



Factors affecting workload balance and workplace resiliency among teachers in the implementation of special needs education programs

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Abstract

Balancing workloads and fostering workplace resilience among special needs education teachers hinge on several fundamental factors. This research investigates into the critical elements such as effective administrative support, clear workload guidelines, timely feedback, sufficient resources, and fair workload distribution. The confidence in accommodating student needs, feeling well-supported, and comprehensive teacher training further amplify these dynamics. Workplace resilience thrives on adaptable curricula, collaborative stakeholder planning, and personal well-being practices. To uncover these insights, a quantitative study was conducted, distributing thirty (30) questionnaires among public elementary and high school special needs education teachers in Tayabas City, Lucena City, and Sariaya, Quezon in the Philippines. The collected data was thoroughly analyzed using factor analysis and secondary statistical tools which are weighted mean, analysis of variance, and percentages. Factor Analysis was utilized as the main statistical tool, with assumptions verified through Bartlett's Test of Sphericity, the KMO measure of sampling adequacy, and Eigenvalues, illuminating the key factors influencing workload balance and workplace resilience. This study not only identifies the significant determinants impacting special education teachers but also offers actionable recommendations to enhance their effectiveness and sustainability in their fundamental roles. By addressing these findings, the research paves the way for a more supportive and resilient work environment for special needs education teachers and provides valuable insights for educational institutions, school administrators, and policymakers.

Keywords: *special needs education, special needs education teachers, special needs education curriculum, workload balance, workplace resiliency*

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1. Introduction

Compared to teachers in the mainstream, those in the special education program are more vulnerable to stress and burnout (Soini et al., 2019; Williams & Gersch, 2004; Candeias et al., 2020; Brittle, 2020; Chen, 2024). The fact that special education instructors experience burnout at a rate higher than that of most other professions is one of the primary root causes of this. Teaching may be challenging at any level. As with any profession, education has always had its share of unique challenges, even if the pandemic-related issues are undoubtedly new. Additionally, dealing with children who have special needs can be highly stressful and negatively impact a teacher's ability to work effectively since these children require extra care (Agrawal, 2022).

The increasing number of special education students in the school calls for a need to provide SPED with more information and training about the program including how to manage specific disabilities since they have the responsibility for implementing these. However, there has been little research that studies and explores the experiences of SPED and children with special needs (CWSN) in the process of inclusion in the regular education setting. Furthermore, the ratio between SPED teacher and the SPED learner is alarmingly lacking (Garcia & Vargas, 2021).

When teachers attend training programs, it gives them the opportunity for continuous professional development - to learn new ways, methods, strategies, skills and tools. When teachers get upskilled, they automatically feel confident, happy, and motivated to achieve greater things with their students (The Importance of Teacher, 2019). Therefore, the aim of this research is to evaluate and determine the factors that affect the workload balance and workplace resiliency among teachers in implementing special needs education program. Given the fact that special needs education teachers are more prone to stress and work-related problems, the results of the study offer valuable insights that can guide school administrators, policymakers, and educators in establishing a supportive and efficient work environment for teachers in special needs education programs. This can enhance teacher retention rates and contribute to the success of students. This study could build a better and more productive working and learning environment for the special needs' instructors, it may serve as a basis for what they should increase and give an appropriate solution to any current difficulties.

The study explores into the demographic profiles of respondents, considering aspects like age, sex, highest educational attainment, and school category. It also explores factors

impacting workload balance and workplace resiliency among teachers in special needs education programs. The methodology involves a comprehensive literature review, survey administration, data tabulation, and thorough analysis using advanced statistical tools.

2. Literature Review

2.1. Administrative Services, Support, and Resources

Special service administration in education plays a crucial role in enhancing outcomes and refining the teaching and learning process, all while addressing a myriad of internal and external factors (Rasyid et al., 2020). The effectiveness of this administration is evident in its ability to provide various forms of support to early career special education teachers, which significantly impacts their retention decisions. These forms of support include emotional, instructional, technical, and environmental assistance, each contributing positively to teacher satisfaction and commitment (Willis, 2019).

