement from their profession, as they continued to maintain interest and commitment to their work. Simultaneously, high levels of occupational wellness and satisfaction were evident, with teachers expressing strong agreement regarding their sense of accomplishment, work life balance, optimism about their professional future, and the meaningfulness of their teaching responsibilities. These findings suggest that although special education teachers encounter considerable professional pressures, they continue to demonstrate resilience, dedication, and commitment to inclusive education.

The correlation analysis further clarified the relationship among the major variables of the study. No significant relationship was identified between physical and environmental conditions and professional role pressures, nor between physical and environmental conditions and occupational well-being. However, a moderate and significant inverse relationship was found between professional role pressures and occupational well-being, indicating that increases in role related pressures correspond with decreases in teachers' occupational wellness. This finding confirmed that professional demands, particularly administrative overload, competency related strain, and the complexity of addressing diverse learner needs, constitute the most influential factors affecting teachers' occupational well-being. While the physical environment was not statistically associated with occupational wellness, deficiencies in specific facilities such as private workspaces remained relevant because they indirectly

contributed to inefficiency, reduced focus, and heightened stress during instructional preparation and administrative work.

Based on these findings, the study concludes that sustaining the occupational well-being of special education teachers in inclusive education settings requires a comprehensive and balanced institutional response that addresses both professional role demands and environmental support systems. The study underscores the necessity of reducing non instructional workloads, strengthening professional development opportunities, improving competency in special education curriculum implementation and inclusive practices, and providing adequate emotional and organizational support mechanisms for teachers. Likewise, improving ancillary facilities, maintaining learning resource areas, ensuring sufficient instructional and assistive materials, and establishing dedicated private workspaces remain important supportive measures that contribute to teacher productivity and focus.

In response to these identified concerns, the proposed Action Plan serves as a strategic and systematic intervention framework intended to enhance teacher well-being, resilience, and instructional effectiveness. The plan emphasizes the reduction of administrative burdens through workflow streamlining, clerical support, and task auditing. It also prioritizes targeted professional development initiatives, including workshops, Learning Action Cell sessions, peer coaching, immersion experiences, and access to professional learning opportunities focused on special education curriculum and inclusive education strategies. Furthermore, the plan advocates the improvement of school facilities and resource management systems to ensure that teachers are provided with conducive workspaces and sufficient instructional support materials. The inclusion of wellness initiatives, peer support systems, counseling access, recognition programs, and reflective practice activities likewise aims to strengthen teachers' coping mechanisms, reinforce professional efficacy, and mitigate emotional exhaustion. Through collaborative implementation involving school administrators, coordinators, teachers, guidance personnel, and stakeholders, the Action Plan is expected to foster a more sustainable, supportive, and responsive working environment for special education teachers handling learners with special educational needs in inclusive education settings.

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