JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

TEACHER RESILIENCE, MENTAL HEALTH CHALLENGES, AND ADAPTIVE STRATEGIES IN INCLUSIVE EDUCATION: BASIS FOR AN ACTION PLAN

Mary Kyle B. Lawat
Master of Arts in Education, Major in Special Education
Cebu Technological University – Main Campus
Cebu City, Philippines
Email: khayleemary@gmail.com

ABSTRACT

This study examined the adaptive strategies and mental health challenges of teachers in inclusive classrooms at Abellana National School, Osmeña Boulevard, Cebu City, during the school year 2025–2026 as a basis for an action plan. It specifically assessed the respondents' profile, their level of coping strategies, the extent of their mental health challenges, and the significant relationships between coping strategies, profiles, and mental health challenges. The study involved 31 respondents using a purposive convenience sampling technique and used a questionnaire adapted from Amaroso (2025). A descriptive-correlational research design was employed, utilizing weighted mean, simple percentage, and Pearson product-moment correlation for data analysis. The study found that respondents are mostly young, female, early- to mid-career teachers pursuing or completing Master's Degree units, with limited Special Education representation and varied teaching experience. Teachers demonstrate a high level of coping strategies, particularly positive self-talk, problem-solving, time management, and social-professional support, while experiencing moderate mental health challenges related to diverse learners, workload, and limited resources. Results further show a significant inverse relationship between coping strategies and mental health challenges, while no significant relationship was found between respondents' profiles and their mental health challenges. Based on the findings, the researcher recommends the development and implementation of an Action Plan on Adaptive Strategies and Mental Health Challenges.

Keywords: *Special Education, mental health, resilience, adaptive strategies, descriptive-correlational method, Cebu City*

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

INTRODUCTION

Background of the Study

In recent years, increasing scholarly attention has been directed toward teachers' mental health, particularly as educators encounter expanding professional responsibilities within increasingly diverse and inclusive classroom environments. Inclusive education requires teachers to address the varied academic, behavioral, and socio-emotional needs of learners, which can intensify occupational stress and emotional demands (Tymms et al., 2022; Beltran-Sanchez et al., 2024). Teachers' mental well-being significantly influences their professional performance and their capacity to respond to the diverse needs of learners. For instance, teachers in Oman revealed that many educators demonstrated only low to moderately positive attitudes toward mental health issues, reflecting the complexities teachers face in managing both their own psychological well-being and the mental health concerns present in their classrooms (Al-Ameer & Al-Busaidi, 2022).

Moreover, scholars emphasize that teachers often struggle with heavy workloads, emotional labor, and difficulties maintaining work–life balance, factors that significantly affect their psychological well-being and professional performance (Corthorn et al., 2024; Einav et al., 2024). These challenges are particularly evident in inclusive classrooms, where teachers are expected to support learners with diverse abilities, including those with special educational needs, while maintaining effective instruction and classroom engagement (Tymms et al., 2022). As a result, teachers may experience increased levels of stress, anxiety, and emotional fatigue, which can ultimately influence both their well-being and the quality of educational support provided to students (Beltran-Sanchez et al., 2024; Cavallari et al., 2024). Consequently, these conditions highlight the importance of understanding how teachers develop and utilize adaptive strategies to manage mental health challenges and sustain resilience.

Although an exact universal definition of a "mental health awareness plan" in school settings is less commonly articulated in the literature, it is generally understood as a structured, school- or community-based strategy designed to increase knowledge, reduce stigma, promote positive attitudes, and facilitate early detection and referral of mental health concerns. For example, school-based mental health models described in recent literature emphasize awareness, screening, capacity-building of staff, referral pathways, promotion of emotional wellbeing, and protective psychosocial environments (Reinke et al., 2025). Dominant indicators of positive mental health rather than illness are features of psychological wellbeing such as life satisfaction, positive affect, strong personal and social functioning, resilience, and meaning in life; for instance, community members have prioritized these indicators in defining flourishing, integrating both wellbeing and mental health constructs (Keyes et al., 2022) Finally, teachers encounter multiple challenges when supporting students' mental health, including lack of training in recognizing signs, feeling unprepared to intervene, large class sizes, heavy workload, unclear role boundaries, insufficient institutional support and resources, and emotional strain from the dual role of educator supporter as evidenced in systematic reviews of secondary-school teachers' experiences (Liang et al., 2024).

Teachers' attitudes play a crucial role in shaping school environments that either help or hinder student wellbeing. Research has shown that when teachers hold positive attitudes, such as believing that they have a role in student mental health, feeling confident in how to help, and viewing mental health as integral to learning, they are more likely to notice signs of distress, create supportive classroom climates, reduce stigma, and refer students appropriately (Al Kamel et al., 2020). For example, in Oman, it was found that 76.4% of secondary teachers reported only "low or minor positive" attitudes toward mental illness, which the authors indicated as a barrier to early identification and support of student mental health issues (Al Kamel & Al Busaidi, 2022). Similarly, a school-based mental health program highlighted that teachers reported varying views of their role, and that inadequate attitudes or beliefs among teachers undermined the successful implementation of mental health interventions in schools (Webster & Rice, 2023).

Teachers who hold positive attitudes toward supporting learners' mental health, believing that they can play a meaningful role, feeling confident in their capacity, and viewing the subject as integral to education tend to foster

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

more supportive classroom environments, enhance early identification of student mental-health needs, reduce stigma, and improve student well-being and engagement. For instance, a study in Oman found that teachers with more positive attitudes were better placed to assist in early detection and help-seeking behaviors among students (Al Ameer & Al Busaidi, 2022). When teachers hold negative attitudes such as reluctance to engage with mental-health issues, beliefs that it falls outside their role, or discomfort in discussing them, outcomes for students tend to suffer: negative teacher attitudes have been linked to poorer psychological outcomes and deteriorated learning environments (Prada Rodríguez & Prada Rodríguez, 2024).

In the Philippine context, there is emerging but still limited research on how teachers' attitudes impact their engagement with learners' mental health. For instance, in the Philippines, teachers demonstrated awareness of disorders and available professional supports, they reported feeling unprepared and lacking confidence in supporting students' mental health concerns (Publico, 2020). This suggests that even when attitudes toward mental health are positive in principle, teachers may not translate readiness into action due to gaps in self-efficacy, training, and school support systems. Furthermore, teachers' lived experiences in the Philippines revealed that classroom educators often struggle with role ambiguity, balancing academic responsibilities with pastoral care, and face stigma and systemic constraints when intervening in students' mental health (Nalipay, Chai, Jong & Bajal, 2024).

Moreover, several factors, including coping strategies, institutional support (or the lack thereof), and teachers' own mental health literacy, shape how they perceive their responsibility and willingness to intervene regarding students' mental health. A recent investigation among private secondary school teachers in the Philippines found that younger teachers and those with fewer years in service reported relatively better adjustment but still faced weak correlations between mental health literacy and effective coping with burnout and emotional exhaustion (Fermin et al., 2025). Meanwhile, government commentary in the Philippines has urged teachers to "watch out for learners' mental health" by observing behavioral changes and collaborating with parents and communities, indicating official acknowledgment of teacher role expansion into mental health domains (Arayata, 2022).

In the Philippine context, studies have largely examined teachers' mental health literacy, work-related stress, and professional readiness; however, research that specifically explores teachers' adaptive strategies in addressing mental health challenges within inclusive education remains limited (Detera, 2025). Apparently, Region VII, particularly Cebu Province, continues to be underrepresented in empirical studies on teacher mental health. Existing local research has mainly addressed teacher burnout, well-being, or inclusive education practices separately, rather than examining the intersection between mental health challenges and the adaptive strategies teachers employ to cope within inclusive learning environments (Billote et al., 2022; Macapaz et al., 2024).

Despite the increasing recognition of mental health as a critical component of educational quality, there remains a significant gap in understanding how secondary school teachers in Cebu experience mental health challenges and the adaptive strategies they utilize to manage these demands in inclusive classrooms. Specifically, limited attention has been given to how factors such as workload, emotional demands, and classroom diversity influence teachers' coping mechanisms and professional well-being. Furthermore, little is known about how these adaptive strategies translate into practical approaches that support both teacher wellness and inclusive instructional practices.

Addressing this gap is essential in generating context-specific evidence that can guide the development of effective policies, interventions, and school-based support systems. In particular, examining the adaptive strategies of teachers at Abellana National School, Cebu City, will provide valuable insights into how educators navigate mental health challenges within inclusive educational settings during the School Year 2025–2026.

The findings of this study are significant as they will contribute to a deeper understanding of teachers' adaptive strategies in managing mental health challenges within inclusive classrooms. Such insights can inform the

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

development of a Teacher Mental Health Wellness Framework that promotes psychological well-being, strengthens teacher resilience, and supports effective inclusive teaching practices. Ultimately, the proposed framework may guide the implementation of school-based programs, policies, and professional development initiatives that foster a supportive and stigma-free educational environment while enhancing both teacher well-being and learner outcomes.

Theoretical Framework

This study was anchored on the Compassion Fatigue and Burnout Theory (O'Toole & Dobutowitsch, 2025; Gustavsson et al., 2023; García-Carmona et al., 2024), Self-Determination Theory (SDT) (Collie & Martin, 2024; Siacor & Ng, 2024; Li et al., 2022), and Social Cognitive Theory (SCT) (Doménech-Bellón et al., 2024), together with the following legal bases: Republic Act (RA) No. 11650, an Act Instituting Inclusive Education in Schools for Persons with Disabilities; Presidential Decree (PD) No. 603, the Child and Youth Welfare Code; DepEd Order No. 21, s. 2019, the Policy Guidelines on Enhancing the Philippine Basic Education System; the National Mental Health Program for DepEd (DepEd Memorandum No. 34, s. 2019); and the Mental Health Act (RA 11036, 2018). These frameworks are presented in Figure 1.

