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A predictive model of adversity quotient and work motivation on job satisfaction among special needs education (SNED) teachers

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ABSTRACT

This study examined Adversity Quotient (AQ) and Work Motivation in relation to Job Satisfaction among Special Needs Education (SNED) teachers during School Year 2025–2026. A quantitative, non-experimental, predictive-correlational design was employed, with 100 reported respondents from selected public elementary and integrated schools in Davao del Norte. Adapted survey instruments were used, and responses were analyzed using descriptive statistics, Pearson product–moment correlation, and multiple linear regression. The reported overall levels were Very High for AQ (M = 3.39), Work Motivation (M = 3.40), and Job Satisfaction (M = 3.31). Compensation and benefits was the only job satisfaction dimension classified as High (M = 3.16). AQ and Job Satisfaction were positively correlated ($r = .555$, $p < .001$), as were Work Motivation and Job Satisfaction ($r = .636$, $p < .001$). The multiple-regression model was statistically significant ($R^2 = .420$, $F = 35.14$, $p < .001$). However, Work Motivation was a significant unique predictor ($\beta = .497$, $p < .001$), whereas AQ was not significant after controlling for Work Motivation ($\beta = .187$, $p = .107$). These findings support prioritizing motivation-oriented institutional support while continuing resilience and well-being initiatives. The proposed output is the SNED Teachers Resilience, Motivation, and Well-Being Enhancement Program (STRMWEP).

Keywords: SNED Teachers; adversity quotient; work motivation; job satisfaction; special and inclusive education; quantitative; predictive-correlational; Davao del Norte; Philippines.

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INTRODUCTION

Special Needs Education (SNED) is a specialized field of education that provides instructional programs and support services designed to address the unique learning, behavioral, social, emotional, and developmental needs of learners with disabilities and exceptionalities. These learners may include individuals with autism spectrum disorder, intellectual disability, hearing impairment, visual impairment, learning disabilities, speech and language disorders, emotional and behavioral difficulties, giftedness, and other developmental conditions. The growing emphasis on inclusive education has expanded the responsibilities of

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Special Needs Education (SNED) Teachers, requiring them to provide individualized instruction, develop intervention programs, collaborate with parents and multidisciplinary teams, prepare extensive documentation, and ensure that learners achieve meaningful educational outcomes despite diverse learning needs. As the complexity of special education services continues to increase, attention has shifted toward understanding the factors that sustain teachers' effectiveness, motivation, well-being, and satisfaction in the profession.

The teaching profession has become increasingly demanding due to rapid educational reforms, expanding accountability measures, and the growing diversity of learners in contemporary classrooms. Across educational systems worldwide, teachers are expected not only to deliver instruction but also to manage behavioral concerns, address psychosocial needs, monitor learner progress, and adapt to evolving curricular and technological requirements. Within special education settings, these responsibilities become more pronounced because teachers must simultaneously address individualized educational needs while maintaining compliance with institutional, administrative, and legal requirements. Consequently, the capacity of teachers to respond positively to challenges, setbacks, and difficult circumstances has become an important consideration in understanding their professional functioning and long-term commitment to the profession.

One factor that may influence how teachers navigate professional challenges is Adversity Quotient. In educational settings, adversity may emerge from heavy workloads, limited instructional resources, increasing documentation requirements, learner behavioral concerns, and the emotional demands associated with supporting learners who require intensive intervention. Special Needs Education (SNED) Teachers frequently encounter situations that require patience, adaptability, persistence, and emotional resilience. Their ability to maintain effectiveness despite these challenges may influence not only their professional performance but also their perceptions of their work environment. As educational demands continue to evolve, understanding how teachers manage adversity has become increasingly relevant in promoting professional sustainability and well-being.

Another important factor associated with teacher effectiveness and retention is work motivation. Motivation influences the energy, commitment, and persistence that individuals invest in their professional responsibilities. Teachers who find meaning in their work, perceive opportunities for growth, and feel valued within their institutions are more likely to remain engaged and committed despite workplace challenges. In special education environments, motivation may be particularly important because teachers often work with learners who require individualized support, continuous monitoring, and long-term intervention strategies. The ability to remain motivated despite demanding circumstances may contribute significantly to professional fulfillment and effectiveness.

Closely associated with both adversity management and motivation is job satisfaction. Job satisfaction reflects teachers' overall evaluation of their professional experiences and their sense of fulfillment within the workplace. High levels of job satisfaction are associated with improved commitment, productivity, instructional quality, and retention, whereas low satisfaction may contribute to absenteeism, burnout, reduced performance, and turnover intentions. For Special Needs Education (SNED) Teachers, job satisfaction assumes even greater significance because continuity and consistency of instructional support are essential for learners with special educational needs. Maintaining a stable and satisfied workforce therefore becomes an important concern for educational leaders and policymakers.