2.2. Time Management and Workload Distribution

Improving time management skills among university students is crucial for enhancing their academic performance and overall success in their academic endeavors. Recent research suggests that while having knowledge about time management strategies is valuable, actively practicing these strategies yields more significant improvements in students' time management skills and academic outcomes (Tretepohl et al., 2022). In the realm of special education, where educators often face unique challenges, such as serving students with emotional or behavioral disorders in self-contained settings, effective planning and resource allocation are essential for reducing burnout and attrition rates among teachers. Strategies such as enhancing planning time, providing adequate curricular resources, and implementing appropriate instructional grouping methods can significantly contribute to the well-being and retention of special education teachers (Bettini et al., 2019).

2.3. Teacher Training and Experience

Improving the effectiveness of special education teachers is paramount to enhancing outcomes for students with disabilities (Park, 2024; Hunt et al., 2021; Garcia-Melgar et al., 2022; Coates et al., 2020; Sklavaki, 2022). One crucial avenue for achieving this is through professional development programs tailored to the unique challenges and demands of special

education. These programs have been shown to significantly impact teacher effectiveness and student outcomes. However, the effectiveness of such programs hinges on their ability to address specific areas of need within the teaching community (Kumar, 2023).

A vital component of professional development in special education is targeted training aimed at equipping future secondary school teachers with the necessary skills to effectively support children with special educational needs. Current training methods often prioritize theoretical knowledge over practical skills, highlighting the need for a shift towards more practical, hands-on approaches. By focusing on practical skills, future teachers can better navigate the complexities of inclusive classrooms, ensuring that every student receives the support they require to thrive academically and socially (Lekerova, 2020).

2.4. Curriculum and Instructional Adaptations

Special education teacher preparation programs play a pivotal role in fostering the professional growth of educators specializing in special needs education. School-based curriculum development emerges as a crucial factor in this growth trajectory. This underscores the importance of special education teacher preparation programs in equipping educators with the necessary resources and skills to navigate the complex landscape of special education. One key aspect that special education teacher preparation programs should focus on is enhancing the curriculum to address the diverse needs of students with disabilities (Deng & Chen, 2022). Advocate for incorporating components such as home-school collaboration, advocacy, conflict resolution, and knowledge of federal legislation to promote parent involvement and support. By integrating these elements into the curriculum, educators can foster stronger partnerships between schools and families, ultimately benefiting the educational experience of students with special needs (Strassfield et al., 2018).

2.5. Collaboration and Communication with Stakeholders

Collaboration in early intervention and early childhood special education involves complex principles and practices to ensure effective and sustained change. Collaboration is essential for addressing the diverse needs of young children with disabilities and supporting their development in inclusive settings (Bricker et al., 2020). Collaboration between teachers and stakeholders in inclusive education is still lacking in various aspects. Teachers often face

challenges in collaborating with special needs students, related experts, and resource centers, which hinders the holistic support required for students' success (Jaya et al., 2023).

Personal well-being and self-care special education teachers face a multitude of challenges that can significantly impact their work-life balance and overall well-being. Among these challenges, factors such as prayer, salary, sense of humor, relationship with parents, training, health, support system, stress management, and setting boundaries between personal and professional life play crucial roles (Saldivar-Henke, 2023). Burnout is a significant concern among special education teachers, with factors such as student age, self-efficacy, stress, and school personnel support playing pivotal roles. Addressing burnout requires comprehensive support programs tailored to alleviate stress and enhance teacher well-being (Park & Shin, 2020).

The well-being of pre-service special education teachers is closely linked to their self-efficacy and work engagement, underscoring the importance of personalized training programs and early support structures. Providing adequate resources and support during the formative stages of their careers can empower new teachers to navigate the complexities of the profession more effectively (Cavioni et al., 2023).

3. Methodology

The research problems posed at the beginning of the study answered through a descriptive research design. A descriptive research is a study designed to an empirical investigation designed to test pre-specified hypotheses or to provide an overview of existing conditions, and sometimes relationships, without manipulating variables or seeking to establish cause and effect. The study used a quantitative research which is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.

The study used purposive sampling technique, a non-probability technique where researchers select certain volunteers who aided the study in achieving its objectives by using their experience. The respondents of the study are thirty (30) purposively selected public elementary and high school special needs education teachers who have factors that affect their workload balance and workplace resiliency in selected public schools around Lucena City, Tayabas City, and Sariaya, Quezon in the Philippines.

The demographic characteristics of the participants are presented in table 1 comprising their age, sex, highest educational attainment, and school category measured in frequency and percentage.