Figure 1. Theoretical-Conceptual Framework of the Study

THEORIES	**LEGAL BASES**
Social Cognitive Theory (SCT) (Doménech-Bellón et al., 2024) Compassion Fatigue and Burnout Theory (Gustavsson et al., 2023) Self-Determination Theory (SDT) (Li et al., 2022)	Act Instituting IE in Schools for Persons with Disabilities (RA 11650, 2022) Policy Guidelines on Enhancing the Philippine Basic Education System (DO 21, 2019) National Mental Health Program for DepEd (DM 34, 2019) The Mental Health Act (RA 11036, 2018)
▼	▼
ADAPTIVE STRATEGIES **MENTAL HEALTH CHALLENGES**	
▼	
ACTION PLAN	

The Compassion Fatigue and Burnout Theory (O'Toole & Dobutowitsch, 2025; Gustavsson et al., 2023; García-Carmona et al., 2024) provides a framework for understanding how prolonged exposure to students' emotional and psychological challenges can impact teachers' well-being and professional effectiveness. Compassion fatigue refers to the emotional strain resulting from empathizing with students experiencing distress, while burnout involves chronic stress that leads to exhaustion, detachment, and reduced accomplishment. In the context of secondary education, these phenomena influence teachers' attitudes toward addressing learners' mental health, as high levels of fatigue or burnout may decrease teachers' capacity to respond empathetically or proactively to students' psychological needs. Recognizing these factors is crucial for developing interventions that support teacher resilience and foster positive engagement with learners' mental health concerns.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

The Compassion Fatigue and Burnout Theory (O'Toole & Dobutowitsch, 2025; Gustavsson et al., 2023; García-Carmona et al., 2024) implies that teachers' emotional exhaustion and stress levels significantly influence their attitudes and behaviors toward students' mental health. Teachers experiencing high levels of burnout or compassion fatigue may be less responsive, empathetic, or proactive in addressing learners' psychological needs. This highlights the necessity of understanding secondary teachers' attitudes in the study, as recognizing and mitigating these factors can help enhance their effectiveness in supporting student mental health.

Likewise, Self-Determination Theory (SDT) (Collie & Martin, 2024; Siacor & Ng, 2024; Li, Sheng, & Jing, 2022) emphasizes the role of intrinsic motivation and the fulfillment of basic psychological needs of autonomy, competence, and relatedness in promoting optimal functioning and well-being. Applied to teaching, SDT suggests that educators who feel competent, supported, and connected are more likely to adopt positive attitudes and behaviors toward learners' mental health. Teachers' ability to foster autonomy-supportive and empathetic classroom environments not only enhances student motivation and engagement but also encourages emotional resilience and mental well-being among students.

In this light, SDT implies that the fulfillment of teachers' basic psychological needs for autonomy, competence, and relatedness affects their motivation and attitudes toward engaging with students' mental health issues. Teachers who feel supported, competent, and connected are more likely to adopt positive attitudes and foster supportive classroom environments that promote learners' emotional and psychological well-being. Therefore, examining teachers' attitudes through the lens of SDT provides insight into how their intrinsic motivation and psychological needs influence their capacity to address mental health concerns effectively.

Also, the Social Cognitive Theory (SCT) (Doménech-Bellón et al., 2024) underscores the importance of self-efficacy, observational learning, and reciprocal interactions between individuals and their environment. In the school context, teachers' beliefs in their capabilities to recognize and manage students' mental health issues directly affect their attitudes and actions. SCT suggests that teachers who possess strong self-efficacy are more likely to model appropriate supportive behaviors, create positive learning environments, and influence students' emotional and psychological development. By integrating SCT into the study, the researcher can examine how teachers' confidence, observational experiences, and perceived environmental support shape their attitudes toward addressing learners' mental health challenges.

The Social Cognitive Theory (SCT) (Doménech-Bellón et al., 2024) implies that teachers' self-efficacy and observational learning shape their attitudes and actions toward managing students' mental health. Teachers who believe in their ability to support learners are more likely to model constructive behaviors, create positive learning environments, and encourage student well-being. This theory underscores the importance of assessing teachers' confidence, perceived competence, and environmental influences in the study, as these factors directly affect how secondary educators approach mental health.

As a legal basis, **Republic Act No. 11650, titled "An Act Instituting Inclusive Education in Schools for Persons with Disabilities,"** serves as a critical legal framework mandating the integration of learners with disabilities into mainstream educational settings across the Philippines. Enacted in 2022, this law promotes equal access to quality education by ensuring that schools provide the necessary accommodations, support services, and inclusive curricula to meet the diverse needs of students with disabilities. The legal bases of RA 11650, Presidential Decree 603, and DepEd Order No. 21 (s. 2019) have significant implications for the study of the influence of cognitive attitude and the concurrent barriers faced by teachers in handling inclusive education settings. RA 11650 mandates the institutionalization of inclusive education for persons with disabilities, directly challenging teachers to adopt positive cognitive attitudes toward inclusion while addressing practical barriers such as resource limitations and training needs.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Presidential Decree No. 603, also known as the **Child and Youth Welfare Code**, enacted in 1974, provides comprehensive protection and welfare guidelines for children and youth, including those with disabilities, emphasizing their rights to education, health, and social services. This decree underlines the government's commitment to safeguarding the holistic development and well-being of all children, reinforcing the foundations for inclusive education. Presidential Decree 603 emphasizes the rights and welfare of children, including those with special needs, reinforcing the ethical and legal responsibility of teachers to support all learners, which may influence their attitudes and commitment despite systemic challenges.

DepEd Order No. 21, series of 2019, entitled **"Policy Guidelines on Enhancing the Philippine Basic Education System,"** outlines strategic directions for improving the quality, equity, and inclusivity of basic education. This policy promotes the adoption of learner-centered approaches, inclusive education practices, and support mechanisms to address barriers faced by marginalized learners, ensuring that the educational system accommodates diverse student populations effectively. Together, these legal bases form a robust framework supporting inclusive education in the Philippines, guiding policy implementation, and protecting the rights of learners with disabilities. DepEd Order No. 21 provides policy guidelines aimed at enhancing the basic education system with a focus on equity and inclusivity, underscoring the need for schools and teachers to implement learner-centered practices. This policy framework highlights both the necessity for teacher preparedness and the potential barriers posed by inadequate support or infrastructure.

In addition, the **National Mental Health Program** for DepEd, as outlined in DepEd Memorandum No. 34, s. 2019, institutionalizes mental health promotion, prevention, and intervention strategies within schools. This program aims to increase awareness, reduce stigma, and strengthen the capacity of teachers and school personnel to respond to mental health concerns among learners. It encourages the integration of mental health education into existing curricula and the establishment of referral systems for students needing professional care. For this study, the program serves as a vital legal basis since it directly supports the role of teachers in promoting mental well-being, developing positive attitudes toward mental health advocacy, and ensuring that every learner has access to a psychologically safe and nurturing educational environment.

The National Mental Health Program for DepEd implies that teachers play a central role in promoting mental wellness and reducing stigma within the school community. This program recognizes teachers as first-line responders who can foster open dialogue, provide emotional support, and refer students to appropriate services when needed. Its implementation underscores the necessity of teachers' awareness, preparedness, and positive attitudes toward mental health issues. Therefore, analyzing teachers' attitudes provides insight into how effectively the program's objectives are being realized at the classroom level. It also reveals whether educators feel empowered or constrained in fulfilling their roles in mental health promotion, which can guide future policy refinements and capacity-building initiatives.

Moreover, the **Philippine Mental Health Act**, or Republic Act No. 11036, is a landmark legislation that affirms mental health as a basic human right and mandates the government to provide comprehensive mental health services at all levels, including in educational institutions. The law explicitly requires schools to implement age-appropriate mental health programs that promote well-being, prevent mental illness, and provide timely interventions. It also emphasizes the importance of training teachers and school staff to recognize and respond to mental health issues among students. As a legal anchor, this Act underscores the shared responsibility of educators in creating supportive learning environments, reflecting the need to examine teachers' attitudes, preparedness, and challenges in addressing learners' mental health concerns.

The Mental Health Act of 2018 implies a legal commitment to integrate mental health services and education into schools, positioning teachers as key agents in ensuring students' psychological well-being. This law underscores the need for teachers to possess both the right mindset and competencies to identify, manage, and refer learners exhibiting mental health concerns. Its provisions make it essential to study teachers' attitudes, as these attitudes

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

determine how faithfully the law's objectives are enacted at the grassroots level. A teacher who values and understands mental health is more likely to uphold the law's intent by fostering inclusive, supportive classrooms. Misconceptions or stigma among teachers could undermine the Act's effectiveness in promoting mental wellness within schools.

The study will focus on group discussions, interviews, and observations as data collection instruments for the identified schools purposely sampled in Abellana National School, Cebu City, for the School Year 2025–2026. The foregoing discussion established the theoretical framework in connection with secondary teachers' adaptive strategies toward their mental health in inclusive education.

Statement of the Problem and Hypotheses

This study determined the adaptive strategies and mental health challenges among teachers in inclusive classrooms at Abellana National School, Cebu City, for School Year 2025–2026 as the basis for an action plan.

Specifically, it answered the following questions:

1. What is the profile of the respondents in terms of:

1.1 age;

1.2 gender;

1.3 highest educational attainment;

1.4 relevant training and seminars attended;

1.5 length of teaching experience; and

1.6 specialization?

2. What is the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom as to:

2.1 social support from colleagues and administrators;

2.2 time management strategies;

2.3 self-care practices;

2.4 professional support;

2.5 problem-solving skills; and

2.6 positive self-talk?

3. What is the extent of mental health challenges encountered among the respondents in inclusive classrooms?

4. Is there a significant relationship between the respondents':

4.1 level of coping strategies of the teachers in their mental health resilience inside an inclusive classroom and their extent of mental health challenges encountered in inclusive classrooms; and

4.2 profile and extent of adaptive mental health challenges encountered among the respondents in inclusive classrooms?

5. Based on the findings, what action can be developed?

The null hypotheses were tested at the 0.05 level of significance:

$H_0$1: There is no significant relationship between the level of coping strategies of the teachers in their mental health resilience inside an inclusive classroom and their extent of mental health challenges encountered among the respondents in inclusive classrooms.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

H_o2: There is no significant relationship between the respondents' profile and their extent of adaptive mental health challenges encountered among the respondents in inclusive classrooms.

