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WORK ATTITUDES AND OCCUPATIONAL RESILIENCE OF TEACHERS HANDLING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS IN SELECTED SCHOOLS IN CARMEN DISTRICT, DAVAO DEL NORTE

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ABSTRACT

This study aimed to determine the relationship between work attitudes and occupational resilience of teachers handling learners with special educational needs in Carmen District, Davao del Norte. Specifically, it sought to assess the levels of work attitudes and occupational resilience, examine the relationship between these variables, and identify which domains of work attitudes significantly influence occupational resilience. A quantitative descriptive-correlational design was employed. The respondents were seventy-eight SNED teachers, with total enumeration used to include all eligible participants. Data were collected through questionnaires administered face-to-face. Work attitudes were measured in terms of sense of efficacy, sense of community, and sense of professional interest, while occupational resilience was assessed through personal competence, tolerance of stress and adversity, and positive acceptance of change. Weighted mean, standard deviation, Pearson's correlation, and multiple regression analysis were used. Findings revealed that these teachers exhibited strong work attitudes and high levels of occupational resilience. Overall work attitudes were significantly related to occupational resilience, with sense of community and sense of efficacy emerging as significant predictors. Sense of professional interest did not significantly influence resilience. These results highlight the importance of relational support and personal efficacy in sustaining teacher resilience in challenging contexts. Based on these findings, SNED teachers may enhance their community and efficacy through mentoring and professional learning activities. School heads may promote supportive climates, while policymakers may incorporate teacher well-being and professional development into education policies. Future research may explore other factors influencing occupational resilience and examine changes in work attitudes and resilience over time.

KEYWORDS: *Carmen District; Davao del Norte; learners with special educational needs; occupational resilience; work attitudes*

INTRODUCTION

Teachers play a crucial role in fostering students' academic, social, and emotional development. In Special Needs Education (SNED), this role becomes more demanding due to the diverse and complex needs of learners with special educational needs (LSEN). Teachers handling these learners must demonstrate patience, adaptability, and emotional strength. However, sustaining positive work attitudes and occupational resilience amid persistent challenges remains a significant concern. Difficult working conditions may negatively influence teachers' motivation, commitment, and coping abilities, ultimately affecting the quality of instruction and learner outcomes.

Globally, teachers working with learners with special educational needs face numerous challenges that impact their work attitudes and resilience. In the United States, heavy workloads related to individualized education plans, behavioral management, and administrative tasks contribute to stress, emotional exhaustion, and declining job satisfaction. In Australia, inadequate training and limited support systems reduce teachers' confidence and willingness to sustain inclusive practices. Similarly, in South Africa, insufficient resources, overcrowded classrooms, and gaps between policy and implementation create frustration and weaken teachers' resilience. These issues highlight how workload, lack of support, and limited resources negatively shape teachers' work attitudes.

Another global concern is burnout and inadequate professional preparation. High attrition rates are linked to chronic stress, low morale, and limited institutional support. Many teachers feel unprepared to address diverse learner needs, reducing self-efficacy, enthusiasm, and commitment. Inconsistent implementation of inclusive education policies worsens these issues, leaving teachers without clear direction and resources. These challenges weaken occupational resilience and foster

disengagement and reduced motivation. This situation affects teaching quality and overall educational outcomes significantly today.

In the Philippines, SNED teachers experience similar challenges affecting both their work attitudes and resilience. Limited access to specialized training and continuous professional development reduces teachers' confidence and effectiveness in handling LSEN. Additionally, the scarcity of instructional materials and assistive technologies increases workload and frustration, often leading to stress and decreased job satisfaction. These conditions may result in diminished enthusiasm and reduced commitment to inclusive teaching practices.

Systemic issues such as high teacher–student ratios, limited administrative support, and lack of recognition further intensify work-related stress among SNED teachers. These factors contribute to emotional exhaustion, low morale, and weakened occupational resilience. When resilience is compromised, teachers are more likely to experience burnout, absenteeism, and intention to leave the profession, affecting the sustainability of inclusive education programs.

