

Drivers of Special Education Teachers' Success in Mainstream Classroom: Investigating the Impact of Job Satisfaction on Teachers' Sense of Wellbeing

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Abstract

This study investigated the factors influencing Special Education (SpEd) teachers' well-being in mainstream classrooms in one of the public schools in Cebu, Philippines. Employing a descriptive-correlational design, the research explored the relationship between job satisfaction and the well-being of teachers involved in inclusive education. Job satisfaction, including aspects like job security, work environment, responsibilities, and community support, were analyzed alongside measures of teacher well-being. The findings indicated a strong positive link between job satisfaction and overall teacher well-being, demonstrating that supportive work conditions significantly enhance the psychological and professional health of teachers. This study highlights the importance of fostering inclusive, supportive educational settings to improve teacher satisfaction and well-being, crucial for effective inclusive education practices. The results suggest that prioritizing teacher needs and creating a nurturing work environment are essential for the success of mainstream inclusion programs.

Keywords: Special Education, Job Satisfaction, Teachers' Well-being, Inclusive Education.

1. Introduction

Teacher well-being is fundamental to effective educational outcomes, particularly within the demanding environment of mainstream classrooms. While the relationship between job satisfaction and teacher well-being is increasingly recognized, the specific mechanisms for cultivating supportive school environments remain under-explored. Existing research highlights the importance of administrative support, peer collaboration, and communication, yet a gap persists in understanding how these elements integrate into a sustainable framework for teacher well-being. Notably, there is a need to investigate how principals can translate broad organizational support into tangible, daily practices that address the emotional and

professional needs of teachers in mainstream settings.

This need is especially pronounced for SpEd teachers within mainstream classrooms. Developed nations face recruitment and retention challenges due to poor working conditions, including burdensome tasks, inadequate support, and professional isolation (Brazas, 2023). Similarly, the Philippine education system experiences teacher shortages driven by limited career growth and opportunities abroad (Chi, 2024). These systemic challenges underscore the urgent need to enhance professional growth and efficacy for SpEd teachers. Opportunities for continuous learning, autonomy, and feedback are crucial for job satisfaction and self-efficacy. However,

research lacks specific strategies to mainstream teachers, who manage diverse student needs.

Moreover, the emotional labor inherent in teaching necessitates a deeper understanding of stress management and well-being promotion. While teacher stress and burnout are acknowledged, the efficacy of interventions like mindfulness and peer support remains under-researched. A critical gap exists in developing comprehensive, school-wide strategies that foster a culture of collective well-being and address individual teacher stress. Additionally, the long-term impact of these interventions on teacher retention and job satisfaction requires further investigation.

Finally, while the importance of teacher recognition is widely acknowledged, the practical implementation of meaningful programs remains a challenge. Current research lacks specificity regarding the types of recognition that resonate with mainstream teachers, particularly those in SpEd. Therefore, this study aims to investigate the job satisfaction and well-being of SpEd teachers at one of the public schools in Cebu, Philippines to address these prevailing issues at such chosen locale and, more importantly, within a wider scope.

2. Literature Review

2.1 Fostering a Supportive School Environment

A robust and supportive school environment is the bedrock upon which teacher wellbeing thrives. This extends far beyond the provision of basic resources; it encompasses cultivating a culture of mutual respect, active collaboration, and transparent communication (Adigun, 2020). Principals and administrators must actively champion this culture by consistently soliciting and valuing teacher input in decision-making processes, thereby fostering a genuine sense of shared purpose and collective ownership (Dicke et al., 2020). Effective administrative support necessitates providing readily accessible resources and tailored mentorship opportunities. This ensures that teachers feel adequately equipped to navigate

the diverse challenges inherent in mainstream classrooms (Sahito & Vaisanen, 2020). Regular, constructive feedback sessions, coupled with sincere recognition of achievements, significantly contribute to a teacher's sense of value and belonging within the school community. This support system builds confidence (Aldosiry, 2022).