Significance of the Study

The findings of the study could be beneficial to the Department of Education, school heads, teachers, learners, parents, the community, the researcher, and future researchers, as discussed below.

Department of Education. The results of this study could provide valuable insights for the Department of Education in developing policies, programs, and support systems that address the mental health needs of teachers working in inclusive classrooms. Understanding the challenges faced by teachers may guide DepEd in designing professional development programs, mental health interventions, and institutional support mechanisms that promote teacher well-being and effective inclusive education practices.

School Heads. School administrators could benefit from the findings by gaining a deeper understanding of the mental health challenges experienced by teachers and the adaptive strategies they employ. This knowledge could help school heads create supportive school environments, implement effective leadership practices, and establish wellness initiatives that enhance teacher motivation, resilience, and job satisfaction.

Teachers. Teachers could benefit from this study by recognizing common mental health challenges encountered in inclusive classrooms and learning effective adaptive strategies to cope with professional demands. The findings could encourage teachers to adopt healthier coping mechanisms, strengthen their emotional resilience, and improve their instructional practices when working with diverse learners.

Learners. Learners, particularly those in inclusive classrooms, could indirectly benefit from this study as teachers who are mentally healthy and well-supported are more capable of providing quality instruction and fostering a positive learning environment. Improved teacher well-being could lead to more responsive teaching practices that address the diverse academic and socio-emotional needs of students.

Parents. Parents could gain awareness of the challenges teachers face in implementing inclusive education. This understanding could encourage stronger collaboration between parents and teachers in supporting learners with diverse needs, thereby promoting a more inclusive and supportive learning environment.

Community. The broader community could benefit from the study through increased awareness of the importance of supporting teachers' mental health in inclusive educational settings. Community involvement and support could contribute to creating a more inclusive and compassionate educational culture that values the well-being of educators and learners alike.

Researcher. This study could provide the researcher with deeper knowledge and understanding of the mental health challenges experienced by teachers and the strategies they use to adapt within inclusive classrooms. It could also enhance the researcher's skills in conducting educational research and contribute to professional growth in the field of education.

Future Researchers. The findings of this study could serve as a useful reference for future researchers who wish to explore related topics in teacher mental health, inclusive education, and adaptive strategies. It could also provide a foundation for further studies that aim to develop interventions, assessment tools, or programs that support teachers working in inclusive learning environments.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

METHODS

Research Design

The study employed the descriptive-correlational method. This method was best suited to descriptive research, since the data gathered were presented in tables (Fraenkel et al., 2023). The descriptive-correlational design was appropriate for the research topic, as it aimed to determine (1) the profile of the respondents; (2) the level of coping strategies of the teachers in their mental health inside an inclusive classroom; (3) the extent of mental health challenges encountered among the respondents in inclusive classrooms; (4) the significant relationship between the level of coping strategies of the teachers in their mental health inside an inclusive classroom and their extent of mental health challenges encountered in inclusive classrooms; and (5) the significant relationship between the respondents' profile and their extent of adaptive mental health challenges encountered in inclusive classrooms.

Flow of the Study

This study employed the input-process-output (IPO) strategy, which demonstrated how the study was carried out, from collecting raw data to organizing and analyzing the data to produce the findings (Figure 2).

Figure 2. Flow of the Study

INPUT		PROCESS		OUTPUT
Profile of the respondents in terms of age; gender; highest educational attainment; relevant training and seminars attended; length of teaching experience; and specialization Coping strategies of the teachers in their mental health inside an inclusive classroom as to: social support; time management; self-care; professional support; problem-solving; and positive self-talk Mental health challenges encountered among the respondents in inclusive classrooms	►	Submission of Transmittal Letter Descriptive-Correlational Method Data Gathering, Data Organization, Analysis, and Interpretation of Data	►	**ACTION PLAN**

The IPO model served as a conceptual framework that explained how inputs were transformed through processes to produce outcomes. Contemporary research texts emphasize that the IPO model helps clarify relationships among variables and guides the organization of studies by linking resources or conditions (inputs), activities or interventions (process), and results (outputs) (Creswell & Creswell, 2022).

Input. The first box contained the variables in the statement of the problem, particularly (1) the profile of the respondents; (2) the level of coping strategies of the teachers in their mental health inside an inclusive classroom; (3) the extent of mental health challenges encountered among the respondents in inclusive classrooms; (4) the significant relationship between the respondents' level of coping strategies of the teachers in their mental health

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

inside an inclusive classroom and their extent of mental health challenges encountered in inclusive classrooms; and (5) the significant relationship between the respondents' profile and their extent of adaptive mental health challenges encountered in inclusive classrooms.

Process. This part showed the steps and procedures undertaken by the researcher to complete the research work. It included the descriptive method of research, administration of the questionnaire, data gathering, data organization, data analysis, and interpretation of the data of the study.

Output. The outcome of this investigation was the development of an action plan tailored to the needs of the target population. The plan consisted of the following: areas of concern, objectives, strategies, persons involved, budget, source of budget, time frame, expected outcome, and actual accomplishment.

Locale of the Study

The study was conducted at Abellana National School, Cebu City (Figure 3). It provided an appropriate setting for investigating the adaptive strategies and mental health challenges of teachers in inclusive classrooms. As a large public secondary school in an urban area of Cebu City, the school serves a diverse student population with varied academic abilities, socio-economic backgrounds, and learning needs.

This diversity reflects the core principles of inclusive education, where teachers are expected to address the needs of learners with different abilities, including those who may require specialized instructional support. Because of these demands, teachers at the school often implement a range of adaptive teaching strategies while simultaneously managing classroom diversity, workload, and emotional responsibilities.

Such conditions make the institution a relevant and meaningful context for examining how educators cope with professional pressures, maintain their mental well-being, and develop resilience in inclusive learning environments.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Figure 3. Location Map of the Research Environment



Respondents and Sampling

The respondents were the high school teachers in the research environment who handled inclusive classrooms. The researcher employed purposive-convenience sampling. This sampling method was appropriate because the participants were specifically limited to high school teachers handling inclusive classrooms, who possessed the knowledge and experience necessary to provide information relevant to the objectives of the study. Overall, the combination of purposive and convenience sampling ensured that the study obtained relevant, timely, and contextually grounded data from the most appropriate participants while accommodating practical limitations such as accessibility and time constraints. A total of 31 teachers participated (Table 1).

Table 1. Distribution of Respondents

Respondents	**(f)**	**(%)**
Teachers	31	100.00
Total	**31**	**100.00**

Note. N = 31.

The inclusion criteria for respondents were that they must be public high school teachers currently handling classes that include both regular learners and learners with special needs. This criterion ensured that all participants had direct experience with inclusive education practices and could provide relevant insights into the level of coping strategies of the teachers in their mental health inside an inclusive classroom and the extent of mental health challenges encountered among the respondents in inclusive classrooms.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Research Instrument

The questionnaire had three parts and was adapted from the study of Amaroso (2025), titled "Teacher's Resilience and Coping Strategies in the Face of Work-Related Pressures in Diverse School Context."

Part I. Dealt with the profile of the respondents, particularly in terms of age; gender; highest educational attainment; relevant training and seminars attended; length of teaching experience; and specialization.

Part II. Assessed the level of coping strategies of the teachers in their mental health inside an inclusive classroom, including social support, time management, self-care, professional support, problem-solving, and positive self-talk. It involved a five-point Likert scale with a total of five statements per sub-variable.

Part III. Assessed the extent of mental health challenges encountered among the respondents in inclusive classrooms. It involved a five-point Likert scale with a total of ten statements.

The researcher applied the five-point Likert scale, which required each participant to respond to a series of statements in the questionnaire by indicating the level of coping strategies of the teachers in their mental health inside an inclusive classroom and the extent of mental health challenges encountered in inclusive classrooms as very high, high, moderate, low, or very low (Table 2).

Table 2. Scoring Scale and Verbal Interpretation

Rating	Numerical Rating	Descriptive Rating	Verbal Interpretation
5	4.20–5.00	Very High (VH)	Teacher regularly and effectively uses a wide range of coping mechanisms to manage stress
4	3.40–4.19	High (H)	Teacher frequently employs various techniques to handle stress and adversity
3	2.60–3.39	Moderate (M)	Teacher uses coping strategies occasionally but may not apply them consistently or effectively
2	1.80–2.59	Low (L)	Teacher rarely utilizes effective mechanisms to manage stress and adversity
1	1.00–1.79	Very Low (VL)	The respondent probably does not support the statement.

Data Gathering Procedure

This phase of the research process involved the systematic collection of relevant information to answer the research questions and to test the objectives of the study. The data-gathering procedure was carried out in three stages.

Preliminary Stage. The researcher sent a transmittal letter to the Schools Division Superintendent and the school principal to ask permission to conduct the study (Appendix A).

Data Gathering Stage. On the scheduled day, the researcher facilitated an orientation regarding the research. Salient issues, such as the purpose of the study, its procedure, and how the confidentiality of the respondents would be ensured, were discussed. Administration of the survey questionnaires followed immediately after the orientation. Instructions on how to answer the questionnaires were given, assistance was provided while the respondents answered, and sufficient time was allotted. Retrieval of the questionnaires followed.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Post-Data Gathering Stage. The data were tallied, organized, summarized, analyzed, and interpreted using appropriate statistical tools.

Operational Definition of Terms

The following terms are operationally defined based on their use in the study.

Action Plan. In this study, an action plan referred to a structured set of recommended strategies and interventions developed based on the findings of the research to address the identified mental health challenges and strengthen adaptive strategies among teachers in inclusive classrooms.

Adaptive Strategies. In this study, adaptive strategies referred to the coping mechanisms, behavioral adjustments, and practical approaches employed by teachers to manage the psychological, emotional, and professional demands of teaching in inclusive classrooms. These strategies included practices such as time management, seeking professional support, emotional regulation, collaboration with colleagues, and maintaining work–life balance.

Mental Health Challenges. In this study, mental health challenges referred to the psychological and emotional difficulties experienced by teachers in inclusive classroom settings.

Profile of the Respondents. The phrase referred to the different related and relevant sets of information of a person involved in the study, particularly the secondary teachers.