At the local level in Carmen District, Davao del Norte, SNED teachers face persistent challenges that influence their work attitudes and resilience. Limited resources, large class sizes, and insufficient access to specialized training hinder their ability to effectively address diverse learner needs. Moreover, the lack of psychosocial support systems increases vulnerability to stress and burnout. These issues affect both teachers' well-being and the quality of education for learners with special educational needs.

Despite increasing awareness, significant research gaps remain. Methodologically, many studies rely on descriptive approaches, with limited use of predictive or correlational designs examining how work attitudes influence occupational resilience. Substantively, research has focused on stress, burnout, and attrition, with less attention to the relationship between work attitudes and resilience among SNED teachers. Contextually, localized studies in areas such as Carmen District remain scarce.

The urgency of this study lies in the increasing demands placed on SNED teachers and the challenges that threaten their well-being and effectiveness. By examining the relationship between work attitudes and occupational resilience, this study aims to provide evidence that can inform targeted interventions, strengthen professional development, and guide policy formulation to support teachers and improve outcomes of their learners.

THE STUDY'S OBJECTIVES

This study aimed to determine the relationship between work attitudes and occupational resilience of Special Needs Education (SNED) teachers. Specifically, it sought to:

1. Determine the level of work attitudes of SNED teachers in terms of:
   1.1 sense of efficacy;
   1.2 sense of community; and
   1.3 sense of professional interest.
2. Determine the level of occupational resilience of SNED teachers in terms of:
   2.1 personal competence;
   2.2 tolerance of stress and adversity; and
   2.3 positive acceptance of change.
3. Establish whether there is a significant relationship between work attitudes and occupational resilience of SNED teachers.
4. Identify which domains of work attitudes significantly influence occupational resilience of the respondents.

METHODOLOGY

This chapter presents the methodological framework of the study. It outlines the research design, the respondents who provided the data, and the instruments used for data collection. It also describes the procedures undertaken to ensure accurate, reliable, and ethical data gathering, as well as the techniques used in analyzing the data to answer the research questions. Each component is structured to systematically examine the relationship between work attitudes and occupational resilience of special education teachers. The major sections of this chapter include research design, ethical considerations, research respondents, research instruments, data gathering procedure, and data analysis.

Method Used

This study adopts a quantitative research approach, specifically employing a descriptive-correlational design, to investigate the relationship between work attitudes and occupational resilience among special education teachers. Quantitative research involves systematic collection and analysis of numerical data to examine patterns, relationships, and trends among variables, which provide objective and generalizable findings (Thomas & Zubkov, 2023). Descriptive-correlational design is particularly appropriate for this study as it enables the researcher to describe the current status of the variables and explore the degree of association between them without manipulating any conditions.

The descriptive aspect focuses on capturing the present state of special education teachers' work attitudes, which include sense of efficacy, sense of community, and sense of professional interest, and their occupational resilience, which encompasses personal competence, tolerance of stress and adversity, and positive acceptance of change. The correlational component examines the strength and direction of the relationship between work attitudes and occupational resilience. According to Cohen, et al. (2018), correlational research is essential for identifying whether, and to what extent, variations in one variable are associated with variations in another, which provides insights into naturally occurring patterns in educational contexts.

Through this design, the study aims to provide both descriptive and relational information that is crucial for understanding how special education teachers' work attitudes influence the development and application of occupational resilience. This approach ensures that data collection and analysis are conducted systematically, ethically, and rigorously, which produces findings that are relevant for improving professional practices, teacher well-being, and the learning outcomes of students with diverse needs.

Sources of Data

The respondents of this study consisted of seventy-eight (78) Special Needs Education (SNED) teachers from the Carmen District, Davao del Norte. To ensure comprehensive representation, the study employed the total enumeration technique, in which all members of the identified population were included as respondents. Total enumeration is a method where every individual in the target population is studied rather than selecting a sample (Etikan & Bala, 2017). This approach was chosen because it eliminates sampling bias and provides a complete and accurate picture of the entire population (Taherdoost, 2016). It is particularly suitable for this study since the number of SNED teachers in Carmen District was manageable, allowing for the collection of data from all respondents without the need for further sampling.