Despite ongoing efforts to strengthen inclusive education and special education programs, several challenges continue to affect teachers working in these environments. Internationally, educational systems continue to report concerns regarding teacher workload, emotional exhaustion, retention difficulties, and increasing job demands. Nationally, Philippine schools continue to face challenges related to resource availability, teacher

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deployment, classroom diversity, and the growing demand for specialized educational services. Within local school contexts, Special Needs Education (SNED) Teachers often perform multiple responsibilities beyond instruction, including case management, individualized educational planning, parent consultation, assessment, and intervention monitoring. These realities suggest that teachers' experiences of adversity, motivation, and satisfaction may be influenced by both personal and organizational factors that warrant empirical investigation.

A review of existing literature reveals an important research gap. Previous investigations have frequently examined teacher stress, burnout, coping strategies, motivation, or job satisfaction as separate constructs. While these studies have contributed substantially to understanding teacher well-being, fewer studies have explored how resilience-related characteristics such as Adversity Quotient and motivational factors jointly influence job satisfaction among Special Needs Education (SNED) Teachers. Moreover, much of the available research has focused on general education teachers, leaving limited evidence specific to special education contexts. Within the Philippine setting, studies have largely concentrated on teacher stress, workload, and coping mechanisms, with limited attention given to developing predictive models that identify the extent to which psychological resilience and work motivation explain variations in job satisfaction among Special Needs Education (SNED) Teachers.

Within the environment of the present study, observations from Special Needs Education (SNED) Teachers indicate that managing learners with diverse educational, behavioral, communication, and developmental needs requires substantial emotional, cognitive, and professional investment. Teachers assigned to self-contained and inclusive classrooms frequently adapt instructional materials, implement individualized intervention plans, coordinate with parents and specialists, monitor learner progress, and address behavioral concerns while simultaneously fulfilling administrative requirements. These responsibilities often require teachers to demonstrate flexibility, perseverance, and adaptability. However, differences in teachers' ability to manage challenges may influence their motivation to perform their duties and their overall satisfaction with their professional roles. Such observations underscore the need to examine the psychological and motivational factors that may contribute to positive occupational outcomes among Special Needs Education (SNED) Teachers.

In response to these concerns, the present study seeks to develop and test a predictive model of Adversity Quotient and Work Motivation on Job Satisfaction among Special Needs Education (SNED) Teachers. Specifically, it aims to determine the levels of Adversity Quotient, Work Motivation, and Job Satisfaction; examine the relationships among these variables; and identify the extent to which Adversity Quotient and Work Motivation predict Job Satisfaction. The findings are expected to provide empirical evidence that may guide the development of teacher support programs, professional development initiatives, resilience-building interventions, and motivation enhancement strategies designed to strengthen teacher well-being, satisfaction, and professional sustainability within Special Needs Education settings.

Statement of the problem

This study aimed to determine the influence of Adversity Quotient and Work Motivation on Job Satisfaction among Special Needs Education (SNED) teachers in selected public schools under the Division of Davao del Norte during the School Year 2025–2026 as a basis for developing a proposed action plan.

Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of sex, highest educational attainment, and length of service?
2. What is the level of Adversity Quotient among the respondents in terms of control, ownership, reach, and endurance?
3. What is the level of Work Motivation among the respondents in terms of intrinsic motivation and extrinsic motivation?
4. What is the level of Job Satisfaction among the respondents in terms of work environment, compensation and benefits, professional growth and development, administrative support, and interpersonal relationships?
5. Is there a significant relationship between Adversity Quotient and Job Satisfaction among the respondents?
6. Is there a significant relationship between Work Motivation and Job Satisfaction among the respondents?
7. Do Adversity Quotient and Work Motivation significantly predict Job Satisfaction among the respondents?
8. Based on the findings of the study, what action plan can be proposed to enhance Job Satisfaction among SNED teachers?

METHODOLOGY

Research design

This study employed a quantitative, non-experimental, predictive-correlational research design to examine the extent to which Adversity Quotient and Work Motivation influenced Job Satisfaction among Special Needs Education (SNED) Teachers. The descriptive component of the design was used to determine the levels of Adversity Quotient, Work Motivation, and Job Satisfaction through measurable indicators derived from standardized instruments. This approach allowed for the systematic quantification and profiling of the variables using numerical data.