Cultivating a strong sense of community among teachers is paramount in mitigating feelings of isolation and burnout. Peer support networks, collaborative lesson planning initiatives, and shared professional development opportunities create vital avenues for connection (Akinyemi et al., 2019). When teachers experience a sense of camaraderie, mutual and social support, their overall wellbeing and job satisfaction demonstrably increase, creating a positive ripple effect throughout the school (Fu et al., 2022). A school environment that prioritizes transparency in policies and procedures significantly reduces teacher anxiety (Jaffe-Walter & Villavicencio, 2023). Clear, consistent communication channels, coupled with readily accessible information regarding school-wide changes or student-related issues, empowers teachers to feel secure and informed in their roles (Oreoluwa et al., 2023). This sense of security allows teachers to focus their energy on the core mission of educating and supporting their students.

2.2 Enhancing Professional Growth and Efficacy

Job satisfaction is inextricably linked to the availability of meaningful professional growth opportunities. A research suggested to expose SpEd Teachers for professional training, which could increase their feelings of competence and their overall job satisfaction, particularly concerning their ability to effectively educate students with disabilities (Shaukat et al., 2019). Teachers who perceive themselves as continuously learning and expanding their skill sets experience a heightened sense of fulfillment. Providing access to relevant, engaging professional development, workshops, and conferences is essential for nurturing this sense of growth (Woulfin &

Jones, 2021). A well-designed training, based on teacher feedback, is most effective. Empowering teachers with increased autonomy and decision-making authority within their classrooms significantly enhances their sense of efficacy (Park et al., 2023). When teachers feel they have a degree of control over their teaching practices and curriculum implementation, they are more likely to experience a profound sense of accomplishment and ownership. This empowerment fosters a proactive and innovative approach to education. On the contrary, a significant statistical correlation was found between job satisfaction and burnout among special education teachers particularly when they have no autonomy and support inside their classroom (Robinson et al., 2019). It implied that when teachers are feeling well-secured with their job, they are feeling satisfied with work, and they can perform well in their teaching job. The satisfaction of teachers with school heads' supervision and job security inversely affects the teachers' work performance (Baluyos, et. Al 2019).

Constructive, actionable feedback, coupled with data-driven insights, serves to further bolster teacher efficacy (Schles & Robertson, 2019). Regular evaluations, grounded in student performance data and classroom observations, provide valuable opportunities for teachers to engage in reflective practice and identify areas for targeted improvement (Yo & Hang, 2023). This ongoing process of refinement leads to increased confidence. Teachers who possess a strong belief in their capacity to positively influence student learning exhibit higher levels of job satisfaction (Shaukat et al., 2019). Providing opportunities for teachers to share their best practices and lead professional development sessions among their peers reinforces the value of their expertise and promotes a culture of shared learning (Reichenberg & Löfgren, 2019). This recognition reinforces their self-efficacy, leading to higher job satisfaction.

2.3 Managing Stress and Promoting Wellbeing

The inherent demands of mainstream classrooms can subject teachers to significant

levels of stress. Recognizing and proactively addressing this stress is critical for promoting teacher wellbeing (Capone & Petrillo, 2020). Schools must foster a culture that prioritizes mental health by providing readily accessible resources, such as counseling services and stress-management training, empowering teachers to build resilience. Studies show that high teacher attrition in these settings is primarily attributable to work-related stress and dissatisfaction stemming from inadequate working conditions, rather than student-specific challenges (Ansley et al., 2019). Cultivating a healthy work-life balance is essential for preventing teacher burnout. Implementing flexible scheduling options, actively promoting self-care practices, and demonstrating respect for teachers' personal time can significantly enhance overall wellbeing (Saldivar-Henke, 2023). Schools should model healthy boundaries, and encourage staff to do the same. Also, findings show work-life balance is a key factor in teacher career satisfaction. Increased job stress negatively affects both balance and satisfaction, with stress acting both directly and indirectly (Çobanoğlu et al., 2023).

Acknowledging and addressing the emotional labor inherent in teaching is vital. Teachers frequently navigate complex student needs and manage their own emotional responses (Wang et al., 2024). Providing comprehensive training in emotional intelligence, conflict resolution, and de-escalation techniques equips teachers with the necessary tools to effectively manage these challenging situations. Findings revealed that in Chinese special education teachers, emotional intelligence and work engagement significantly correlate with well-being. Work engagement also mediates the impact of emotional intelligence on well-being (Fu et al., 2021). Creating a safe and supportive space for teachers to openly communicate their concerns and frustrations is of paramount importance. When teachers feel that they can confide in trusted administrators or peer mentors, they are better equipped to process and manage the high levels of stress that are commonly associated with the mainstream classroom environment (Aldosiry, 2022). This open dialogue fosters a sense of trust. Teachers prioritized emotional

and appraisal support from leaders. Hence, strong administrative backing decreased stress, and boosted satisfaction, commitment, and retention. Experience and disability range also impacted these factors.