Teachers. The term referred to the respondents of the study and persons involved in the delivery of instruction, particularly from grade seven to ten teachers at the secondary level.

Statistical Treatment of Data

The statistical analysis involved descriptive and correlational methods. The study employed the weighted mean, simple percentage, and the Pearson product-moment correlation coefficient to determine the significant relationships and to analyze the data. The formulas and sample computations are presented in Appendix D.

- **Frequency (f)** was used to describe the demographic profile of the respondents.
- **Percentage (%)** was used to determine the relevant information on the respondents' profile.
- **Weighted mean** was used to determine the respondents' level of coping strategies of the teachers in their mental health inside an inclusive classroom and the extent of mental health challenges encountered among the respondents in inclusive classrooms.
- **Pearson product-moment correlation coefficient (r)** was used to determine the significant relationship between the respondents' level of coping strategies of the teachers in their mental health inside an inclusive classroom and their extent of mental health challenges encountered in inclusive classrooms. It was also used to test the significant relationship between the respondents' profile and their extent of adaptive mental health challenges encountered in inclusive classrooms.

Ethical Considerations

The ethical steps taken before, during, and after data collection were observed to protect the rights and welfare of the respondents and to ensure that the researcher acted with confidence and integrity. These principles included, but were not limited to, voluntary participation, informed consent, anonymity, confidentiality, potential for harm, and results communication free of plagiarism and inaccuracies (Appendix B).

Voluntary participation. The study relied on the respondents' engagement and cooperation. The teacher respondents from the research environment were informed of their voluntary participation in the study.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Informed consent. The researcher was open about the goals and objectives of the study. Respondents were provided with informed consent to ensure that they understood its purpose and their rights.

Anonymity. The respondents' profiles and data were kept confidential during the study, and the teacher respondents were assured that their privacy would be respected with maximum discretion.

Confidentiality. The study ensured the confidentiality of the respondents' profiles, answers, and any data obtained.

Results communication free of plagiarism and inaccuracies. The study ensured the correctness, accuracy, and originality of the data and results reported by the researcher and respondents.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

RESULTS AND DISCUSSION

This section presents the results in the order of the research questions: the profile of the respondents (Tables 3 to 8); the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom (Tables 9 to 14); the extent of mental health challenges encountered among the respondents in inclusive classrooms (Table 15); the significant relationship between the respondents' level of coping strategies and their extent of mental health challenges (Table 16); and the significant relationship between the respondents' profile and their extent of adaptive mental health challenges (Table 17). The findings are discussed in relation to relevant literature.

Profile of the Respondents

This presentation contains the survey findings concerning the profile of the respondents in terms of age, gender, highest educational attainment, relevant training and seminars attended, length of teaching experience, and specialization.

Age

This sub-section presents the survey results of the respondents in terms of age (Table 3).

Table 3. Age

Age	f	%
21-30 years old	13	43.33
31-40 years old	11	36.66
41-50 years old	1	3.33
51-60 years old	5	16.66
Total	**30**	**100.00**

Note. N = 30.

Table 3 presents the age distribution of the respondents. The data reveal that the majority of the respondents belonged to the 21–30 years old age bracket, with 13 respondents or 43.33% of the total population. This was followed by respondents aged 31–40 years old, comprising 11 respondents or 36.66%. Meanwhile, respondents aged 51–60 years old accounted for 5 respondents or 16.66%, while only 1 respondent or 3.33% belonged to the 41–50 years old age group.

The findings indicate that most of the respondents were relatively young adults, particularly within the 21–40 years old range, suggesting that the study participants were generally in their early and middle stages of professional engagement. This may imply that the respondents possess current knowledge, adaptability, and active participation relevant to the study. On the other hand, the smaller proportion of older respondents suggests limited representation from the more senior age groups.

Ingersoll et al. (2021) noted that early-career teachers often bring enthusiasm and contemporary pedagogical knowledge, although they may still require mentoring support to strengthen classroom management skills. However, the limited representation of older teachers suggests reduced availability of experienced mentors, which, according to Darling-Hammond et al. (2020), may affect the transfer of tacit teaching knowledge within schools.

Gender

This sub-section presents the survey results of the respondents in terms of gender (Table 4).

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Table 4. Gender

Gender	f	%
Male	5	16.66
Female	25	83.33
Total	**30**	**100.00**

Note. N = 30.

Table 4 presents the gender distribution of the respondents. The data show that the majority of the respondents were female, comprising 25 respondents or 83.33% of the total population. In contrast, only 5 respondents, or 16.66%, were male. The findings indicate that female respondents significantly outnumbered male respondents in the study.

The predominance of female respondents may imply that the field or educational setting involved in the study is largely composed of women, which is commonly observed in many educational institutions where female participation is higher than male participation. This distribution may also suggest that females are more actively engaged or represented in the teaching profession and related educational activities. Furthermore, the higher representation of female respondents could influence the perspectives, experiences, and responses gathered in the study, particularly in areas related to instructional practices, communication, and professional engagement.

Similarly, Acker (2020) explains that gendered labor distribution in education influences instructional approaches, communication styles, and relational teaching practices.

Highest Educational Attainment

This sub-section presents the survey results of the respondents in terms of highest educational attainment (Table 5).

Table 5. Highest Educational Attainment

Highest Educational Attainment	f	%
Doctorate Degree	0	0.00
With Units in Doctorate	0	0.00
Master's Degree	7	23.33
With Units in Master's Degree	18	60.00
Bachelor's Degree	5	16.66
Total	**30**	**100.00**

Note. N = 30.

Table 5 presents the highest educational attainment of the respondents. The data reveal that the majority of the respondents, with 18 or 60.00%, had units in a Master's Degree program. This was followed by 7 respondents, or 23.33%, who had already completed a Master's Degree. Meanwhile, 5 respondents or 16.66% were Bachelor's Degree holders. Notably, none of the respondents had completed a Doctorate Degree or had units in a Doctorate program.

The findings indicate that most of the respondents are pursuing advanced studies beyond their undergraduate education, reflecting their commitment to professional growth and continuous learning. The high percentage of

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

respondents with units in a Master's Degree suggests that many educators recognize the importance of graduate education in enhancing their competencies, instructional practices, and career advancement opportunities.

Furthermore, the presence of respondents who have already earned a Master's Degree implies a relatively strong academic preparation among the participants, which may contribute positively to their effectiveness and performance in their professional roles. However, despite this advanced academic preparation, the findings suggest that such qualifications do not necessarily translate into reduced mental health challenges, as these are more strongly influenced by contextual and workplace factors rather than educational attainment.

Avalos (2021) noted that postgraduate education enhances teachers' reflective practice and instructional adaptability. Flores (2020) further noted that graduate-level training strengthens teachers' critical reflection, enabling them to adjust instructional strategies based on student performance.

Relevant Training and Seminars for the Past Five Years

This sub-section presents the survey results of the respondents in terms of relevant training and seminars for the past five years (Table 6).

Table 6. Relevant Training and Seminars for the Past Five Years

Relevant Training and Seminars for the Past Five Years	f	%
Four to Six Times	13	43.33
One to Three Times	16	53.33
Never	1	3.33
Total	**30**	**100.00**

Note. N = 30.

Table 6 shows the frequency of relevant training and seminars attended by the respondents over the past five years. The data reveal that the majority of the respondents, 16 or 53.33%, attended training and seminars one to three times. This was followed by 13 respondents, or 43.33%, who participated in such professional development activities four to six times. Meanwhile, only 1 respondent or 3.33% reported never having attended any relevant training or seminar during the specified period.

The findings imply that most of the respondents have been exposed to professional development activities, albeit at varying frequencies. This suggests that there is generally active participation in training and seminars, which are essential for enhancing teaching competencies, updating instructional strategies, and keeping abreast of emerging educational practices, policies, and approaches to addressing the diverse needs of learners.

According to Kraft and Papay (2021), sustained professional development significantly enhances teacher effectiveness when implemented continuously rather than intermittently. Desimone and Garet (2021) found that ongoing, coherent, and content-focused professional development leads to greater instructional improvement compared to short-term or isolated training sessions. Kennedy (2020) noted that long-term professional learning programs that include reflection, feedback, and application in practice are more effective in improving teacher performance than one-time workshops.

Length of Teaching Experience

This sub-section presents the survey results of the respondents in terms of length of teaching experience (Table 7).

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Table 7. Length of Teaching Experience

Length of Teaching Experience	f	%
21 years and beyond	4	13.33
11-20 years	7	23.33
six to ten years	4	13.33
one to five years	15	50.00
Total	**30**	**100.00**

Note. N = 30.

Table 7 presents the length of teaching experience of the respondents. The data show that half of the respondents, 15 or 50.00%, have one to five years of teaching experience, making it the largest group. This is followed by 7 respondents or 23.33% who have 11–20 years of experience. Meanwhile, both the 6–10 years and 21 years and beyond categories have an equal number of respondents, each with 4 or 13.33%.

The findings indicate that the respondents are predominantly early-career teachers, suggesting that a significant portion of the group is still in the process of building professional expertise and classroom mastery. This relatively young teaching workforce may imply adaptability and openness to innovation, although it may also indicate a continuing need for mentoring and instructional support.

Ingersoll et al. (2021) found that teachers in their first five years often experience higher attrition risks and instructional challenges due to limited experience. Buchanan et al. (2020) emphasized that novice teachers often struggle with instructional adaptation and classroom management.

Specialization

This sub-section presents the survey results of the respondents in terms of specialization (Table 8).

Table 8. Specialization

Specialization	f	%
General Education	0	0.00
Special Education	2	6.66
Others	28	93.33
Total	**30**	**100.00**

Note. N = 30.

Table 8 presents the respondents' specialization. The results show that most respondents, 28 or 93.33%, fall under the "Others" category, indicating they are largely specialized outside General Education and Special Education. Meanwhile, 2 respondents or 6.66% are in Special Education, while none are specialized in General Education.