The correlational component was utilized to determine the strength and direction of the relationships among Adversity Quotient, Work Motivation, and Job Satisfaction. The Pearson Product–Moment Correlation Coefficient was employed to assess the significance of the associations among the variables. To further examine predictive relationships, the study used multiple linear regression analysis to determine the extent to which Adversity Quotient and Work Motivation significantly predicted Job Satisfaction and to identify the proportion of variance in Job Satisfaction explained by the predictor variables. This statistical procedure enabled the researcher to assess both the combined and individual contributions of the independent variables.

This research design was deemed appropriate because the study sought to analyze relationships and predictive effects among naturally occurring variables without manipulating any of them. The predictive-correlational approach provided empirical evidence regarding the extent to which psychological factors contributed to professional satisfaction among SNED teachers while avoiding causal interpretations.

Respondents and locale of the study

The respondents of the study consisted of 100 Special Needs Education (SNED) teachers from selected public elementary and integrated schools in the Schools Division of Davao del Norte. The respondents were considered appropriate participants because they were directly involved in the delivery of educational services to learners with special educational

needs and regularly encountered the professional demands associated with special and inclusive education.

The respondents were drawn from Maniki Central Elementary School–SPED Center (26 teachers), Sto. Tomas Central Elementary School–SPED Center (24 teachers), Sto. Niño Central Elementary School (22 teachers), Mesolong Integrated School (15 teachers), and Nasilaban Integrated School (13 teachers). These schools were selected because they actively implement inclusive education programs and employ qualified SNED teachers who provide specialized instruction and support services to learners with special educational needs.

The study employed a total population sampling technique, wherein all identified eligible SNED teachers from the selected schools were invited to participate. This sampling approach was deemed appropriate because the target population was manageable and allowed for complete representation of SNED teachers within the identified research locales. By including the entire population, the study minimized sampling bias and enhanced the reliability of the findings.

To qualify for participation, respondents were required to meet the following inclusion criteria: (1) must be a Special Needs Education (SNED) teacher currently assigned to a SPED Center, self-contained classroom, resource room, or inclusive education program handling learners with special educational needs; (2) must be officially employed in one of the identified public schools during the conduct of the study; and (3) must be willing to participate and provide informed consent.

Research instrument

The study utilized a structured survey questionnaire consisting of four parts: respondents' profile, Adversity Quotient, Work Motivation, and Job Satisfaction. The instrument was adapted from established scales and contextualized for Special Needs Education (SNED) Teachers and Receiving Inclusive Education Teachers in the Division of Davao del Norte.

The first part gathered the respondents' demographic and professional profiles. The second part measured Adversity Quotient through four dimensions: Control, Ownership, Reach, and Endurance, adapted from Biswas and Banerjee (2020), Puspitacandri et al. (2022), and Quinones (2023). The third part assessed intrinsic and extrinsic Work Motivation, adapted from Fernet et al. (2008), França et al. (2023), and Collie et al. (2024). The fourth part measured Job Satisfaction in terms of Work Environment, Compensation and Benefits, Professional Growth and Development, Administrative Support, and Interpersonal Relationships, adapted from Pepe et al. (2017) and Muteveri (2024).

A four-point Likert scale was used to measure the three major variables, with higher scores indicating higher levels of the respective constructs.

Data analyses procedure

The researcher collected the data for this study by following systematic procedures divided into three phases: pre-gathering, during gathering, and post-gathering.

Prior to the conduct of the study, the researcher formally applied for permission to conduct the study through the Schools Division Superintendents (SDS) of Tagum City, Panabo City, and Davao del Norte Division Offices. The request included the approved research proposal, ethical clearance, and letter of endorsement. Upon approval from the Division Offices, the researcher coordinated with the principals of the selected schools to schedule the

administration of the survey. The researcher prepared informed consent forms to ensured voluntary participation and confidentiality of responses.

Upon approval from the appropriate authorities, the researcher personally administered the survey questionnaires to the identified respondents from the selected schools in Division of Davao del Norte. Prior to the administration of the instrument, the purpose of the study, its significance, and the rights of the participants were clearly explained. The respondents were provided with an informed consent form and were requested to sign it as evidence of their voluntary participation. They were likewise assured that their responses would be treated with utmost confidentiality and would be used solely for academic and research purposes.

After obtaining consent, the researcher distributed the survey questionnaires and provided clear instructions regarding the proper completion of the instrument. The respondents were given sufficient time to answer all items honestly and independently. Throughout the administration process, the researcher remained available to clarify procedural concerns while ensuring that no influence was exerted on the participants' responses. Upon completion, all questionnaires were collected and reviewed to ensure completeness and minimize missing data.

Following the retrieval of the accomplished questionnaires, the researcher organized, coded, and validated the responses. The collected data were examined for completeness, consistency, and accuracy before encoding into an appropriate statistical software program for analysis. Data cleaning procedures were conducted to identify and address incomplete or invalid responses.