The study applied specific inclusion and exclusion criteria to ensure that data were collected only from respondents with relevant expertise and experience in special education. The inclusion criteria required that participants: (1) were currently assigned as SNED teachers in an elementary school within Carmen District; (2) had formal training or certification in special education; (3) possessed at least three years of teaching experience in special education; (4) were actively involved in teaching students with diverse learning needs; and (5) voluntarily consented to participate in the study. Teachers who did not meet these criteria were excluded from participation to avoid collecting data from individuals lacking the necessary training, experience, or active engagement in special education.

Employing total enumeration and applying clear inclusion and exclusion criteria, the study captured insights from all eligible SNED teachers in Carmen District. This ensured that the collected data accurately reflected the perspectives of teachers who were both formally trained and actively engaged in special education instruction, thereby enhancing the validity, reliability, and credibility of the study's findings.

Data Gathering Instrument

The primary instruments for this study were structured questionnaires designed to measure the work attitudes and occupational resilience of special education teachers. These questionnaires consisted of closed-ended Likert-scale items that quantified teachers' perceptions and experiences. The instruments were divided into two parts: the first focused on work attitudes, while the second measured occupational resilience.

The instrument on work attitudes was adapted from Jimenez (2020) and was structured around three dimensions: Sense of Efficacy, Sense of Community, and Sense of Professional Interest. Each dimension consisted of 10 items, providing a comprehensive view of teachers' beliefs in their teaching capabilities, their sense of belonging and collaboration within the school environment, and their motivation and engagement in professional growth.

Since the instrument was adapted, the researcher tried to seek permission from the original author to use the questionnaire. However, no response was received. Despite this, proper acknowledgment of the source was observed, and the instrument underwent validation and reliability testing to ensure its suitability for the present study.

To ensure validity, the work attitudes questionnaire was subjected to expert validation to confirm the clarity, relevance, and alignment of its items with the intended constructs. The overall expert rating for the instrument was 4.18, interpreted as very good, indicating that the questionnaire items were clear, appropriate, and relevant to measuring teachers' work attitudes. Following validation, the questionnaire underwent pilot testing with 30 teachers from different district to assess its reliability. The internal consistency of the work attitudes questionnaire, measured using Cronbach's alpha, yielded a coefficient of 0.958, which exceeded the acceptable threshold of 0.70 commonly used in social science research (Taber, 2018). This result indicated that the instrument was highly reliable for assessing the work attitudes of special education teachers. Responses were interpreted using the following scale. Responses were interpreted using the following scale:

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very High	Work attitudes are always evident.
3.40 - 4.19	High	Work attitudes are oftentimes evident.
2.60 - 3.39	Moderate	Work attitudes are occasionally evident.
1.80 - 2.59	Low	Work attitudes are seldom evident.
1.00 – 1.79	Very Low	Work attitudes are never evident.

The instrument for occupational resilience was adapted from Connor and Davidson (2003) and encompassed three dimensions: Personal Competence, Tolerance of Stress and Adversity, and Positive Acceptance of Change. Each dimension consisted of 5 items, which captures the essential qualities that enable special education teachers to manage challenges, cope with stress, and adapt positively to changes in the school environment.

To ensure validity, the instrument was subjected to expert validation to confirm the accuracy, clarity, and relevance of its items in measuring the construct. The experts' overall rating for the instrument was 4.14, interpreted as very good, which indicated that the questionnaire was well-designed and aligned with the intended dimensions of occupational resilience. Following validation, the instrument underwent pilot testing to determine reliability. The internal consistency, measured using Cronbach's alpha, yielded a coefficient of 0.959, which surpassed the minimum standard of 0.70 commonly accepted in social science research. This result demonstrated that the instrument was highly reliable for assessing the occupational resilience of special education teachers. Responses were interpreted using the following scale:

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very High	Occupational resilience is always evident.
3.40 - 4.19	High	Occupational resilience is oftentimes evident.
2.60 - 3.39	Moderate	Occupational resilience is occasionally evident.
1.80 - 2.59	Low	Occupational resilience is seldom evident.
1.00 – 1.79	Very Low	Occupational resilience is never evident

Both instruments were contextualized to the objectives of the study. Comments and suggestions from the adviser, panel members, and expert validators were incorporated to refine the tools and ensure their validity. These instruments aimed to provide accurate, reliable, and meaningful data on how work attitudes were related to occupational resilience among SNED teachers.

Method of Sampling

The study employed a total enumeration sampling technique, wherein all members of the target population were included as respondents. The population consisted of seventy-eight (78) Special Needs Education (SNED) teachers from the Carmen District, Davao del Norte. Total enumeration, also referred to as a census method, is appropriate when the population size is manageable and allows for the inclusion of all eligible participants, thereby eliminating sampling bias and ensuring comprehensive representation (Etikan & Bala, 2017; Taherdoost, 2016).

This approach was particularly suitable for the present study because it ensured that insights were collected from the entire population of SNED teachers, capturing a complete and accurate picture of their work attitudes and occupational resilience. By including all teachers, the study avoided the risk of missing key perspectives that could occur in random or purposive sampling methods.

The use of total enumeration was further supported by the application of clear inclusion and exclusion criteria. Participants were required to be currently assigned as SNED teachers in elementary schools within the Carmen District, possess formal training or certification in special education, have at least three years of teaching experience in special education, actively teach students with diverse learning needs, and voluntarily consent to participate. Teachers who did not meet these criteria were excluded to maintain the relevance and validity of the data collected.

To highlight, the sampling technique ensured that the study captured comprehensive and credible information, strengthening the reliability of the findings regarding the relationship between work attitudes and occupational resilience among SNED teachers.

Procedure of the Study

The data gathering procedure for this study follows a systematic and ethically guided process to ensure the accuracy, reliability, and integrity of the results. The phases include the ethics review, validation of the instruments, endorsement from the dean, securing the permit to conduct the study, and the administration and retrieval of questionnaires among special education teachers in the Carmen District, Division of Davao del Norte.

Before the conduct of the study, the research proposal undergoes an ethics review on November 4, 2025, to ensure compliance with ethical standards for research involving human participants. The review confirms that the rights, welfare, and confidentiality of the special education teachers in the Carmen District are protected throughout the research process. Ethical principles such as voluntary participation, informed consent, privacy, and data protection are strictly observed in accordance with the Data Privacy Act of 2012.

The research instruments measuring work attitudes and occupational resilience are subjected to expert validation on December 19, 2025, to ensure clarity, relevance, and alignment with the intended constructs. Feedback from experts, panel members, and the adviser is incorporated to refine and strengthen the instruments. A pilot test is then conducted with a separate group of special education teachers from another district. The pilot study determines the reliability of the instruments, and the results show Cronbach's alpha values greater than 0.70, which indicates high internal consistency prior to the actual data collection in the Carmen District, Davao del Norte.

Following the validation and ethics review, the researcher secures an endorsement letter from the Dean of the Graduate School, Dr. Nelia Aga, on November 22, 2025. This endorsement verifies that the study is academically sound, ethically compliant, and suitable for implementation among special education teachers in the Carmen District, Division of Davao del Norte.

After securing the dean's endorsement, the researcher requests formal permission to conduct the study from the Schools Division Superintendent of the Department of Education, Division of Davao del Norte, on December 23, 2025. A written request outlining the study's purpose, target respondents, and data collection procedures is submitted. Upon approval, the researcher presents the approved permit to the District Supervisor of the Carmen District and the school heads of all participating schools. Letters to school principals and certificates of appearance are issued and coordinated with the respondents from January 13–15, 2026, which ensure institutional support, cooperation, and proper scheduling for the successful administration of the instruments.