Table 1

Demographic characteristics

Characteristics	F	%
Age		
21-25 years old	2	6.70%
26-30 years old	6	20.00%
31-35 years old	4	13.30%
36-40 years old	4	13.30%
41-45 years old	5	16.70%
46-50 years old	5	16.70%
51-55 years old	3	10.00%
55-60 years old	1	3.30%
Sex		
Female	28	93.30%
Male	2	6.70%
Educational Attainment		
College Graduate	1	3.30%
Completed Master's Degree Unit	9	30.00%
With Master's Degree Units	20	66.70%
School Category		
Sariaya East Central Main ES	14	46.7
Lutucan Central Elementary School	2	6.7
Luis Palad Integrated High School	3	10
Cotta National High School	1	3.3.
Mangalang 1 Elementary School	1	3.3
Quezon National High School	5	16.7
Lutucan 1 Elementary School	1	3.3
Concepcion Ibaba Elementary School	2	6.7
Governor Anacleto C. Alcala National High School	1	3.3

As shown in table 1, the distribution of respondents in terms of age is as follows: 20% (6 out of 30 respondents) are 26-30 years old; 16.7% (5 out of 30 respondents) are 41-45 years old; and 16.7% (5 out of 30 respondents) are 46-50 years old. Additionally, 13.3% (4 out of 30 respondents) are 31-35 years old, and 13.3% (4 out of 30 respondents) are 36-40 years old. Furthermore, 10.0% (3 out of 30 respondents) are 51-55 years old, 6.7% (2 out of 30 respondents) are 21-25 years old, and lastly, 3.3% (1 out of 30 respondents) are 55-60 years old. Meanwhile, in terms of sex, 93.3%, or 28 out of 30 respondents are female, while 6.7%, or 2 out of 30 respondents, are male. The distribution of respondents in terms of highest educational attainment is as follows: 66.7% or 20 out of 30 respondents, have

Master's Degree units; 30.0% or 9 out of 30 respondents, have completed Master's Degree units; and 3.3% or 1 out of 30 respondents, is a college graduate. On the other hand, the distribution of respondents in terms of school category is as follows: 46.7% (14 out of 30 respondents) are from Sariaya East Central Main Elementary School. 16.7% (5 out of 30 respondents) are from Quezon National High School. 10.0% (3 out of 30 respondents) are from Luis Palad Integrated School. 6.7% (2 out of 30 respondents) are from Lutucan Central School, and 6.7% (2 out of 30 respondents) are from Concepcion Ibaba Elementary School. Additionally, 3.3% (1 out of 30 respondents) are from Lutucan I Elementary School, Manggalang I Elementary School, Cotta National High School, and Governor Anacleto C. Alcala National High School, respectively.

The research instrument used for this research study is a researcher-made research questionnaire. For in-person respondents, a printed survey questionnaire is used. Due to the unavailability of in-person data gathering caused by a natural disaster (Typhoon Aghon), the researcher utilized a Microsoft Word soft copy as an additional tool for collecting data for one online respondent. The questionnaire created is based on the literatures reviewed and scoping. The first part of the questionnaire is about the demographics of respondents. The second part covered the factors that affect the workload balance of Special Needs Education Teachers. Lastly, the third part covered the factors that affect the workplace resiliency of Special Needs Education Teachers in the Implemented SNED Programs.

The analysis primarily employed factor analysis as the main statistical tool, ensuring a thorough examination of the underlying factors. This was further supported by weighted mean, analysis of variance (ANOVA), and percentages to provide additional insights. The validity of the factor analysis was established through Bartlett's Test of Sphericity, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy, and the evaluation of Eigenvalues, ensuring methodological rigor and reliability in the results.

This study adhered to ethical standards, obtaining approval from both the Colegio de Santo Cristo de Burgos and all participating schools to ensure compliance with research protocols and participant protection. Respondents were fully informed about the study and voluntarily provided consent. Confidentiality was maintained by coding data, securely storing it on encrypted platforms, and excluding personal identifiers to ensure anonymity. Data was used solely for academic purposes and responsibly disposed of after the study.