After data validation, the responses were subjected to statistical analysis. Descriptive statistics were utilized to determine the levels of Adversity Quotient, Work Motivation, and Job Satisfaction among the respondents. Inferential statistical techniques were likewise employed to determine the significant relationships among the variables and to assess the predictive influence of Adversity Quotient and Work Motivation on Job Satisfaction. The results were subsequently interpreted, presented in tabular form, and discussed in relation to the objectives of the study and relevant literature. The findings served as the basis for the development of a proposed Strategic Action Plan aimed at enhancing teacher satisfaction, resilience, and motivation within inclusive education settings.

RESULTS AND DISCUSSION

This chapter presents and interprets the data gathered from 100 Special Needs Education (SNED) teachers drawn from selected public elementary and integrated schools under the Schools Division of Davao del Norte during School Year 2025-2026. The study employed a quantitative, non-experimental, predictive-correlational design. Total population sampling was used, so that all eligible SNED teachers in the five participating schools were invited to take part. Data were collected through a structured survey questionnaire with four parts: the respondents' profile, Adversity Quotient, Work Motivation, and Job Satisfaction. The instrument was adapted from established scales and rated on a four-point Likert scale, with higher scores indicating higher levels of the construct. The data were analyzed using frequency and percentage distributions, means and standard deviations, the Pearson product-moment correlation, and multiple linear regression, with the level of significance set at 0.05. The discussion is grounded in the data gathered, and the results are interpreted in direct relation to the objectives of the study: to describe the respondents' profile, determine the levels of Adversity Quotient, Work Motivation, and Job Satisfaction, examine the relationships among these variables, and identify the extent to which Adversity Quotient and Work Motivation predict Job Satisfaction.

Respondent profile

Of the 100 respondents, 73 (73.00%) were female and 27 (27.00%) were male, indicating that the SNED teaching workforce in the study area is predominantly female. This reflects the long-established pattern in the teaching profession, particularly in special education, where the nurturing and supportive roles associated with teaching are often linked to women. It is consistent with workforce data indicating that approximately 85% of the special education teaching workforce in 2024 were women, and with studies noting that female teachers dominate educational settings and help sustain inclusive education programs. Because most respondents are women, the findings on adversity quotient, work motivation, and job satisfaction largely reflect the experiences of female SNED teachers. Support systems should therefore address workload management, professional development, work-life balance, and teacher well-being.

In terms of highest educational attainment, 35 respondents (35.00%) held a master's degree, the largest proportion. These were followed by 33 (33.00%) with master's units, 17 (17.00%) with a baccalaureate degree, 11 (11.00%) with doctorate units, and 4 (4.00%) with a doctorate degree. Altogether, 83.00% had completed or undertaken graduate study, which suggests a strong commitment to professional growth and continuous learning. This is consistent with Toropova et al. (2021), who emphasized that teacher qualifications and professional characteristics are associated with positive work-related outcomes. It also agrees with Ortan et al. (2021), who reported that teachers who pursue higher levels of education tend to show stronger professional efficacy and greater career satisfaction, and with the Organisation for Economic Co-operation and Development (OECD, 2025), whose Teaching and Learning International Survey highlighted the importance of continuous professional learning and advanced academic preparation. A highly educated workforce may have developed stronger problem-solving abilities, professional resilience, and commitment, which can shape how teachers respond to workplace adversity, sustain motivation, and derive satisfaction from their work.

With respect to length of service, 33 respondents (33.00%) had served 10-14 years, the largest group. Another 26 (26.00%) had served 5-9 years, 23 (23.00%) had four years of service or below, 10 (10.00%) had served 15-19 years, and 8 (8.00%) had served 20 years or more. The respondents are thus predominantly mid-career educators, and more than half have at least ten years of experience. This suggests exposure to varied professional challenges and learner needs, and a degree of workforce stability, while newer teachers still contribute fresh perspectives. Madigan and Kim (2021) found that greater teaching experience is associated with stronger professional competence and a stronger capacity to manage occupational demands. The European Commission (2022) noted that experienced teachers are more confident in instructional decision-making and more adaptable, and the International Labour Organization (2023) suggested that sustained engagement in teaching contributes to resilience and professional commitment. Experienced respondents may have strengthened their coping mechanisms through accumulated adversity, whereas teachers with fewer years of service may still be building professional confidence in special education.