After obtaining all necessary approvals, coordination with designated focal persons in each school in Carmen District, Davao del Norte was undertaken to facilitate effective communication and proper scheduling of the data collection process. The actual data gathering was conducted on January 14–15, 2026, utilizing validated questionnaires on work attitudes and occupational resilience specifically intended for SNED teachers. These instruments were administered face-to-face using a paper-and-pencil approach, either directly by the researcher or through identified coordinators to ensure efficient distribution and retrieval.

Before administering the questionnaires, respondents were adequately informed about the objectives and significance of the study, including the estimated time needed to complete the instruments. Ethical principles were emphasized, such as voluntary participation, confidentiality of responses, and the right to withdraw from the study at any time without any consequences. Informed consent was secured from all participants prior to their involvement.

During the administration phase, clear instructions were provided, and respondents were encouraged to seek clarification to promote accurate understanding of each item. Sufficient time was allotted to allow thoughtful completion of the questionnaires without pressure. Completed forms were immediately collected and reviewed on-site to reduce the likelihood of missing or incomplete responses.

Following data collection, all accomplished questionnaires were systematically organized, encoded, and entered into a secure database to ensure data accuracy and consistency. Data analysis was performed using the Statistical Package for the Social Sciences (SPSS), applying descriptive statistics such as weighted mean and standard deviation, alongside Pearson correlation and multiple regression analysis.

Statistical Treatment

For a comprehensive interpretation and analysis of the data, the following statistical tools were employed:

Weighted Mean and Standard Deviation. To address the first two research subproblems, which sought to determine the level of work attitudes and the level of occupational resilience of special needs education teachers, the weighted mean and standard deviation were utilized. The weighted mean provided a summary of the participants' average responses, while the standard deviation indicated the degree of variability or consistency in their perceptions.

Pearson Product-Moment Correlation Coefficient (r). To answer the third research subproblem, which examined whether a significant relationship existed between work attitudes and occupational resilience, the Pearson Product-Moment Correlation Coefficient (r) was employed. This statistical test measured the strength and direction of the linear relationship between the two variables and determined whether higher levels of work attitudes corresponded to higher levels of occupational resilience.

Multiple Regression Analysis. The fourth research subproblem, which aimed to identify which dimensions of work attitudes significantly influenced occupational resilience, multiple regression analysis was used. This technique assessed the relative contribution of each dimension such as sense of efficacy, sense of community, and sense of professional interest to the overall occupational resilience of the respondents.

Ethical Consideration

This study ensures that special education teacher-respondents are treated with respect, fairness, and care throughout the research process. Ethical principles such as informed consent, confidentiality, risk minimization, and transparency guide the study to protect participants' rights and well-being.

Social Value. The study seeks to examine the relationship between work attitudes and occupational resilience of special needs education teachers, which aims to provide insights that strengthen professional growth, teaching effectiveness, and overall school performance. The findings hold significant value for educational stakeholders by offering evidence-based recommendations that promote positive work attitudes, resilience-building strategies, and well-being among teachers. The study contributes to enhancing the professional competence of special education teachers and improving learning experiences for students with diverse needs. Beyond the local context, results may inform teacher training and development programs in inclusive education settings elsewhere.

Informed Consent. Informed consent was obtained prior to participation. SNED teachers were fully informed about the study's purpose, objectives, and procedures. They were assured that their participation was voluntary, involved no risks, and that they could withdraw at any time without negative consequences. Consent documents used clear and accessible language, and participants were encouraged to ask questions before signing.

Vulnerability of Respondents. Although teachers were not considered a vulnerable group, reflecting on their work attitudes and occupational resilience might have prompted some to think about personal or professional challenges. To address this, the study ensured that participation remained non-intrusive, as data were gathered only through survey questionnaires. Respondents were allowed to omit any item they were uncomfortable answering and could withdraw from the study at any point without any negative consequences.

Privacy and Confidentiality. Protecting respondents' privacy was a top priority. All data were anonymized, and identifying information was removed from reports. Collected data were stored securely in password-protected files accessible only to the researcher. In compliance with the Data Privacy Act of 2012, strict confidentiality protocols were followed throughout the research process.