2.4 Teachers' Recognition, Support, and Climate

Consistently acknowledging and genuinely appreciating teachers' efforts is crucial for boosting morale and enhancing job satisfaction (binti Mustapa et al., 2021). Simple yet meaningful gestures of gratitude, such as handwritten thank-you notes, public recognition during staff meetings, and peer-to-peer appreciation, can have a profound positive impact on a teacher's sense of value. Findings indicated teacher workload increased due to placement issues and incomplete special education facilities (bin Abdullah et al., 2021). The interplay between recognition and collaborative opportunities is paramount in fostering a supportive school environment. When teachers feel both valued and connected, their sense of professional efficacy and job satisfaction naturally increase. Schools should prioritize initiatives that strengthen collective efficacy and promote hedonic balance, as these factors directly translate into increased job satisfaction, ultimately benefiting both teachers and students (Buonomo et al., 2020). This finding underscores the powerful impact of shared teacher confidence and positive emotions on job satisfaction.

Celebrating collective achievements and highlighting the positive impact of their work on student learning reinforces their integral role within the school community. Findings indicate that perceived organizational climate shapes teacher job satisfaction and emotional experiences. Positive climates foster satisfaction and positive emotions; negative climates result in dissatisfaction and negative emotions (Otrębski, 2022). Furthermore, findings revealed that social support significantly correlates with special education teachers' well-being, with emotional labor acting as a mediating factor (Wu et al., 2020). Hence, building on the importance of recognition, support, and a positive climate, it's

evident that these factors are foundational for fostering teacher resilience. By cultivating environments where teachers feel valued and emotionally supported, schools can mitigate burnout and enhance overall job satisfaction. This, in turn, allows educators to effectively implement best practices and positively impact student outcomes.

3. Methodology

This study explored teacher well-being in inclusive mainstream classrooms in one of the public schools in Central Cebu, Philippines. Using a descriptive-correlational design, surveys assessed job satisfaction and its relation to teaching learners with special needs. Verily, 15 respondents were mainstream teachers from the 2023-2024 school year, chosen via purposive sampling. The school, known for its inclusive practices, supports diverse learners, including those with autism, ADHD, and hearing impairments. The research aimed to identify factors influencing teacher well-being in this setting. The survey indicators have been adapted from a published instrument and Teacher Well-being Scale, were used. Part I gathered demographic profiles of the respondents. Part II assessed job satisfaction using a 5-point scale across four factors: job security, work environment, responsibilities, and community attachments, comprising 40 items. Part III measured teacher well-being with 10 items, also using a 5-point scale. These instruments aimed to quantify teacher perceptions of job satisfaction and well-being within inclusive educational settings, providing data for statistical analysis.

Prior to data collection, formal approvals were obtained from relevant school, district and division authorities from the Department of Education (DepEd). Respondents received detailed consent forms and participated in face-to-face orientations. Also, respondents were recruited and briefed, with a strong emphasis on data privacy. Surveys were administered, ensuring ample time for completion. Collected data were digitized, subjected to rigorous cleaning to address inconsistencies, and

analyzed using descriptive and inferential statistics. This process ensured data integrity and confidentiality, adhering to ethical standards and facilitating valid conclusions. Ethical rigor was maintained through careful respondent selection and adherence to scientific writing norms. Informed consent, both written and verbal, was secured. Privacy and confidentiality were paramount, with respondent anonymity ensured. No conflicts of interest or known risks were identified. Respondents were fully informed about the study's purpose and procedures, and their right to withdraw at any point was emphasized without penalty. The research protocol underwent ethical review, ensuring compliance with institutional standards and safeguarding participant well-being.