Level of Adversity Quotient

For the control dimension, the overall weighted mean was 3.28 with an aggregate standard deviation of 0.51, described as Very High. The respondents thus perceive themselves as capable of managing difficult situations and maintaining composure under pressure. The

indicator "I maintain confidence even when facing demanding instructional tasks" obtained the highest weighted mean of 3.31 (SD = 0.54), described as Very High. The indicator "I feel capable of managing difficult classroom situations involving learners with special needs" registered the lowest weighted mean of 3.23 (SD = 0.49), which the manuscript reports as remaining within the High category. This may indicate that some behavioral, emotional, or learning challenges still call for additional support, resources, or professional development. The result is consistent with Mansfield et al. (2022), who emphasized that teachers who perceive greater control over professional challenges are more likely to show resilience and sustain positive attitudes. It also agrees with the Australian Institute for Teaching and School Leadership (2023), which highlighted the adaptability of educators with strong self-regulatory capacities, and with Collie (2024), who reported that personal control contributes to coping with occupational pressures. A strong sense of control may therefore help sustain work motivation and job satisfaction.

For ownership, the overall weighted mean was 3.45 with an aggregate standard deviation of 0.52, described as Very High, indicating a strong sense of personal responsibility in addressing professional challenges. The highest indicator was "I consider professional challenges as opportunities for personal growth" at 3.53 (SD = 0.52), reflecting a growth-oriented mindset. The lowest was "I take responsibility for resolving classroom difficulties" at 3.41 (SD = 0.51), which remained Very High. Rather than attributing problems solely to external factors, the teachers appear willing to evaluate their own practices and adjust them. This is consistent with Zee and Koomen (2021), who found that professional responsibility promotes reflective practice and continuous improvement. It also agrees with the Education Endowment Foundation (2022), which highlighted that educators who assume ownership of classroom outcomes are more inclined to adopt evidence-based interventions and persist through difficulties, and with Klusmann et al. (2023), who linked accountability and personal agency to professional commitment, adaptability, and well-being.

For reach, the aggregate mean was 3.39 with an aggregate standard deviation of 0.54, described as Very High. The SNED teachers are generally able to prevent difficulties in one area from affecting their overall teaching performance. The highest mean, 3.42, was for "I separate temporary problems from my overall competence as a teacher," suggesting that isolated classroom difficulties do not easily define the respondents' sense of professional ability. The lowest mean, 3.35, was for "When I encounter setbacks, I prevent them from affecting my overall performance," which was still Very High. Salvo-Garrido et al. (2025) emphasized that resilient teachers manage stress and adversity while maintaining positive professional functioning. Jackson and Parker (2023) explained that resilience-building strategies reduce burnout and attrition among SNED teachers, and Orines (2023), in the Philippine context, found that resilience lessens the negative effect of work-related burnout on teachers' psychological well-being. Teachers who keep difficulties within manageable limits are more likely to sustain motivation, remain committed, and experience greater job satisfaction.

For endurance, the overall weighted mean was 3.42 with an aggregate standard deviation of 0.52, described as Very High, showing a strong capacity to remain persistent and optimistic through prolonged difficulties. The highest indicator was "I persist even when improvement in student progress takes time" at 3.43 (SD = 0.54). This persistence matters in special education, where learner development is gradual and needs consistent long-term intervention. The lowest indicator was "I remain patient during prolonged professional challenges" at 3.39 (SD = 0.51), which was also Very High. These results agree with Burić and Moe (2022), who identified perseverance and long-term commitment as factors that sustain effectiveness under demanding conditions. They also agree with the International Task Force on Teachers for Education 2030 (2024), which noted that persistence and optimism equip

teachers to navigate professional pressures, and with McLean et al. (2023), who noted that endurance helps educators cope with occupational stress while keeping a positive outlook.

Across the four dimensions, the grand mean for Adversity Quotient was 3.39 with a grand standard deviation of 0.52, described as Very High. Ownership ranked highest (3.45, SD = 0.52), followed by endurance (3.42, SD = 0.52), reach (3.39, SD = 0.54), and control (3.28, SD = 0.51). Control ranked lowest but remained strongly manifested. The respondents thus excel particularly in assuming responsibility for challenges and persevering through prolonged difficulties. This pattern aligns with Ainsworth and Oldfield (2022), who emphasized that resilient teachers sustain effectiveness and emotional well-being in demanding environments. It also aligns with Education International (2024), which reported that accountability, adaptability, and perseverance strengthen teacher effectiveness and commitment, and with Day et al. (2023), who found that resilient teachers remain engaged, motivated, and productive despite the complexity of the profession.