4. Results and Discussion

Table 2

Bartlett's Test of Sphericity for Workload Balance

χ^2	df	p
357	105	< .001

A p-value of <0.001 for Bartlett's test of sphericity means that the probability of obtaining the observed correlation matrix if the null hypothesis (that the variables are unrelated) is true is less than 0.1%. This extremely low p- value suggests that the null hypothesis can be rejected with high confidence. Thus, there are significant correlations among the variables, making them suitable for factor analysis.

Table 3

KMO Measure of Sampling Adequacy for Workload Balance

	MSA
Overall	0.677
Admin Q1	0.927
Admin Q2	0.661
Admin Q3	0.881
Admin Q4	0.762
Admin Q5	0.702
Time Q1	0.647
Time Q2	0.743
Time Q3	0.528
Time Q4	0.719
Time Q5	0.823
Training Q1	0.555
Training Q2	0.486
Training Q3	0.618
Training Q4	0.678
Training Q5	0.733

An MSA value of 0.677 indicates that the data is "meritorious" for factor analysis. This means that the sampling is adequate and the factor analysis will likely produce reliable and meaningful factors.

The results imply that the data is well-suited for factor analysis, and you can expect reliable and meaningful results from the analysis.

Table 4

Initial Eigenvalues for workload balance

Component	Initial Eigenvalues		Cumulative %
	Eigenvalue	% of Variance	
1	7.4155	49.4370	49.4000
2	1.9795	13.1970	62.6000
3	1.2725	8.4830	71.1000
4	1.0861	7.2410	78.4000
5	0.7856	5.2370	83.6000
6	0.5648	3.7650	87.4000
7	0.5483	3.6550	91.0000
8	0.3747	2.4980	93.5000
9	0.3237	2.1580	95.7000
10	0.1868	1.2460	96.9000
11	0.1683	1.1220	98.0000
12	0.1277	0.8510	98.9000
13	0.1022	0.6810	99.6000
14	0.0466	0.3100	99.9000
15	0.0177	0.1180	100.0000

According to Kaiser Criterion, Eigenvalue is a good criterion for determining a factor. If Eigenvalue is greater than one, then it means the factor is significant. According to the results, the workload balance had significant factors which are administrative services, support, and resources, teacher training and experience, and time management and workload distribution with the Eigenvalue of 1.0861 and Cumulative of 78.400%.

Factor analysis is a technique that is used to reduce a large number of variables into fewer numbers of factors. This technique extracts maximum common variance from all variables and puts them into a common score. The factor analysis results for the significant factors of workload balance identified four (4) components:

Component I – Administrative Services, Support, and Resources. In the special needs education program, school administrators play a pivotal role in supporting teachers through clear guidelines and expectations for workload allocation. They ensure that teachers receive

necessary feedback promptly and work actively to resolve any workload-related concerns. Moreover, the school prioritizes adequate funding to procure specialized equipment and materials essential for teaching students with special needs. This comprehensive support system, encompassing administrative services, support, and resources, underscores the school's commitment to enhancing the teaching environment for educators and the learning experience for students with special needs.

Component II and Component III – Teacher Training and Experience. In reflecting on their role as a teacher in the Special Needs Education Program, they find that they should have received sufficient training to effectively teach students with special needs. To feel confident in their ability to accommodate their individual needs within the classroom environment. Their teaching experience has significantly contributed to their readiness to address the diverse challenges presented by students with special needs. Moreover, they feel that they should be well-prepared and supported in their role, which enhances their confidence and effectiveness as an educator in this program.

Component IV - Time Management and Workload Distribution. In the Special Needs Education Program, teachers should experience fair and equitable distribution of workload, ensuring that responsibilities are balanced across the team. This allows teachers to dedicate ample time to preparing lesson plans, instructional materials, and assessments, fostering effective teaching practices and student support.

Table 5

Bartlett's Test of Sphericity for workplace resiliency

χ^2	df	p
386	105	< .001

A p-value of <0.001 for Bartlett's test of sphericity means that the probability of obtaining the observed correlation matrix if the null hypothesis (that the variables are unrelated) is true is less than 0.1%. This extremely low p- value suggests that the null hypothesis can be rejected with high confidence. Thus, there are significant correlations among the variables, making them suitable for factor analysis.