To treat the gathered data, descriptive statistics were used to analyze relevant variables. Frequency and percentage determined categorical data, while weighted mean and standard deviation assessed continuous variables. Pearson's r , t -tests, and Spearman's ρ were employed to examine relationships between job satisfaction and well-being. Shapiro-Wilk tests assessed data normality. All analyses were conducted using IBM SPSS Statistics Version 26 at a significance level of

$\alpha=0.05$. This comprehensive approach ensured robust and reliable statistical findings, contributing to a deeper understanding of the research questions. Somehow, this methodology provides a structured and rigorous framework for addressing the research questions. The chosen design, procedures, and analyses were carefully selected to ensure the validity and reliability of the findings, contributing to a robust understanding of the study's objectives.

4. Results & Discussions

In pursuit of understanding the topic under current investigation, this section presents the empirical findings that illuminate the complex interplay between these vital factors. Through statistical analysis of teacher responses, it is aimed to quantify the impact of job satisfaction on overall well-being. The following results detail the measured levels of satisfaction and well-being, highlighting significant relationships and patterns. These findings are then contextualized within existing research, discussing how they contribute to our understanding of teacher empowerment in mainstream educational settings.

Table 1. Level of Respondents' Job Satisfaction in terms of Job Security

S/N	Indicators	x	Description
1	The amount of pay for the work I do...	3.3	Satisfied
2	The chance to be reclassified/ be promoted	3.7	Satisfied
3	The benefits I receive are good as most other organizational can offer...	3.6	Satisfied
4	When all my efforts are not rewarded the way, it should be...	3.3	Satisfied
5	The way my job provides a secured future	4.0	Satisfied
6	The way I get full credit for the work I do	3.9	Satisfied
7	Being able to take pride in a job well done	4.2	Very Satisfied
8	The way how my pay compares with that for a similar job in other companies	3.4	Satisfied
9	The way how my pay compares with other co workers	3.5	Satisfied
10	The opportunities for the advancement	3.9	Satisfied
<i>Aggregated Weighted Mean</i>		3.7	Satisfied

Legend: 4.20-5.00 Very Satisfied; 3.40-4.19 Satisfied; 2.60-3.39 Moderately Satisfied; 1.80-2.59 Not Satisfied; 1.00-1.79 Very Not Satisfied

For this table, the overall job satisfaction concerning job security among SpEd teachers

in mainstream classrooms is consistently rated as "satisfied." Notably, teachers reported the

highest satisfaction in "being able to take pride in a job well done," indicating a strong sense of professional fulfillment. Aspects like future security and recognition for work also received high satisfaction ratings. While pay and comparison with other jobs showed moderate satisfaction, they did not significantly deviate from the overall positive sentiment. This suggests that while financial aspects are relevant, intrinsic rewards and perceived stability play a crucial role in SpEd teachers' job satisfaction within mainstream settings.

Interpreting these findings within the broader context of existing research reveals that the observed satisfaction in job security aligns with research emphasizing the importance of perceived stability in teacher well-being. Studies indicate that job security reduces stress and fosters a sense of belonging, which is crucial for SpEd teachers facing the unique challenges of mainstream inclusion. The high satisfaction with intrinsic rewards, such as pride in work, echoes findings that highlight the significance of meaningful work in teacher motivation. The moderate satisfaction with pay and comparisons might reflect broader trends in teacher compensation, where intrinsic rewards can compensate for perceived financial

shortcomings. This suggests that focusing on professional recognition and stability can significantly enhance SpEd teachers' overall job satisfaction.

Consequently, these interpretations yield specific implications for practical implementation and policy adjustments, suggesting that school administrators should prioritize policies that reinforce job security and recognize SpEd teachers' contributions to mainstream classrooms. Emphasizing professional development that highlights successful inclusion practices can further enhance their sense of accomplishment and pride. Investing in systems that provide clear pathways for career advancement and fair recognition aligns with the teachers' reported needs. While addressing pay disparities is essential, fostering a supportive environment that values their work and ensures stability can significantly boost their well-being. This suggests that a holistic approach, balancing extrinsic and intrinsic rewards, is crucial for empowering SpEd teachers and ensuring their sustained engagement in mainstream education. Ongoing evaluation and feedback mechanisms can help maintain and improve these satisfaction levels.