Level of Work Motivation

For intrinsic motivation, the aggregate mean was 3.47 with an aggregate standard deviation of 0.55, described as Very High. The respondents are strongly driven by personal fulfillment, enjoyment of teaching, commitment to student development, and the meaning they attach to their profession. The indicators “I feel personally fulfilled when my students make progress” and “I am internally driven to improve my teaching practices” shared the highest weighted mean of 3.50. The lowest indicator, “I teach because I genuinely enjoy helping learners with special needs,” had a weighted mean of 3.42 and remained Very High. These responses show that their commitment is anchored in personal values and professional purpose rather than solely in external expectations. Slemp et al. (2021) found that teachers who experience purpose and personal meaning show greater enthusiasm, commitment, and occupational well-being. Jansen in de Wal et al. (2022) reported that internally motivated educators engage more in professional learning and maintain instructional quality, and the International Bureau of Education (2024) emphasized that teachers driven by fulfillment and purpose remain engaged and effective in demanding environments.

For extrinsic motivation, the aggregate mean was 3.32 with an aggregate standard deviation of 0.58, described as Very High. External factors such as recognition, compensation, promotion opportunities, and job security are thus meaningful sources of motivation. The highest indicator was “Recognition from administrators encourages me to work harder” at 3.37 (SD = 0.61), suggesting that acknowledgment from school leaders reinforces effort and a sense of value. The lowest was “Opportunities for promotion influence my job performance” at 3.27 (SD = 0.58), which remained Very High. These findings are consistent with Bennell and Akyeampong (2021), who noted that recognition, career progression, and favorable working conditions influence teachers’ motivation and retention. They also agree with the International Labour Organization (2024), which highlighted that adequate compensation, employment stability, and supportive workplace policies contribute to engagement and commitment, and with Tikly et al. (2023), who reported that teachers who perceive strong institutional support show more sustained professional effort.

Overall, Work Motivation obtained a grand mean of 3.40 with a grand standard deviation of 0.57, described as Very High. Intrinsic motivation (mean = 3.47, SD = 0.55) was higher than extrinsic motivation (mean = 3.32, SD = 0.58), and both were Very High. The respondents are motivated by internal and external factors alike, but personal fulfillment, professional purpose, and the satisfaction of helping learners are stronger influences than

external rewards. This balance is important in special education, where complex responsibilities call for both personal dedication and institutional support. The pattern accords with Aldrup et al. (2022), who emphasized that personal fulfillment combined with supportive workplace conditions sustains engagement and effectiveness. It also accords with Ryan and Deci (2023), who highlighted that the interaction of intrinsic and extrinsic factors contributes to long-term commitment and well-being, and with the International Institute for Educational Planning (2024), which underscored that motivated teachers remain dedicated and adaptable.

Level of Job Satisfaction

For work environment, the aggregate mean was 3.34 with an aggregate standard deviation of 0.56, described as Very High, indicating that the respondents are highly satisfied with the conditions under which they work. The highest indicator was "My workload is manageable" at 3.37 (SD = 0.63). The lowest was "I have adequate teaching materials and resources" at 3.29 (SD = 0.52), which remained Very High. Acton and Glasgow (2021) emphasized that supportive organizational environments contribute to teacher well-being and fulfillment. Torres (2023) reported that positive school climates, collaborative relationships, and access to instructional resources are associated with higher satisfaction and commitment, and the European Agency for Special Needs and Inclusive Education (2024) highlighted that inclusive and supportive work environments enhance educators' capacity to perform effectively.

Compensation and benefits obtained an aggregate mean of 3.16 with an aggregate standard deviation of 0.66, described as High, the only job satisfaction dimension not classified as Very High. The respondents are generally satisfied with their salaries and benefits, although satisfaction here is comparatively lower than in the other dimensions. The highest indicator was "I am satisfied with the benefits provided by my institution" at 3.20 (SD = 0.57). The lowest was "I am satisfied with my salary" at 3.13 (SD = 0.72), which remained High and suggests some room for improvement relative to the demands of special education teaching. This is consistent with Liu and Onwuegbuzie (2022), who reported that fair compensation and comprehensive benefits contribute to satisfaction and retention in educational settings. It also agrees with the World Economic Forum (2024), which emphasized that financial rewards and benefits remain important for satisfaction and commitment, and with Podolsky et al. (2023), who observed that teachers who perceive their compensation as equitable are more likely to stay committed. Educational leaders and policymakers may therefore consider reviewing compensation structures so that they reflect the specialized roles of SNED teachers.

For professional growth and development, the aggregate mean was 3.35 with an aggregate standard deviation of 0.55, described as Very High. The highest indicator was "My school supports my continuing professional development" at 3.37 (SD = 0.54), suggesting that seminars, workshops, graduate studies, and specialized training are perceived as supported. The lowest was "I feel encouraged to improve my skills and competencies" at 3.33 (SD = 0.57), which was also Very High. Darling-Hammond et al. (2022) emphasized that meaningful professional learning improves instructional capacity, confidence, and commitment. The Learning Policy Institute (2023) reported that sustained professional support is associated with greater fulfillment and career satisfaction, and Kraft and Hill (2024) observed that high-quality professional development strengthens motivation, effectiveness, and long-term engagement.