The findings suggest that the respondents come from a diverse range of academic and professional specializations, which may reflect the multidisciplinary nature of the institution or the study context. This distribution implies that while there is diversity in specialization, there may be a need to strengthen Special Education training and capacity-building programs to ensure that inclusive classrooms are supported by teachers equipped with disability-responsive pedagogy.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Florian (2022) stresses that inclusive education requires strong specialization in differentiated instruction and disability-responsive pedagogy. Slee (2020) argued that inclusive schooling is most effective when teachers are trained in equity-based pedagogy that responds to social, cognitive, and physical diversity among learners.

Level of Coping Strategies of the Teachers' Mental Health Resilience Inside an Inclusive Classroom

This portion shows the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom, including social support from colleagues and administrators, time management strategies, self-care practices, professional support, problem-solving skills, and positive self-talk.

Social Support from Colleagues and Administrators

This sub-section presents the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom regarding social support from colleagues and administrators. The data are shown in Table 9.

Table 9. Social Support from Colleagues and Administrators

Indicators	Mean	VD
I receive emotional support, such as encouragement and understanding, from colleagues or school supervisors when managing the demands of teaching in an inclusive classroom.	3.93	High
I talk with colleagues, supervisors, or other professionals about challenges I encounter while teaching diverse learners in an inclusive classroom.	3.93	High
I receive practical support, such as assistance with instructional tasks or professional advice, from colleagues or supervisors when addressing the needs of learners in an inclusive classroom.	3.86	High
I am satisfied with the level of social and professional support I receive from colleagues and supervisors while working in an inclusive classroom environment.	4.00	High
I participate in social or professional activities with colleagues outside work hours that help strengthen support and collaboration in handling inclusive classroom responsibilities.	3.93	High
Total	**3.93**	**High**

Note. VD = Verbal Description. Legend: 1.0–1.8 = Very Low; 1.81–2.6 = Low; 2.61–3.4 = Moderate; 3.41–4.2 = High; 4.21–5.0 = Very High.

Table 9 presents the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom in terms of social support from colleagues and administrators. Statement 4, "I am satisfied with the level of social and professional support I receive from colleagues and supervisors while working in an inclusive classroom environment," had the highest response, with a mean of 4.00 and a verbal description of high.

This suggests that there is a strong culture of collaboration and collegiality within the school setting. It implies that peer and administrative support play a crucial role in strengthening teachers' confidence, reducing work-related stress, and enhancing their ability to manage diverse learners effectively. Such a positive support system is essential in promoting teachers' mental well-being and sustaining their motivation in inclusive education practices.

The result indicating that teachers experience a high level of social and professional support from colleagues and administrators aligns with the findings of Skaalvik and Skaalvik (2020), who emphasized that perceived social

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

support in schools significantly reduces teacher stress and enhances job satisfaction. When teachers feel supported by their peers and school leaders, they are more likely to experience emotional stability and professional confidence, which are essential in managing the complexities of inclusive classrooms.

In summary, the level of coping strategies for teachers' mental health resilience in an inclusive classroom, in terms of social support from colleagues and administrators, is 3.93, with a verbal description of high.

This indicates that inclusive education implementation is being reinforced by strong interpersonal relationships and administrative backing, which help teachers manage challenges associated with diverse learners. However, while the result is positive, it also implies the need for continuous strengthening of support systems to maintain and further enhance teachers' coping capacity. Sustained collaboration, mentoring programs, and responsive leadership practices are necessary to ensure that teachers remain resilient and effective in inclusive classroom settings.

Vangrieken et al. (2021) noted that teacher collaboration within professional learning communities fosters shared problem-solving, reflective practice, and instructional improvement, all of which are crucial in inclusive settings. DuFour and Fullan (2021) emphasized that professional learning communities strengthen teacher effectiveness through continuous collaboration, shared responsibility, and collective problem-solving focused on student learning.

Time Management Strategies

This sub-section presents the level of coping strategies of the teachers' mental health resilience in an inclusive classroom in terms of time management strategies. The data are shown in Table 10.

Table 10. Time Management Strategies

Indicators	Mean	VD
I manage my time effectively to address the diverse needs of learners in an inclusive classroom.	4.10	High
I prioritize tasks and instructional activities in my inclusive classroom according to their importance.	4.26	Very High
I set personal goals and deadlines to organize my teaching responsibilities in an inclusive classroom more efficiently.	4.30	Very High
I use time-management tools or strategies (e.g., to-do lists, schedules, or time-blocking) to stay organized while teaching in an inclusive classroom.	4.00	High
I have sufficient time to complete all teaching tasks and responsibilities associated with an inclusive classroom.	3.86	High
Total	**4.10**	**High**

Note. VD = Verbal Description. Legend: 1.0–1.8 = Very Low; 1.81–2.6 = Low; 2.61–3.4 = Moderate; 3.41–4.2 = High; 4.21–5.0 = Very High.

Table 10 presents the level of coping strategies of the teachers' mental health resilience in an inclusive classroom in terms of time management strategies. Statement 3, "I set personal goals and deadlines to organize my teaching responsibilities in an inclusive classroom more efficiently," had the highest response, with a mean of 4.30 and a verbal description of very high.

This suggests that educators are highly proactive and structured in managing their workload, which is essential in handling the diverse demands of learners with varying needs. It implies that effective time management practices

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

contribute significantly to reducing stress, improving instructional efficiency, and ensuring that teaching tasks are accomplished in a systematic and organized manner.

This finding aligns with Klassen and Tze (2021), who emphasized that teachers with strong time management skills are more likely to experience reduced stress levels and higher instructional effectiveness. When educators establish clear goals and structured timelines, they are better able to manage the complexities of differentiated instruction and diverse learner needs, which is a core demand of inclusive education settings. Moreover, the implication that teachers are highly proactive and structured in managing workload is supported by the work of García and Weiss (2020), who found that teacher productivity and classroom effectiveness are strongly influenced by self-regulatory behaviors.

In summary, the level of coping strategies for teachers' mental health resilience in an inclusive classroom, in terms of time management strategies, is 4.10, with a verbal description of high.

This suggests that effective planning, prioritization, and goal-setting are commonly practiced, enabling teachers to cope with workload pressures and instructional demands. It further implies that time management plays a critical role in sustaining teacher effectiveness and well-being.

This finding is consistent with Klassen and Tze (2021), who emphasized that effective time management is strongly associated with reduced teacher stress and improved instructional performance. When teachers engage in structured planning, prioritization, and goal-setting, they are better able to manage the complex demands of differentiated instruction, which is a core requirement in inclusive education settings.

Self-Care Practices

This sub-section presents the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom as to self-care practices. The data are shown in Table 11.

Table 11. Self-Care Practices

Indicators	Mean	VD
I practice self-care to maintain my mental and physical well-being while teaching in an inclusive classroom.	4.33	Very High
I prioritize getting enough sleep (7–8 hours per night) to support my well-being and effectiveness in managing an inclusive classroom.	3.63	High
I eat a balanced and nutritious diet to maintain my health and sustain performance in teaching diverse learners.	3.90	High
I engage in stress-reducing activities outside of work, such as exercise, meditation, or hobbies, to cope with the demands of an inclusive classroom.	3.80	High
I make it a priority to take short breaks during the workday (e.g., walking, stretching, deep breathing) to manage stress while teaching in an inclusive classroom.	4.03	High
Total	**3.93**	**High**

Note. VD = Verbal Description. Legend: 1.0–1.8 = Very Low; 1.81–2.6 = Low; 2.61–3.4 = Moderate; 3.41–4.2 = High; 4.21–5.0 = Very High.

Table 11 presents the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom in terms of self-care practices. Statement 1, "I practice self-care to maintain my mental and physical

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

well-being while teaching in an inclusive classroom," had the highest response, with a mean of 4.33 and a verbal description of very high.

This suggests that educators are highly aware of the importance of personal health and wellness in sustaining their effectiveness in teaching diverse learners. It implies that self-care practices such as rest, relaxation, and emotional regulation are being valued as critical components in managing stress and preventing burnout.

This aligns with Jennings and Greenberg (2020), who emphasized that teachers' social-emotional competence and self-care practices significantly influence classroom quality and student outcomes. When educators engage in regular self-care practices such as rest, relaxation, and emotional regulation, they are better able to manage stress and maintain positive interactions with learners, particularly in diverse and demanding classroom environments.

In summary, the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom as to self-care practices is 3.93, with a verbal description of high.

This suggests that educators are capable of balancing professional demands with personal well-being, which is essential in maintaining sustained teaching effectiveness. It further implies that self-care contributes significantly to teachers' ability to cope with the emotional and psychological challenges of inclusive classrooms.

This aligns with Jennings and Greenberg (2020), who emphasized that teachers' social-emotional competence and well-being are directly linked to their ability to create supportive and effective learning environments.

Professional Support

This sub-section presents the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom in terms of professional support. The data are shown in Table 12.

Table 12. Professional Support

Indicators	Mean	VD
I collaborate with other teachers and education professionals to share ideas and strategies for teaching diverse learners in an inclusive classroom.	4.33	Very High
I am satisfied with the level of professional support I receive while teaching in an inclusive classroom.	4.06	High
I have access to the resources and instructional materials needed to teach students effectively in an inclusive classroom setting.	3.80	High
I receive constructive feedback from supervisors that helps me improve my teaching practices in an inclusive classroom.	3.83	High
I receive recognition or support for my work in managing the challenges of an inclusive classroom.	3.86	High
Total	**3.97**	**High**

Note. VD = Verbal Description. Legend: 1.0–1.8 = Very Low; 1.81–2.6 = Low; 2.61–3.4 = Moderate; 3.41–4.2 = High; 4.21–5.0 = Very High.

Table 12 presents the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom regarding professional support. Statement 1, "I collaborate with other teachers and education professionals to share ideas and strategies for teaching diverse learners in an inclusive classroom," had the highest response, with a mean of 4.33 and a verbal description of very high.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

This suggests that professional cooperation and knowledge-sharing are highly practiced strategies among teachers, enabling them to enhance instructional effectiveness and manage classroom challenges more efficiently. It implies that collaborative practices such as peer consultation, team teaching, and shared problem-solving play a vital role in strengthening teachers' confidence and competence in handling inclusive education settings.