Table 2. Level of Respondents' Job Satisfaction in terms of Work Environment

S/N	Indicators	x	Description
1	The policies & practice towards employees of the school.	3.8	Satisfied
2	The way my immediate head & I understand each other.	3.8	Satisfied
3	The spirit of cooperation among my co-workers.	3.8	Satisfied
4	The working conditions (heating, lighting and ventilation).	3.9	Satisfied
5	The way my co-workers are easy to make friends with.	3.9	Satisfied
6	The way my immediate head trains his/her subordinates.	3.6	Satisfied
7	The feeling of accomplishments I get from my job.	4.1	Satisfied
8	The way my immediate head takes care of the complaints of his/her employees.	3.7	Satisfied
9	The pleasantness of the working conditions.	3.7	Satisfied
10	The way my immediate provides help on hard problems.	3.8	Satisfied
	<i>Aggregated Weighted Mean</i>	3.8	Satisfied

Legend: 4.20-5.00 Very Satisfied; 3.40-4.19 Satisfied; 2.60-3.39 Moderately Satisfied; 1.80-2.59 Not Satisfied; 1.00-1.79 Very Not Satisfied

As can be gleaned, SpEd teachers in mainstream classrooms reported satisfaction with their work environment. Key areas of satisfaction included cooperation among

coworkers, working conditions, and the feeling of accomplishment. Notably, the feeling of accomplishment stood out, indicating a strong sense of professional fulfillment. Satisfaction

was also consistent across aspects like school policies, supervisor relationships, and peer interactions. While supervisory training received a slightly lower rating, it remained within the satisfied range. This indicates a generally positive perception of the work environment, fostering a supportive and collaborative atmosphere for SpEd teachers.

Nonetheless, examining these results through the lens of existing scholarly work highlights that a supportive work environment significantly impacts teacher well-being. Studies emphasize that positive coworker relationships and effective leadership contribute to job satisfaction. The high satisfaction with the feeling of accomplishment aligns with research highlighting the importance of intrinsic motivation in teaching. Satisfactory ratings for physical working conditions reflect the impact of environmental factors on teacher performance. The consistent satisfaction across various aspects suggests a holistic approach to creating a positive work

environment. This supports the notion that a collaborative and supportive atmosphere is essential for SpEd teachers' success in mainstream settings.

To translate these insights into actionable strategies, it is essential to consider that school administrators should prioritize fostering collaborative school cultures. Providing professional development that focuses on effective communication and teamwork among teachers can enhance coworker relationships. Additionally, targeted training for school leaders on effective supervision and complaint resolution is necessary. Recognizing and celebrating SpEd teachers' achievements can reinforce their sense of accomplishment. Ensuring adequate working conditions, including proper ventilation and lighting, is also crucial. Implementing regular feedback mechanisms can help maintain and improve the positive work environment, ultimately empowering SpEd teachers and enhancing their well-being in mainstream classrooms.

Table 3. Level of Respondents' Job Satisfaction in terms of Job Responsibilities

S/N	Indicators	x	Description
1	The chance to "rub elbows" with important people.	3.6	Satisfied
2	Being able to do things that don't go against my conscience.	3.3	Satisfied
3	The chance to tell other co-workers how to do things.	3.4	Satisfied
4	The chance to do work that well suited to my abilities.	3.4	Satisfied
5	The chance to try something different on my job.	3.5	Satisfied
6	The chance to do something that makes use of my abilities.	3.5	Satisfied
7	The chance to develop new and better ways to do the jobs.	3.6	Satisfied
8	The chance to do things that don't harm my other co-workers.	3.7	Satisfied
9	The chance to do the job without feeling I am cheating anyone.	3.7	Satisfied
10	The freedom to express my own judgment.	3.6	Satisfied
<i>Aggregated Weighted Mean</i>		3.5	Satisfied

Legend: 4.20-5.00 Very Satisfied; 3.40-4.19 Satisfied; 2.60-3.39 Moderately Satisfied; 1.80-2.59 Not Satisfied; 1.00-1.79 Very Not Satisfied

Here, the empirical results showed that SpEd teachers reported general satisfaction with their job responsibilities. Key areas include ethical work practices, utilizing abilities, and freedom of judgment. Notably, teachers felt satisfied with tasks aligning with their conscience and not harming coworkers. While opportunities to "rub elbows" and direct others were also rated positively, the focus remained on intrinsic fulfillment and ethical conduct. The consistent

satisfaction across various aspects, such as trying new things and developing better job methods, indicates a positive perception of role autonomy and professional integrity. Overall, teachers find their job responsibilities fulfilling and ethically sound.