Risk, Benefits, and Safety. The study posed minimal risk since it used non-invasive methods such as survey questionnaires. Reflecting on work attitudes and occupational resilience might have caused slight discomfort for some participants. To minimize this, teachers were allowed to skip any item they found uncomfortable. The benefits outweighed the risks, as the findings aimed to enhance teacher development programs, promote positive work attitudes, and strengthen special education teachers' resilience, well-being, and effectiveness. Participants were also given access to the results for their professional growth.

Justice. The principle of justice was upheld by ensuring that all special education teachers who met the inclusion criteria had an equal opportunity to participate. Selection was free from bias, and findings were fairly shared with all stakeholders so that no group was disproportionately excluded from the study's benefits.

Transparency. Transparency was ensured throughout the research process. Teachers were informed of the study's purpose, procedures, potential risks, and benefits prior to participation. Relevant stakeholders were updated on the study's progress, and upon completion, results were shared with teachers, school administrators, and education policymakers to encourage the application of findings in practice.

Qualification of Researcher. The researcher possesses relevant academic preparation and professional experience that support the conduct of this study. A graduate of AB-English with earned units in Education, the researcher has completed undergraduate training in educational research.

In terms of professional background, the researcher has gained extensive teaching experience across diverse educational settings. The initial teaching engagement was in a private institution for three years, focusing on learners with special needs. This was followed by one year of volunteer service in a public special education class, particularly working with learners with autism. Additionally, the researcher has eight years of experience teaching neurotypical learners in regular public school classrooms, which provided a strong foundation in general education. Throughout these experiences, the researcher also participated in various trainings across different specializations for learners.

At present, the researcher is actively involved in the SNED Program, delivering both individualized instruction and pull-out sessions for learners from regular classes who exhibit identified learning difficulties and may require special educational support. This combination of academic preparation and varied teaching experience has equipped the researcher with the competence and sensitivity necessary to effectively conduct the study.

Conflict of Interest. The researcher declared no conflict of interest. The study was conducted independently and free from personal or financial bias. Should any conflict have arisen, it would have been disclosed to both participants and stakeholders.

Adequacy of Facilities. Data collection was conducted in safe and conducive environments, either in quiet school spaces or through secure online platforms, depending on the context. Appropriate tools and secure storage were ensured for accuracy, comfort, and confidentiality.

Community Involvement. The study valued the participation of the educational community by aligning its objectives with the professional growth and well-being of special education teachers and school leaders. Feedback from stakeholders was considered in refining the research instrument. Upon completion, findings were disseminated to teachers, administrators, and policymakers to guide strategies that foster positive work attitudes and strengthen occupational resilience among special education teachers.

Results

The study found that SNED teachers demonstrated a **high level of work attitudes** (M = 3.76, SD = 0.31) and **high occupational resilience** (M = 3.59, SD = 0.27). Among work attitude domains, **sense of professional interest** obtained the highest mean (M = 3.89), followed by **sense of community** (M = 3.73) and **sense of efficacy** (M = 3.66). For occupational resilience, **positive acceptance of change** ranked highest (M = 3.72), followed by **personal competence** (M = 3.62) and **tolerance of stress and adversity** (M = 3.44).

Correlation results revealed a **strong and significant relationship** between work attitudes and occupational resilience ($r = 0.77$, $p = 0.00$). Regression analysis further showed that work attitudes significantly predicted occupational resilience ($R = 0.79$, $R^2 = 0.62$, $F = 39.74$, $p = 0.00$), explaining **62% of the variance**. Specifically, **sense of community** ($B = 0.41$, $p = 0.00$) and **sense of efficacy** ($B = 0.22$, $p = 0.01$) were significant predictors, while **sense of professional interest** was not significant ($B = 0.04$, $p = 0.67$). These findings suggest that strengthening teachers' collegial support, shared values, and confidence in teaching can enhance their occupational resilience.