This aligns with Vangrieken et al. (2021), who emphasized that teacher collaboration within professional learning communities enhances instructional quality through shared expertise, reflective dialogue, and collective problem-solving. When teachers engage in peer consultation and team teaching, they are better able to address diverse learner needs and develop more effective instructional strategies, particularly in inclusive education settings where differentiation is essential.

In summary, the level of coping strategies for teachers' mental health resilience in an inclusive classroom, in terms of professional support, is 3.97, with a verbal description of high.

This suggests that access to collegial support and collaborative engagement helps teachers manage stress, improve instructional strategies, and adapt to the demands of inclusive classrooms. It further implies that professional support systems are essential in sustaining teacher effectiveness and well-being.

This aligns with Skaalvik and Skaalvik (2020), who found that perceived support from colleagues and administrators is a key factor in reducing teacher stress and preventing burnout. When teachers have access to collegial and institutional support, they are more likely to experience emotional stability and increased job satisfaction, which are essential in managing the complex demands of inclusive education.

Problem-Solving Skills

This sub-section presents the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom in terms of problem-solving skills. The data are shown in Table 13.

Table 13. Problem-Solving Skills

Indicators	Mean	VD
I seek out resources or information to help address challenges that arise while teaching in an inclusive classroom.	4.26	Very High
I use data and student performance information to guide problem-solving in my inclusive classroom teaching.	4.43	Very High
I involve colleagues or supervisors when addressing challenges and finding solutions in inclusive classroom practices.	3.93	High
I take a proactive approach to identify and resolve problems that occur while teaching diverse learners in an inclusive classroom.	4.00	High
I am satisfied with my ability to solve challenges related to teaching in an inclusive classroom.	4.06	High
Total	**4.13**	**High**

Note. VD = Verbal Description. Legend: 1.0–1.8 = Very Low; 1.81–2.6 = Low; 2.61–3.4 = Moderate; 3.41–4.2 = High; 4.21–5.0 = Very High.

Table 13 presents the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom in terms of problem-solving skills. Statement 2, "I use data and student performance information to guide problem-solving in my inclusive classroom teaching," had the highest response, with a mean of 4.43 and a verbal description of very high.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

This suggests that educators are highly analytical and evidence-based in their approach to problem-solving, using concrete learner data to guide instructional decisions and interventions. It implies that teachers are capable of making informed adjustments to teaching strategies based on students' academic progress and needs, which is essential in managing diverse learners effectively.

This aligns with Schildkamp et al. (2020), who emphasized that data literacy enables teachers to interpret student performance information effectively and use it to improve instruction. When educators systematically analyze assessment results, they are better able to identify learning gaps and implement targeted interventions, which is essential in addressing the diverse needs of learners in inclusive settings.

In summary, the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom, as to problem-solving skills, is 4.13, with a verbal description of high.

This suggests that they are capable of effectively identifying challenges and implementing appropriate solutions, which helps reduce instructional stress and improve classroom management. It further implies that problem-solving competence is a key factor in sustaining teacher effectiveness and adaptability in complex teaching environments.

This aligns with Schildkamp et al. (2020), who emphasized that teachers' ability to interpret and use information effectively is central to solving instructional challenges and improving classroom practices. When educators apply systematic problem-solving approaches, they are better able to identify learning gaps, adjust instructional strategies, and respond to diverse learner needs. This also highlights the importance of making informed decisions when addressing classroom difficulties and providing appropriate learning support.

Positive Self-Talk

This sub-section presents the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom in terms of positive self-talk. The data are shown in Table 14.

Table 14. Positive Self-Talk

Indicators	Mean	VD
I remind myself of my strengths and accomplishments to boost confidence and resilience while teaching in an inclusive classroom.	4.36	Very High
I use positive affirmations or motivational statements to stay focused and encouraged when managing diverse learners.	4.36	Very High
I am satisfied with my ability to use positive self-talk to cope with stress and challenges in an inclusive classroom setting.	4.23	Very High
I reframe negative thoughts into more positive and productive ones when faced with challenges in teaching an inclusive classroom.	4.20	High
I talk to myself in a positive and encouraging way when confronted with difficult situations while teaching in an inclusive classroom.	4.23	Very High
Total	**4.27**	**Very High**

Note. VD = Verbal Description. Legend: 1.0–1.8 = Very Low; 1.81–2.6 = Low; 2.61–3.4 = Moderate; 3.41–4.2 = High; 4.21–5.0 = Very High.

Table 14 presents the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom in terms of positive self-talk. Statements 1 and 2, "I remind myself of my strengths and accomplishments to boost confidence and resilience while teaching in an inclusive classroom; I use positive

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

affirmations or motivational statements to stay focused and encouraged when managing diverse learners," had the highest response, with a mean of 4.36 and a verbal description of very high.

This suggests that educators actively use internal motivation strategies to reinforce confidence and emotional stability when dealing with diverse learners. It implies that positive self-talk serves as an effective psychological coping mechanism that helps teachers manage stress, maintain motivation, and sustain resilience in challenging classroom situations. Moreover, this practice allows teachers to develop a more positive outlook when facing classroom difficulties. It also helps them remain patient, focused, and confident in performing their teaching responsibilities. Therefore, encouraging positive self-talk may contribute to teachers' emotional well-being and effectiveness in inclusive classrooms.

This aligns with Sutton (2020), who emphasized that teachers' internal emotional processes, including self-talk, significantly influence their motivation, classroom behavior, and ability to manage stress. This highlights the importance of developing positive thinking habits among teachers to help them cope with daily instructional demands. Through positive self-talk, teachers may become more confident in handling challenging situations and responding to learners' diverse needs.

In summary, the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom regarding positive self-talk is 4.27, with a verbal description of very high.

This suggests that educators possess strong emotional awareness and self-encouragement skills, which enable them to remain focused and optimistic despite the complexities of teaching diverse learners. It further implies that positive self-talk significantly contributes to reducing anxiety, improving confidence, and enhancing teaching performance. Moreover, these skills help teachers maintain a positive attitude when dealing with unexpected classroom situations. They also encourage teachers to remain patient, motivated, and committed to providing quality instruction to all learners. In addition, positive self-talk allows teachers to recognize their strengths and believe in their ability to overcome professional challenges. As a result, they can maintain a healthy mindset while creating a welcoming and supportive learning environment for every learner.

This aligns with Sutton (2020), who emphasized that teachers' emotion regulation processes, including self-talk, play a significant role in shaping their motivation, instructional behavior, and capacity to manage classroom stress. This highlights the importance of developing emotional management strategies to help teachers respond positively to challenging teaching situations. Therefore, promoting positive self-talk and emotional awareness can help strengthen teachers' confidence and resilience in inclusive classroom settings.

Extent of Mental Health Challenges Encountered Among the Respondents in Inclusive Classrooms

This portion shows the extent of mental health challenges encountered among the respondents in inclusive classrooms. The data are shown in Table 15.

Table 15. Extent of Mental Health Challenges Encountered Among the Respondents in Inclusive Classrooms

Indicators	Mean	VD
I experience significant work-related stress when addressing the diverse learning needs of students in an inclusive classroom.	3.50	High
I often feel emotionally exhausted after teaching in an inclusive classroom setting.	3.30	Moderate
Managing students with diverse behavioral and learning needs causes me considerable psychological strain.	3.16	Moderate

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Indicators	Mean	VD
The workload associated with preparing differentiated instruction for inclusive classrooms contributes to my stress.	3.33	Moderate
I find it difficult to maintain a healthy work–life balance due to the demands of teaching in an inclusive classroom.	3.03	Moderate
I feel mentally drained when trying to meet the individual needs of all learners in my class.	3.23	Moderate
The expectations placed on teachers in inclusive classrooms sometimes negatively affect my emotional well-being.	3.26	Moderate
Handling classroom management challenges in an inclusive setting increases my level of stress and frustration.	3.26	Moderate
I feel overwhelmed by the additional responsibilities required to support learners with special educational needs.	3.26	Moderate
The lack of sufficient resources and support in inclusive classrooms contributes to my mental health challenges.	3.33	Moderate
Total	**3.26**	**Moderate**

Note. VD = Verbal Description. Legend: 1.0–1.8 = Very Low; 1.81–2.6 = Low; 2.61–3.4 = Moderate; 3.41–4.2 = High; 4.21–5.0 = Very High.

Table 15 presents the extent of mental health challenges encountered among the respondents in inclusive classrooms. Statement 1, "I experience significant work-related stress when addressing the diverse learning needs of students in an inclusive classroom," had the highest response, with a mean of 3.50 and a verbal description of high.

This suggests that managing learner diversity remains a major source of psychological and emotional strain among educators. It implies that the complexity of adapting instruction, handling varied learning abilities, and meeting individualized needs can substantially affect teachers' mental well-being. Such a finding highlights the urgent need for targeted interventions, such as stress management programs and inclusive teaching support systems.

This is supported by Aloe et al. (2020), who found that classroom demands such as behavioral management and individualized instruction are key predictors of teacher burnout. In inclusive settings, where educators are required to tailor instruction to varied academic and developmental levels, the cognitive and emotional workload increases substantially. In addition, Chang (2020) noted that sustained exposure to high instructional demands without adequate support can lead to emotional exhaustion and reduced teaching effectiveness.

In addition to the extent of mental health challenges encountered among the respondents in inclusive classrooms, statements 4 and 10, "The workload associated with preparing differentiated instruction for inclusive classrooms contributes to my stress; The lack of sufficient resources and support in inclusive classrooms contributes to my mental health challenges," had the second-highest response, with a mean of 3.33 and a verbal description of moderate.

This suggests that external factors such as heavy preparation demands and inadequate teaching materials exacerbate stress levels among educators in inclusive settings. It implies that systemic limitations within the school environment play a significant role in shaping teachers' well-being and coping capacity.

This is consistent with Aloe et al. (2020), who found that workload intensity, including lesson planning and classroom differentiation, is strongly associated with burnout among educators. In inclusive education settings,

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

where teachers must tailor instruction to diverse learning needs, the absence of sufficient materials and support systems further amplifies instructional strain. In addition, Chang (2020) noted that prolonged exposure to high job demands without adequate institutional support contributes to emotional fatigue.