A deeper exploration of these outcomes, when compared against current literature, reveals that ethical alignment and utilization of skills are

crucial for teacher job satisfaction. Studies suggest that teachers who perceive their work as meaningful and aligned with their values experience higher job satisfaction. The satisfaction with utilizing abilities reflects the importance of professional competence and autonomy in teaching. The focus on ethical conduct aligns with research highlighting the significance of moral integrity in the teaching profession. The consistent satisfaction across various aspects indicates that SpEd teachers value roles that allow for personal expression and professional growth. This supports the notion that job responsibilities must align with teachers' values and skills.

To effectively leverage these findings for practical improvements, it is vital to

acknowledge that school administrators should prioritize creating job responsibilities that emphasize ethical conduct and professional autonomy. Providing opportunities for SpEd teachers to utilize their unique abilities and express their judgment is essential. Professional development that encourages innovation and the development of new teaching methods can further enhance job satisfaction. Ensuring that teachers feel their work aligns with their personal values and does not harm others is crucial. Implementing regular feedback sessions to discuss job responsibilities and ethical concerns can help maintain and improve job satisfaction. These strategies will empower SpEd teachers, enhancing their well-being in mainstream classrooms.

Table 4. Level of Respondents' Job Satisfaction in terms of Community Attachments

S/N	Indicators	x	Description
1	The community actively supports and appreciates our efforts in creating an inclusive environment.	3.6	Satisfied
2	Teachers feel valued and respected by the community for their contributions to inclusivity in education.	3.6	Satisfied
3	The community actively engages with teachers to address the needs of diverse students in our inclusive environment.	3.4	Satisfied
4	Teachers perceive a strong sense of collaboration and partnership with the community in fostering inclusivity.	3.5	Satisfied
5	The community's support enhances teachers' job satisfaction in creating an inclusive environment.	3.5	Satisfied
6	Teachers feel supported by community resources and initiatives aimed at promoting inclusivity.	3.4	Satisfied
7	The community's understanding and acceptance of diverse backgrounds positively impact teachers' job satisfaction.	3.5	Satisfied
8	Teachers perceive a high level of involvement and engagement from the community in addressing inclusivity challenges.	3.6	Satisfied
9	The community's recognition of teachers' efforts in creating an inclusive environment boosts morale and job satisfaction.	3.6	Satisfied
10	Teachers feel a strong sense of belonging and connection to the community, which enhances job satisfaction in an inclusive environment.	3.6	Satisfied
<i>Aggregated Weighted Mean</i>		3.5	Satisfied

Legend: 4.20-5.00 Very Satisfied; 3.40-4.19 Satisfied; 2.60-3.39 Moderately Satisfied; 1.80-2.59 Not Satisfied; 1.00-1.79 Very Not Satisfied

Verily, the SpEd teachers reported satisfaction with community attachments regarding their work in inclusive environments. Key aspects included perceived community support, recognition, and collaboration. Teachers felt valued and respected for their contributions,

and they acknowledged the community's positive impact on their job satisfaction. While engagement and resource support were also rated positively, the overall sentiment highlighted a consistent sense of appreciation and partnership. Teachers perceived a strong

connection to the community, boosting their morale. This indicates that community involvement plays a significant role in the job satisfaction of SpEd teachers in mainstream classrooms.

Somehow, when contextualizing these results within the broader framework of existing research, it becomes evident that community involvement significantly influences teacher job satisfaction. Studies emphasize that community support and collaboration enhance teachers' sense of belonging and professional value. The perceived recognition and appreciation align with findings that highlight the importance of social validation in teaching. The satisfactory ratings for engagement and resource support reflect the impact of external resources on teachers' effectiveness. The consistent positive perception across various aspects indicates that community attachment fosters a supportive ecosystem for SpEd teachers. This supports the notion that

community partnerships are crucial for successful inclusive education.