Summary

The findings of the study were summarized as follows: The findings indicated that SNED teachers exhibited high levels of work attitudes across all dimensions. Sense of professional interest received the highest mean score (3.89), followed by sense of community (3.73) and sense of efficacy (3.66), with an overall mean of 3.76. This suggested that teachers were highly motivated, felt a strong sense of belonging within their professional environment, and were confident in their teaching abilities.

SNED teachers demonstrated high levels of occupational resilience across the assessed dimensions. Positive acceptance of change scored the highest (3.72), followed by personal competence (3.62) and tolerance of stress and adversity (3.44), with an overall mean of 3.59. These results indicated that teachers were generally adaptable, capable of managing challenges, and maintained competence under professional demands.

Correlation analysis revealed that overall work attitudes were significantly related to occupational resilience ($r = 0.77$, $p = 0.00$). Among the dimensions, sense of community and sense of efficacy showed strong correlations with positive acceptance of change and overall resilience, while sense of professional interest exhibited moderate correlations with the resilience dimensions. This indicated that teachers' work attitudes were positively associated with their capacity to cope with stress, adapt to change, and sustain professional competence.

Multiple regression results showed that sense of community ($B = 0.41$, $p = 0.00$) and sense of efficacy ($B = 0.22$, $p = 0.01$) were significant predictors of occupational resilience, while sense of professional interest ($B = 0.04$, $p = 0.67$) did not significantly influence resilience. The model explained 62% of the variance in occupational resilience ($R^2 = 0.62$), which highlighted the critical role of relational support and personal efficacy in sustaining teachers' resilience in challenging educational contexts.

Conclusions

Based in the findings of the study, the following conclusions are drawn: The SNED teachers consistently demonstrate strong work attitudes. They exhibit a high level of professional interest, a strong sense of community, and a firm sense of

efficacy in carrying out their teaching responsibilities. These positive attitudes reflect their commitment to their roles and their capacity to engage meaningfully in their professional environment.

The SNED teachers maintain high levels of occupational resilience. They show the ability to remain competent, adaptable, and composed in the face of various professional demands and challenges. This resilience reflects their readiness to sustain quality teaching despite external pressures.

The study further concludes that work attitudes and occupational resilience are significantly related. Teachers with more positive work attitudes tend to demonstrate stronger resilience in navigating their professional contexts. This relationship underscores the importance of fostering positive attitudes to strengthen resilience.

Lastly, the findings reveal that work attitudes, particularly sense of community and sense of efficacy, serve as significant predictors of occupational resilience. These factors play an essential role in sustaining teachers' well-being, adaptability, and professional effectiveness. Strengthening these attitudes is crucial in enhancing their capacity to thrive in challenging educational settings.

Recommendations

In the light of the foregoing findings and conclusions, the following recommendations are offered:

Special education teachers may sustain their sense of community and personal efficacy through active participation in professional learning communities, peer mentoring, and collaborative initiatives. They may also engage in capacity-building activities and reflective practices that enhance their confidence and adaptability in addressing diverse classroom challenges. Furthermore, teachers may cultivate a positive and resilient mindset to sustain their professional well-being and commitment.

School heads may create and sustain a supportive school climate that encourages collaboration, shared leadership, and open communication among teachers. They may provide structured programs and interventions that build teacher resilience, including wellness programs, peer support systems, and targeted professional development. Additionally, they may recognize and reinforce teachers' efforts to foster a stronger sense of community and efficacy within the school environment.

Educational policymakers should prioritize teacher well-being and resilience as essential to quality education. They may allocate resources for professional development programs that improve work attitudes and resilience. Additionally, integrating resilience-building frameworks into national education initiatives can strengthen teacher retention and enhance instructional quality in special education settings overall.

Future researchers should examine additional variables influencing occupational resilience among special education teachers to expand understanding. They may use longitudinal or mixed methods to capture how work attitudes and resilience change over time. Studies could also assess resilience-building interventions and their effectiveness in enhancing teacher well-being and instructional quality overall.

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