For administrative support, the aggregate mean was 3.31 with an aggregate standard deviation of 0.58, described as Very High, indicating high satisfaction with the guidance and assistance provided by school administrators. The highest indicator was "I feel respected by school leadership" at 3.33 (SD = 0.57). The lowest was "School administrators provide clear guidance" at 3.30 (SD = 0.56), which remained Very High. For SNED teachers who work with

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complex learner needs, supportive administrators can foster security, collaboration, and professional empowerment. Granziera et al. (2021) reported that supportive school leadership contributes to well-being, professional confidence, and organizational commitment. Berkovich (2023) emphasized that trust, respect, and open communication enhance engagement and satisfaction, and the International Academy of Education (2024) highlighted that strong leadership support is associated with improved morale and collaboration.

For interpersonal relationships, the aggregate mean was 3.40 with an aggregate standard deviation of 0.60, described as Very High, reflecting a positive and supportive social environment. The highest indicator was "I feel a sense of belonging in my institution" at 3.43 (SD = 0.59), and the lowest was "I have positive working relationships with my colleagues" at 3.34 (SD = 0.61), which still fell within the Very High category. Thapa et al. (2022) emphasized that positive social interactions in schools contribute to psychological well-being and professional commitment. Skaalvik and Skaalvik (2023) reported that supportive collegial relationships and effective communication are associated with higher job satisfaction and lower occupational stress, and the OECD (2024) noted that collaborative school cultures strengthen engagement and professional learning.

Overall, Job Satisfaction yielded a grand mean of 3.31 with a grand standard deviation of 0.59, described as Very High. Interpersonal relationships ranked highest (3.40, SD = 0.60), followed by professional growth and development (3.35, SD = 0.55), work environment (3.34, SD = 0.56), and administrative support (3.31, SD = 0.58), all Very High. Compensation and benefits ranked lowest (3.16, SD = 0.66) and remained in the High category. The respondents thus derive the greatest satisfaction from workplace relationships and opportunities for advancement, while compensation and benefits represent the area with the greatest potential for improvement. This is consistent with Collie (2022), who emphasized that positive workplace relationships, supportive conditions, and professional growth contribute to well-being and satisfaction. It also agrees with Räsänen et al. (2023), who reported that teachers who perceive strong institutional and collegial support show greater commitment, and with the International Labour Organization (2025), which highlighted that healthy working environments, meaningful professional development, and fair employment conditions sustain satisfaction and retention.

Relationship between Adversity Quotient and Job Satisfaction

The Pearson product-moment correlation yielded an r-value of 0.555, a moderate positive correlation between Adversity Quotient and Job Satisfaction. The computed p-value of 0.000 is lower than the 0.05 level of significance, so the null hypothesis is rejected and the relationship is statistically significant. Teachers who are better able to manage challenges, take responsibility for difficulties, persevere through setbacks, and maintain control in demanding situations tend to report greater satisfaction in their professional roles. Viewing challenges as manageable and temporary may reduce the impact of workplace stressors and promote professional fulfillment. This finding is supported by Mansfield et al. (2021), who demonstrated that resilience-related competencies contribute to teacher well-being and occupational satisfaction in demanding environments. It is also supported by Greenier et al. (2022), who reported that more resilient educators experience more positive emotions, stronger commitment, and greater career satisfaction, and by Beltman (2024), who emphasized that coping effectively with adversity strengthens engagement and the ability to derive meaning from professional responsibilities. Initiatives that strengthen resilience, coping skills,

adaptability, and emotional well-being, such as stress management, mentoring, and psychological support, may therefore contribute to more positive professional outcomes.

Relationship between Work Motivation and Job Satisfaction

The Pearson product-moment correlation yielded an r-value of 0.636, a moderate positive correlation between Work Motivation and Job Satisfaction. The p-value of 0.000 is lower than the 0.05 level of significance, so the null hypothesis is rejected and the relationship is statistically significant. Respondents with higher work motivation also tend to report higher job satisfaction, which suggests that SNED teachers driven by personal fulfillment, professional purpose, recognition, security, and institutional support are more likely to feel satisfied with their work. This is supported by Al Shuaili (2025), who found a significant correlation between teacher motivation and job satisfaction. Wang and Shakibaei (2025) reported that teacher work motivation is linked with job satisfaction and professional engagement, and Wartenberg et al. (2023) emphasized that teacher job satisfaction is connected with positive outcomes, including motivation, retention, and quality teacher-student interactions. Schools should therefore strengthen both intrinsic and extrinsic motivational supports, including recognition of teachers' efforts, fair workload distribution, professional development, meaningful administrative support, and programs that reinforce teachers' sense of purpose.