Translating these observations into practical actions, it is essential to recognize the need to strengthen community partnerships and enhance SpEd teachers' sense of belonging. Schools should actively engage community members in inclusive education initiatives. Implementing programs that foster collaboration between teachers, parents, and community organizations can enhance support and resource availability. Recognizing and celebrating teachers' efforts through community events can boost morale and job satisfaction. Providing platforms for open communication and feedback can address inclusivity challenges effectively. Ensuring that community resources are accessible and aligned with teachers' needs is crucial. These strategies will empower SpEd teachers, fostering a supportive community environment and enhancing their well-being in mainstream classrooms.

Table 5. Degree of satisfaction as to the well-being of teachers in inclusive classrooms

S/N	Indicators	x	Description
1	Balancing my workload effectively helps me stay energized and focused, preventing burnout, and supporting my overall well-being as I manage the diverse demands of inclusive education.	4.0	Satisfied
2	Access to various teaching resources boosts my creativity and well-being as I meet the diverse needs of students in inclusive classrooms.	3.8	Satisfied
3	Having well-maintained facilities and conducive learning environments enhances my capacity to create an inclusive space, promoting a positive sense of well-being and job satisfaction as I endeavor to foster equitable learning environments for all students.	3.7	Satisfied
4	Managing my workload pace allows me to maintain energy and focus, preventing burnout and supporting my well-being as I navigate the dynamic challenges of inclusive education.	3.7	Satisfied
5	Engaging in varied tasks keeps my work stimulating and rewarding, fostering a sense of fulfillment and well-being as I cater to the diverse needs of students in inclusive classrooms.	3.8	Satisfied
6	Feeling valued and heard boosts my confidence and morale, promoting a positive sense of well-being as I contribute innovative ideas to inclusive practices	3.8	Satisfied
7	Collaborating with colleagues fosters a supportive community and provides opportunities for shared learning and growth, enhancing my well-being through professional camaraderie and collective problem-solving.	4.1	Satisfied
8	Student engagement validates my efforts and contributes to a positive classroom atmosphere, reinforcing my sense of purpose	3.8	Satisfied

	and well-being in fostering inclusive learning environments.		
9	Being involved in decision-making empowers me to shape inclusive policies and practices, fostering a sense of ownership and well-being in driving positive change within the educational setting.	3.8	Satisfied
10	Having the autonomy to express my ideas and concerns promotes a sense of agency and well-being, enabling me to advocate effectively for inclusive approaches and address challenges proactively.	3.8	Satisfied
11	Aligning with broader social goals reaffirms the significance of my role in promoting equity and inclusion, fostering a sense of fulfillment and well-being in contributing to societal progress through education.	4.0	Satisfied
12	Positive perceptions of my institution and its support for inclusivity cultivate a sense of pride and belonging, enhancing my overall well-being and job satisfaction as a teacher in an inclusive education setting.	3.8	Satisfied
13	External validation of my school's inclusive efforts enhances my sense of professional esteem and well-being, reinforcing my commitment to inclusive practices and contributing to a positive work environment.	3.9	Satisfied
14	A school culture that values community engagement and social responsibility provides a sense of purpose and fulfillment, supporting my well-being as I collaborate with stakeholders to create an inclusive and equitable learning environment.	4.1	Satisfied
15	Fair compensation acknowledges the additional demands and responsibilities of inclusive education, reducing financial stress and supporting my overall wellbeing and job satisfaction in my role as an inclusive educator.	3.9	Satisfied
<i>Aggregated Weighted Mean</i>		3.9	Satisfied

Legend: 4.20-5.00 Very Satisfied; 3.40-4.19 Satisfied; 2.60-3.39 Moderately Satisfied; 1.80-2.59 Not Satisfied; 1.00-1.79 Very Not Satisfied

Apparently, for this table the SpEd teachers demonstrate consistent satisfaction with community attachments, particularly in perceived support and recognition for their inclusive efforts. Teachers feel valued and respected, with a notable sense of partnership with the community. While engagement and resource support are positive, the emphasis lies on appreciation and collaboration. Teachers acknowledge the community's positive impact on their morale and job satisfaction. The feeling of belonging and connection is prominent, indicating a strong link between community involvement and teacher well-being. This suggests that the community's role in fostering inclusive environments is a significant factor in SpEd teachers' job satisfaction.