Table 6*KMO measure of sampling adequacy for workload balance*

	MSA
Overall	0.662
Curr Q1	0.813
Curr Q2	0.637
Curr Q3	0.589
Curr Q4	0.752
Curr Q5	0.448
Collab Q1	0.583
Collab Q2	0.84
Collab Q3	0.479
Collab Q4	0.589
Collab Q5	0.682
WB Q1	0.859
WB Q2	0.668
WB Q3	0.747
WB Q4	0.649
WB Q5	0.766

An MSA value of 0.662 indicates that the data is "meritorious" for factor analysis. This means that the sampling is adequate and the factor analysis will likely produce reliable and meaningful factors. The results imply that the data is well-suited for factor analysis, and you can expect reliable and meaningful results from the analysis.

Factor Analysis is a technique that is used to reduce a large number of variables into fewer numbers of factors. This technique extracts maximum common variance from all variables and puts them into a common score.

Table 7 shows the Eigenvalues for workplace resiliency. According to Kaiser Criterion, Eigenvalue is a good criterion for determining a factor. If Eigenvalue is greater than one, then it means the factor is significant. According to the result, the workplace resiliency had significant factors which are curriculum and instructional adaptations, collaboration and communication with the stakeholders, and personal well-being and self-care with the Eigenvalue of 1.3058 and Cumulative of 75.1%.

Table 7*Initial Eigenvalues for workplace resiliency*

Initial Eigenvalues			
Component	Eigenvalue	% of Variance	Cumulative %
1	6.6742	44.495	44.5
2	3.2791	21.861	66.4
3	1.3058	8.705	75.1
4	0.9714	6.476	81.5
5	0.6843	4.562	86.1
6	0.5665	3.777	89.9
7	0.4545	3.03	92.9
8	0.2924	1.95	94.9
9	0.1989	1.326	96.2
10	0.1829	1.219	97.4
11	0.1336	0.891	98.3
12	0.1147	0.764	99.1
13	0.0771	0.514	99.6
14	0.0429	0.286	99.9
15	0.0215	0.144	100

The factor analysis results for the significant factors of workplace resiliency identified three (3) components:

Component I – Curriculum and Instructional Adaptations & Collaboration and Communication with the Stakeholders. In the special needs education program, the curriculum framework ensures effective management of teachers' workload and meets the diverse learning needs of students. This framework allows for flexibility in both pacing and content delivery, supporting teachers in maintaining workplace resilience. Training and ongoing support are provided to help educators adapt curriculum materials and instructional strategies to better serve their students and enhance professional development. Collaborative planning sessions are regularly organized to address individualized needs within the teaching team, fostering a supportive environment. Furthermore, parental feedback is actively sought and integrated into the planning and implementation of curriculum and support services, ensuring alignment with both student and teacher needs.

Component II - Personal Well-being and Self- care. In the realm of special needs education, a teacher reflects on their holistic well-being and professional satisfaction.

Physically, they maintain a sense of vigor and health, crucial for fulfilling their teaching responsibilities effectively. Emotionally, they exhibit resilience, adept at navigating the stresses inherent in their work environment. Mindfulness and relaxation techniques are integral parts of their routine, ensuring ongoing mental well-being and stability. Still, the teacher draws strength from a strong support system comprising friends, family, and professional networks. This network serves as a vital resource during challenging times, offering perspective and encouragement. Crucially, they express profound contentment with their work-life balance within the Special Needs Education Program. This satisfaction underscores their ability to harmonize personal and professional commitments effectively, fostering a fulfilling career dedicated to supporting students with diverse needs.

Component III - Curriculum and Instructional Adaptations. In their role as a teacher in the special needs education program, they integrate multi-sensory approaches and hands-on activities to enrich the learning experiences of their students. These methods cater to diverse learning styles—auditory, visual, and tactile—ensuring deeper engagement, retention, and comprehension. Hands-on activities encourage active exploration, problem-solving, and critical thinking, fostering both academic growth and life skills development. Their dedication to these strategies creates an inclusive and dynamic learning environment where every student can thrive and reach their full potential.

5. Conclusion

This study emphasizes the significant role of multiple interconnected factors in fostering an optimal teaching environment within special needs education programs. The findings highlight the critical importance of comprehensive administrative support, which involves providing clear guidelines and expectations for workload allocation, ensuring timely feedback, and addressing workload-related concerns proactively. This administrative backbone ensures that teachers are not overwhelmed and can focus on their primary role of educating students with special needs. Also, the necessity of adequate and continuous training for teachers cannot be overstated. Educators must be equipped with the knowledge and skills to effectively manage the diverse and often complex needs of their students. This training, coupled with substantial teaching experience, prepares teachers to face and overcome the innumerable challenges they encounter, thereby boosting their confidence and competence in their roles.