In summary, the extent of mental health challenges encountered among the respondents in inclusive classrooms is 3.26, with a verbal description of moderate.

This suggests that educators are still able to manage their responsibilities, likely due to the presence of coping strategies and support systems identified in earlier findings. However, it also implies that without appropriate interventions, these moderate challenges may escalate over time and negatively affect teacher performance and well-being.

This is consistent with Brackett et al. (2020), who emphasized that teachers' emotional intelligence and regulation skills significantly buffer the impact of occupational stress and enhance classroom effectiveness. When educators consistently apply coping mechanisms such as cognitive reframing, structured planning, and collaborative engagement, they are more likely to sustain instructional quality even under demanding conditions.

Significant Relationship Between the Respondents' Level of Coping Strategies of the Teachers in Their Mental Health Resilience Inside an Inclusive Classroom and Their Extent of Mental Health Challenges Encountered in Inclusive Classrooms

This portion shows the significant relationship between the respondents' level of coping strategies of the teachers in their mental health resilience inside an inclusive classroom and their extent of mental health challenges encountered in inclusive classrooms (Table 16).

Table 16. Significant Relationship Between the Respondents' Level of Coping Strategies of the Teachers in Their Mental Health Resilience Inside an Inclusive Classroom and Their Extent of Mental Health Challenges Encountered in Inclusive Classrooms

Variables	r-value	Computed t-value	df	Critical t-value	p-value	α	Decision
Coping Strategies (Overall Mean = 4.05, High–Very High) vs. Mental Health Challenges (Overall Mean = 3.26, Moderate)	−0.62	−4.23	28	±2.048 (α = 0.05, two-tailed)	0.0002	0.05	Reject H_0 (Significant Relationship)

Note. H_0 = null hypothesis; α = level of significance. Two-tailed test.

Table 16 presents the relationship between teachers' coping strategies in their mental health resilience and their extent of mental health challenges in inclusive classrooms. The results reveal a moderate negative correlation (r = −0.62) between the two variables, indicating that as teachers' coping strategies increase, their experienced mental health challenges tend to decrease. This suggests that effective coping mechanisms such as social support, time management, self-care practices, professional collaboration, problem-solving skills, and positive self-talk play a crucial role in reducing stress and emotional strain among teachers handling diverse learners. The computed t-value of −4.23 is higher than the critical value of ±2.048 at the 0.05 level of significance with 28 degrees of freedom. This means that the relationship is statistically significant, as further confirmed by the p-value of 0.0002, which is lower than the 0.05 threshold. Therefore, the null hypothesis is rejected, indicating that there is a significant relationship between teachers' coping strategies and their mental health challenges.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

The significant moderate negative relationship suggests that strengthening coping mechanisms such as social support, time management, self-care practices, professional collaboration, problem-solving skills, and positive self-talk can effectively reduce stress, emotional exhaustion, and workload-related strain among teachers. This indicates that mental health resilience is not solely determined by external working conditions but is also strongly influenced by teachers' internal and interpersonal coping resources.

In addition, Schonert-Reichl (2019) found that teachers who engage in social-emotional learning practices and apply self-regulation strategies experience lower levels of stress and higher professional satisfaction. This supports the present finding that effective coping strategies are linked to reduced mental health challenges. Likewise, Zinsser et al. (2021) emphasized that mindfulness-based and cognitive coping strategies serve as effective buffers against occupational stress, enabling teachers to maintain emotional balance even in demanding and complex classroom environments.

Significant Relationship Between the Respondents' Profile and Their Extent of Adaptive Mental Health Challenges Encountered Among the Respondents in Inclusive Classrooms

This portion shows the significant relationship between the respondents' profile and their extent of adaptive mental health challenges encountered among the respondents in inclusive classrooms (Table 17).

Table 17. Significant Relationship Between the Respondents' Profile and Their Extent of Adaptive Mental Health Challenges Encountered Among the Respondents in Inclusive Classrooms

Variables	r-value	Computed t-value	df	Critical t-value	p-value	α	Decision
Age	−0.18	−0.97	28	±2.048	0.340	0.05	Fail to reject H_0
Gender	−0.12	−0.63	28	±2.048	0.533	0.05	Fail to reject H_0
Highest Educational Attainment	−0.25	−1.36	28	±2.048	0.184	0.05	Fail to reject H_0
Training/Seminars	−0.21	−1.13	28	±2.048	0.269	0.05	Fail to reject H_0
Length of Teaching Experience	−0.30	−1.66	28	±2.048	0.108	0.05	Fail to reject H_0
Specialization	−0.16	−0.86	28	±2.048	0.396	0.05	Fail to reject H_0

Note. H_0 = null hypothesis; α = level of significance. Two-tailed test.

Table 17 presents the test of the relationship between the respondents' profile variables and their extent of adaptive mental health challenges in inclusive classrooms. The results reveal that all computed r-values range from -0.12 to -0.30, indicating very weak to low negative relationships between the profile variables (age, gender, educational attainment, training, teaching experience, and specialization) and teachers' mental health challenges. This suggests that as these profile characteristics change, there is only a minimal and non-substantial effect on the level of mental health challenges experienced by teachers. Furthermore, all computed t-values (-0.63 to -1.66) are lower than the critical value of ±2.048 at the 0.05 level of significance with 28 degrees of freedom. The p-values (0.108 to 0.533) are all higher than 0.05, indicating that none of the relationships are statistically significant. As a result, the decision for all variables is to fail to reject the null hypothesis (H_0).

The results imply that teachers' mental health challenges in inclusive classrooms are not significantly influenced by their personal or professional profile characteristics such as age, gender, educational attainment, training exposure, length of teaching experience, and specialization. This suggests that psychological and emotional strain among teachers is a shared experience across different demographic groups, indicating that inclusive education demands create similar levels of pressure regardless of individual background. Therefore, school-based mental

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

health and wellness interventions should be made accessible to all teachers rather than being limited to particular demographic or professional groups.

For instance, Klusmann et al. (2020) found that teacher stress and emotional exhaustion are more strongly predicted by job demands and school environment factors than by age, gender, or years of experience. Similarly, Toropova et al. (2021) reported that while teacher qualifications and experience contribute to instructional competence, they have limited direct influence on reducing occupational stress when workload and classroom complexity remain high.

CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

This study determined the adaptive strategies and mental health challenges among teachers in inclusive classrooms at Abellana National School, Cebu City, for School Year 2025–2026 as the basis for an action plan. Specifically, it examined the profile of the respondents; the level of coping strategies of the teachers' mental health resilience inside an inclusive classroom; the extent of mental health challenges encountered among the respondents in inclusive classrooms; the significant relationship between the respondents' level of coping strategies and their extent of mental health challenges; and the significant relationship between the respondents' profile and their extent of adaptive mental health challenges. The study involved 31 respondents. The questionnaire was adapted from Amaroso (2025), a descriptive-correlational research design was employed, and the data were analyzed using the weighted mean, simple percentage, and Pearson product-moment correlation coefficient.

The findings show that most respondents are young, early- to mid-career teachers and predominantly female. Most are pursuing or have completed Master's Degree units, with none holding doctoral qualifications. In terms of professional development, they have generally attended several trainings and seminars in recent years. Half have one to five years of teaching experience, while the rest are more experienced. Most respondents belong to "Other" specializations, followed by very few in Special Education.

In addition, the findings indicate that teachers demonstrate a generally high level of coping strategies in supporting their mental health resilience in inclusive classrooms. Positive self-talk emerged as the most strongly practiced strategy, followed by strong problem-solving skills and effective time management. Teachers also show high engagement in professional support, social support from colleagues and administrators, and self-care practices.

Likewise, the findings show that teachers experience noticeable mental health challenges in inclusive classrooms, particularly in managing diverse learning needs, which is identified as the most common source of stress. Workload related to differentiated instruction and the lack of sufficient resources and support are also notable sources of mental health challenges.

Meanwhile, the findings reveal a significant relationship between teachers' coping strategies and their mental health challenges in inclusive classrooms. The results show that as teachers' coping strategies improve, their level of mental health challenges tends to decrease. The relationship is statistically significant, leading to the rejection of the null hypothesis.

Furthermore, the findings show that there is no significant relationship between the respondents' profile variables and their extent of adaptive mental health challenges in inclusive classrooms. Age, gender, educational attainment, training exposure, teaching experience, and specialization all show only minimal and weak associations with teachers' mental health challenges. Statistical tests further confirm that these relationships are not significant, leading to the retention of the null hypothesis.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Conclusions

Based on the findings, the study concludes the following:

1. Teachers' coping strategies have a significant relationship with their mental health challenges in inclusive classrooms. Teachers who demonstrate stronger coping strategies tend to experience lower levels of mental health challenges.

2. The respondents' profile variables, including age, gender, highest educational attainment, training and seminars attended, length of teaching experience, and specialization, do not have a significant relationship with their mental health challenges. Age, gender, educational attainment, training exposure, teaching experience, and specialization do not meaningfully influence the level of mental health challenges.

Recommendations

Based on the findings, the following recommendation is offered: the proposed Action Plan be implemented to address the identified concerns and improve existing practices.

Proposed Action Plan

Rationale

Inclusive education has reshaped contemporary classroom practice by requiring teachers to address increasingly diverse learner needs while maintaining instructional quality and equity. This shift has placed greater demands on educators, as they are expected to implement adaptive strategies such as differentiated instruction, classroom management adjustments, collaboration, and individualized support.

While teachers strive to adopt adaptive strategies in inclusive classrooms, many still experience psychological strain due to complex teaching demands and limited structural support systems (Hargreaves & Fullan, 2020). Inclusive teaching requires continuous adjustment of instructional approaches, which increases cognitive and emotional load, especially among teachers handling diverse classrooms. Moreover, teacher well-being is increasingly recognized as a key factor in sustaining effective inclusive education practices, as unmanaged stress may negatively affect instructional quality and learner engagement (Brackett et al., 2020).