Yet, drawing upon existing research to contextualize these findings reveals that community support is a critical component of

teacher job satisfaction. Studies consistently show that collaborative partnerships between schools and communities enhance teachers' sense of professional value and belonging. The strong perception of recognition and appreciation aligns with research emphasizing the importance of social validation in the teaching profession. The satisfactory ratings for engagement and resource support underscore the impact of external factors on teachers' effectiveness. The consistent positive perception across various aspects reinforces the idea that robust community attachments create a supportive ecosystem essential for successful inclusive education.

Nevertheless, it is imperative to implement comprehensive strategies that strengthen community partnerships and enhance SpEd teachers' sense of belonging. Schools should actively cultivate collaborative relationships with community members through regular

meetings, workshops, and joint projects. Implementing programs that facilitate direct interaction between teachers, parents, and community organizations can improve resource availability and support networks. Recognizing and celebrating teachers' accomplishments through community events and public acknowledgments can significantly boost morale and job satisfaction. Establishing open communication channels, such as feedback

forums and advisory boards, can address inclusivity challenges collaboratively. Ensuring that community resources are tailored to the specific needs of SpEd teachers and students is essential. These strategies will empower SpEd teachers, creating a supportive and inclusive community environment that significantly enhances their overall well-being and effectiveness in mainstream classrooms.

Table 6. Correlative probe on the level of job satisfaction and degree of satisfaction as to the well-being of teachers

Variables	r-value	Strength of Correlation	p-value	Decision	Remarks
Job Security	0.632	Strong positive	0.012	Reject H_0	Significant
Work Environment	0.750	Strong positive	0.001	Reject H_0	Significant
Job Responsibilities	0.761	Strong positive	0.001	Reject H_0	Significant
Community Attachment	0.601	Strong positive	0.018	Reject H_0	Significant
Overall Job Satisfaction	0.727	Strong positive	0.002	Reject H_0	Significant

*Significant at $p < 0.05$ (two-tailed)

The correlative analysis reveals a strong positive relationship between various aspects of job satisfaction and teacher well-being. Job security, work environment, job responsibilities, and community attachment all demonstrate a significant positive correlation with teacher well-being. Notably, job responsibilities and work environment exhibit the strongest correlations, indicating a profound impact. The overall job satisfaction also shows a robust positive correlation. All p-values are below 0.05, leading to the rejection of the null hypothesis and confirming the statistical significance of these relationships. This conclusively demonstrates that increased job satisfaction across these areas significantly enhances SpEd teachers' well-being in mainstream classrooms.

Examining these correlational findings in light of established research reveals that job satisfaction is a critical predictor of teacher well-being. Studies consistently highlight the positive impact of job security, supportive work environments, meaningful job responsibilities, and strong community connections on teachers' overall health and satisfaction. The strong correlations observed align with findings that emphasize the importance of intrinsic and extrinsic factors in teacher motivation and well-

being. The significance of job responsibilities and work environment underscores the need for schools to prioritize these areas. The statistical significance of the overall job satisfaction correlation reinforces the holistic impact of job satisfaction on teacher well-being.

Hence, it is essential to implement a multifaceted approach that addresses all identified areas of job satisfaction. Schools must prioritize creating secure and supportive work environments by fostering positive relationships, providing adequate resources, and ensuring fair policies. Job responsibilities should be designed to maximize teachers' skills and autonomy, promoting a sense of accomplishment. Strengthening community partnerships through collaborative initiatives can enhance teachers' sense of belonging and support. Regular feedback mechanisms and professional development opportunities can address specific needs and improve overall job satisfaction. Recognizing and celebrating teachers' contributions can boost morale and reinforce their sense of value. By addressing these interrelated factors, schools can significantly enhance SpEd teachers' well-being in mainstream classrooms, leading to improved educational outcomes for all students.

5. Conclusion & Future Works

Based on the findings, this study reveals a strong positive correlation between job satisfaction and SpEd teacher well-being in mainstream classrooms. Factors like job security, work environment, responsibilities, and community attachment significantly impact teacher satisfaction, highlighting the need for holistic support. Somehow, it is imperative that future research should explore longitudinal impacts of interventions on teacher well-being, focusing on specific strategies to improve job satisfaction. Investigating the role of administrative support and individualized professional development is also crucial. Comparative studies across diverse school settings can provide broader insights into effective practices.

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Reference

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