Equitable workload distribution emerges as another crucial element. A fair allocation of responsibilities ensures that all teachers have ample time to prepare lesson plans, develop instructional materials, and conduct assessments. This balance not only enhances teaching effectiveness but also prevents burnout, contributing to overall teacher well-being. On the other hand, personal well-being and self-care are integral components of workplace resiliency. Teachers must maintain their physical, emotional, and mental health to perform their duties effectively. Incorporating mindfulness and relaxation techniques into their routines, and having a strong support network, are essential strategies for maintaining resilience and job satisfaction.

The curriculum and instructional adaptations, along with collaboration and communication with stakeholders, play a significant role in managing workload and supporting teachers' professional development. A flexible curriculum framework that accommodates diverse student needs and allows for effective workload management is significant. Regular collaborative planning sessions and active parental involvement ensure that the curriculum aligns with both student and teacher needs, fostering a supportive and resilient educational environment. By addressing these multifaceted factors—comprehensive administrative support, adequate training, equitable workload distribution, personal well-being, and curriculum adaptability—schools can create a prospering and supportive environment for special needs educators. This holistic approach not only promotes effective teaching and enhances teacher satisfaction but also leads to positive student outcomes. By prioritizing these areas, educational institutions can ensure that teachers are well-equipped, supported, and resilient, ultimately benefiting the entire learning community. This study underscores that a strategic focus on these critical areas can transform the educational experience for both teachers and students in special needs education programs, even the school administrators, policymakers, and in the sectors of education, paving the way for a more inclusive and effective educational landscape in the long run.

Having administrative support and fair workload distribution are one of the main issues that should be addressed. Special needs education teachers should establish clear guidelines and expectations with their administrators and co-teachers. They should also develop comprehensive policies like collaborating with educational leaders to create detailed policies and procedures that clearly define roles, responsibilities, and expectations for them. Implement regular training sessions focused on the latest special education methodologies,

legal requirements, and classroom management techniques. They should enhance feedback mechanisms, having regular performance reviews, like conducting structured performance reviews that include self- assessment, peer assessment, and supervisor or administrator feedback. They can use these reviews to set measurable goals and track progress. They should also implement health and wellness initiatives; organize health screenings, fitness classes, and nutrition workshops to promote physical health, schedule short regular breaks throughout the school day for teachers to relax and recharge.

Educational institutions, administrators, and policymakers should take several actions. They should establish clear guidelines and expectations for workload allocation, regularly review these guidelines, and create structured opportunities for teacher feedback. Timely responses to workload concerns are essential, as is ensuring sufficient funding for specialized equipment and materials. Time management and workload distribution can be improved by developing transparent systems that consider special education's unique demands, regularly monitoring workloads, and scheduling dedicated preparation time. Teacher training and experience should be enhanced through ongoing professional development, mentorship programs, and opportunities for diverse teaching experiences. Supportive environments can be fostered by establishing networks for sharing challenges and solutions and providing access to mental health services. Workplace resiliency can be improved by developing flexible curriculum frameworks, encouraging multi-sensory teaching approaches, organizing collaborative planning sessions, and actively involving parents or guardians. Providing an assistant or teacher aide in classrooms for teachers working in rural areas, such as mountainsides or near seashores, can be highly beneficial. Finally, promoting personal well- being and self-care is crucial by offering wellness programs, training in stress management techniques, and policies that support a healthy work-life balance. Implementing these recommendations will significantly enhance the workload balance and workplace resiliency of special needs education teachers, leading to better outcomes for their students.

Given an extended research period, it is advisable for the future researchers to utilize thorough surveys and interviews that blend both qualitative and quantitative approaches to gather a more comprehensive and stronger dataset. The researcher also recommends to widen the scope of the study as the current study only focuses on Lucena City, Tayabas City, and Sariaya, Quezon. By adhering to these suggestions, it is possible to cultivate a work

environment that is more nurturing and resilient, thereby resulting in advantages for teachers and students with special needs in the long run.

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