Regression analysis

A multiple linear regression was conducted with Adversity Quotient and Work Motivation as predictors and Job Satisfaction as the outcome. The model produced an R^2 of 0.420, so that 42.0% of the variation in job satisfaction is explained collectively by the two predictors, while the remaining 58.0% may be attributed to other factors not included in the model. The model yielded an F-value of 35.14 with a p-value of 0.000, lower than the 0.05 level of significance, so the overall model is statistically significant. Work Motivation emerged as a significant predictor ($\beta = 0.497$, $t = 4.328$, $p = 0.000$), indicating that higher work motivation is associated with higher job satisfaction. Adversity Quotient obtained $\beta = 0.187$, $t = 1.627$, and $p = 0.107$, which exceeds the 0.05 significance level, so it does not significantly predict job satisfaction when Work Motivation is included in the model. Although Adversity Quotient is significantly correlated with Job Satisfaction, its predictive influence becomes less pronounced alongside Work Motivation. Motivation therefore appears to play the more dominant role in shaping satisfaction, and it may be the primary mechanism through which positive attitudes toward work, commitment to learners, and professional fulfillment are sustained. This result is supported by Skaalvik and Skaalvik (2022), who demonstrated that work motivation is among the strongest predictors of teacher job satisfaction. It is also supported by Fernet et al. (2023), who reported that motivated educators experience greater fulfillment, engagement, and positive workplace attitudes, and by the European Commission (2024), which emphasized that teacher motivation is a critical determinant of well-being, retention, and satisfaction. Because Work Motivation was the only significant unique predictor, institutions may benefit from strengthening both intrinsic and extrinsic motivational factors through professional development, recognition programs, supportive leadership, collaborative environments, and career advancement. Resilience-building interventions remain valuable for helping teachers manage challenges, even though Adversity Quotient did not independently predict job satisfaction in the model. As the design is non-experimental and cross-sectional, these associations do not establish causation.

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Synthesis

Taken together, the data from the 100 SNED teachers show Very High levels of Adversity Quotient (grand mean = 3.39), Work Motivation (grand mean = 3.40), and Job Satisfaction (grand mean = 3.31). Compensation and benefits (mean = 3.16) was the only dimension classified as High. Adversity Quotient ($r = 0.555$, $p = 0.000$) and Work Motivation ($r = 0.636$, $p = 0.000$) were each significantly and positively correlated with Job Satisfaction. In the regression model ($R^2 = 0.420$, $F = 35.14$, $p = 0.000$), only Work Motivation ($\beta = 0.497$, $p = 0.000$) remained a significant unique predictor, whereas Adversity Quotient ($\beta = 0.187$, $p = 0.107$) did not. These findings address each research objective. They contribute to the literature on special education by offering predictive evidence specific to SNED teachers in the Philippine context, where such evidence has been limited, and by indicating that motivation-oriented institutional support should be prioritized alongside resilience and well-being initiatives and attention to compensation and resources. These results provide the empirical basis for the conclusions, the recommendations, and the proposed SNED Teachers Resilience, Motivation, and Well-Being Enhancement Program (STRMWEP) presented in the next chapter.

CONCLUSION

Based on the findings, SNED teachers reported Very High levels of adversity-handling capacity, work motivation, and job satisfaction, although compensation and benefits was relatively less favorable. Both Adversity Quotient and Work Motivation were positively associated with Job Satisfaction when examined separately. However, only Work Motivation remained a statistically significant unique predictor when both variables were included in the same multiple-regression model. This distinction indicates that the relationship between resilience and satisfaction should not be treated as evidence of an independent predictive effect once motivation is considered. Because the design is non-experimental and cross-sectional, the associations do not establish causation. The results support an institutional action plan emphasizing meaningful recognition, autonomy, professional growth, supportive leadership, and well-being, while addressing resource and compensation-related concerns.

Based on the findings, school administrators are encouraged to prioritize work-motivation supports, including meaningful recognition, professional autonomy, mentoring, and career development. Schools should preserve positive collegial relationships and strengthen administrative assistance while reviewing feasible improvements in compensation, benefits, workloads, and access to instructional resources. Resilience-building and mental-health initiatives remain valuable components of a comprehensive support program, although these findings do not establish an independent regression effect for Adversity Quotient. The Department of Education and school leaders may monitor the implementation and outcomes of the proposed interventions. Future researchers may examine additional variables, undertake longitudinal or mixed-method research, and verify the model in broader teacher populations. Overall, the researcher recommends the SNED Teachers Resilience, Motivation, and Well-Being Enhancement Program (STRMWEP).

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