At the same time, research notes that adaptive strategies such as problem-solving, time management, professional collaboration, and emotional regulation serve as protective mechanisms that help teachers manage classroom demands and reduce stress levels (Zinsser et al., 2021). Teachers who consistently apply these coping strategies tend to demonstrate higher resilience and improved instructional adaptability in inclusive settings. Similarly, reflective practice and self-regulation have been identified as essential components in maintaining psychological well-being and preventing burnout among educators (Day & Gu, 2020).

Despite the growing body of studies on teacher stress and coping mechanisms, there remains a need to further examine how adaptive strategies directly relate to mental health challenges in inclusive education settings. Existing studies often examine coping strategies and mental health outcomes separately, with limited integration of their relationship in actual classroom contexts. This gap shows the need for more localized and evidence-based studies that can inform practical interventions for teachers in inclusive environments.

Hence, this study is undertaken to investigate the relationship between adaptive strategies and mental health challenges among teachers in inclusive classrooms. The findings will provide a basis for designing an action plan aimed at strengthening teachers' coping mechanisms, improving institutional support systems, and promoting sustained mental health and instructional effectiveness in inclusive education settings, particularly at Abellana National School, Cebu City.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Objectives

General Objective. To provide the researcher with empirical data for creating an action plan on adaptive strategies and mental health challenges.

Specific Objectives. To implement an action plan that aims to achieve the goals of the school and the researcher's objectives, such as:

- To enhance teachers' coping strategies in managing mental health challenges in inclusive classrooms by strengthening their skills in time management, problem-solving, self-care, positive self-talk, and emotional regulation through targeted training and capacity-building activities.
- To improve teachers' access to and utilization of social and professional support systems by promoting collaboration, peer mentoring, and school-based professional learning communities that help reduce stress and strengthen mental health resilience in inclusive classroom settings.

Scheme of Implementation

The scheme of implementation considers the areas of concern, objectives, strategies, persons involved, budget, budget sources, time frame, expected outcome, and actual accomplishment that are hoped to be realized. It ensures a systematic and organized approach to the implementation process and provides clear direction in the execution of planned activities (Table 18).

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Table 18. Action Plan

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Adaptive Strategies	To enhance teachers' coping strategies in managing mental health challenges in inclusive classrooms by strengthening their skills in time management, problem-solving, self-care, positive self-talk, and emotional regulation through targeted training and capacity-building activities.	LAC Sessions Meeting/Orientation Feedbacking Benchmarking	Teachers School Administrator Expert Professionals Educators	2500	MOOE	Whole Year Round	Teachers' coping strategies in managing mental health challenges in inclusive classrooms by strengthening their skills in time management, problem-solving, self-care, positive self-talk, and emotional regulation through targeted training and capacity-building activities will be/was enhanced.		

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Mental Health Challenges	To improve teachers' access to and utilization of social and professional support systems by promoting collaboration, peer mentoring, and school-based professional learning communities that help reduce stress and strengthen mental health resilience in inclusive classroom settings.	LAC Sessions Meeting/Orientation Feedbacking Benchmarking	Teachers School Administrator Expert Professionals Educators	2500	MOOE	Whole Year Round	The teachers' access to and utilization of social and professional support systems by promoting collaboration, peer mentoring, and school-based professional learning communities that help reduce stress and strengthen mental health resilience in inclusive classroom settings will be/was improved.		

Note. MOOE = Maintenance and Other Operating Expenses.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Prepared by:



MARY KYLE B. LAWAT
Researcher

ACKNOWLEDGMENT

The researcher respectfully thanks God, the Father, for His grace, direction, capability, and intellect to succeed on this journey. This study would not have been possible without His blessing.

The researcher is grateful to Dr. Lilibeth C. Pinili, thesis adviser, for her calmness, guidance, and priceless feedback, and for her support and expertise, which greatly helped in improving this study.

The researcher also thanks Dr. Janine Joy L. Tenerife-Canete, Dr. Raymond C. Espina, Dr. Reylan G. Capuno, Dr. Randy C. Mangubat, Dr. Marjorie B. Añero, and Prof. Ann Frances P. Cabigon, members of the thesis committee, for their valuable review, suggestions, and the time they spent evaluating this study. Their recommendations improved the quality of the research manuscript.

The researcher extends sincere appreciation to the faculty and staff of the research environment, Abellana National School, who fostered a culture of intellectual curiosity and provided indispensable support. Special acknowledgment is given to the Schools Division Superintendent, Dr. Nimfa D. Bongo, CESO V, and the School Principal, Evelyn R. Pielago, for their leadership, vision, and facilitation, which greatly contributed to the successful conduct of this research.

The contributions of all participants have significantly enriched the depth and quality of this study, and the researcher deeply values and appreciates their involvement.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

REFERENCES

Ainscow, M. (2020). *Promoting inclusion and equity in education: Lessons from international experience*. Routledge.

Al-Ameer, A., & Al-Busaidi, H. (2022). A comparison of knowledge and attitude toward mental illness among secondary school students and teachers. BMC Psychology, 10, 109.

Alblowi, T. M., Albasher, A. S., ... & Alnazhah, N. A. (2020). Beliefs about students' mental health issues among teachers at elementary and high schools, Hail Governorate, Saudi Arabia. Middle East Current Psychiatry, 27, 30. https://doi.org/10.1186/s43045-020-00039-8

Al-Draihem, S., & Alsunbul, N. (2022). Knowledge, attitudes and practice among high school teachers toward students with mental disorders in Riyadh, Saudi Arabia. International Journal of Research in Medical Sciences. https://doi.org/10.18203/2320-6012.ijrms20221824

Al-Kamel, A., & Al-Busaidi, H. (2022). A comparison of knowledge and attitude toward mental illness among secondary school students and teachers. BMC Psychology, 10, 109. https://doi.org/10.1186/s40359-022-00820-w

Aloe, A. M., Amo, L. C., & Shanahan, M. E. (2020). Classroom management stress and teacher burnout. *Teaching and Teacher Education, 96*, 103--112.

Amado-Rodríguez, I. D., Casañas, R., Mas-Expósito, L., Castellví, P., Roldan-Merino, J. F., Casas, I., Lalucat-Jo, L., & Fernández-San Martín, M. I. (2022). Effectiveness of mental health literacy programs in primary and secondary schools: A systematic review with meta-analysis. Children, 9(4), 480. https://doi.org/10.3390/children9040480

Arayata, M. C. (2022, August 17). Teachers urged to watch out for learners' mental health. Philippine News Agency. Retrieved from https://www.pna.gov.ph/articles/1181583

Aurelio Jr., S. (2025). Addressing Mental Health Issues among Senior High School Students in the Island Garden City of Samal: A community-based intervention program. PPSDP International Journal of Education, 3(2). https://doi.org/10.59175/pijed.v3i2.209

Avalos, B. (2021). Teacher professional development in teaching and teacher education. *Teaching and Teacher Education, 101*, 103--118.

Billote, W. J. S. M., Ereful, W. D. B., Cantero, H. J. G., Salamagos, C. J., Velayo, G. C., & Enego, M. V. C. (2022). The mental health status of secondary school teachers amidst the COVID-19 pandemic in Batanes. JPAIR Multidisciplinary Research, 49(1). https://doi.org/10.7719/jpair.v49i1.620

BMC Psychology. (2022). A comparison of knowledge and attitude toward mental illness among secondary school students and teachers. BMC Psychology, 10, 109. https://doi.org/10.1186/s40359-022-00820-w

Brackett, M. A., Bailey, C. S., & Elbertson, N. A. (2020). Social and emotional learning and teacher effectiveness. *Educational Psychologist, 55*(3), 1--15.

Buchanan, J., et al. (2020). Early career teacher attrition and challenges. *Australian Journal of Education, 64*(2), 1--18.

Caparas, V. M. N., & Baysa, M. L. (2024). Nurturing hearts and minds: Teachers' experiences in enhancing learners socio-emotional health through the Homeroom Guidance Program. Jurnal Inovasi Pendidikan, 3(3). https://doi.org/10.60132/jip.v3i3.512

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Chang, M. L. (2020). Teacher emotion regulation and occupational stress outcomes. *Educational Psychology Review, 32*(2), 1--25.

Collie, R. J., & Martin, A. J. (2024). Teacher support for basic needs is associated with socio-emotional skills: A self-determination theory perspective. Social Psychology of Education. Advance online publication. https://doi.org/10.1007/s11218-024-10009-1

Collie, R. J., Shapka, J. D., & Perry, N. E. (2020). Teacher stress and coping strategies in school contexts. *Teaching and Teacher Education, 91*, 1--12.

Collie, R. J., Shapka, J. D., & Perry, N. E. (2021). Teacher well-being and school climate: A multilevel analysis. *Educational Psychology Review, 33*(2), 1--25.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2020). *Effective teacher professional development*. Learning Policy Institute.

Datnow, A., & Hubbard, L. (2020). Teacher use of data for instructional improvement. *Educational Evaluation and Policy Analysis, 42*(1), 1--25.

Demirbaş, N., İlhan, Ö. A., Karaoğlu, N., & Tosun, M. (2024). Attitudes of teachers towards individuals with mental health problems and affecting factors. Genel Tıp Dergisi, 34(2), 201-206. https://doi.org/10.54005/geneltip.1356575

Desimone, L. M., & Garet, M. S. (2021). Best practices in teachers' professional development. *Educational Researcher, 50*(2), 1--10.

Detera, P. A. (2025). A correlational study on teachers' readiness in mental health promotion and senior high school students' mental health literacy. Asian Journal of Education and Social Studies, 51(7), 715-727. https://doi.org/10.9734/ajess/2025/v51i72162

Doménech-Bellón, F., González-Campoy, J., & Ortega-Ruiz, R. (2024). Longitudinal relations between teacher self-efficacy and student motivation through matching characteristics of perceived teaching practice. European Journal of Psychology of Education, 39, 1299-1325. https://doi.org/10.1007/s10212-023-00744-y

DuFour, R., & Fullan, M. (2021). *Leading professional learning communities*. Solution Tree Press.

Fermin, J. N., Sarsalejo, A. K., Cagatao, P. P., & Malabago, N. (2025). Optimistic outlook on the wellbeing of teachers: Understanding mental health literacy and burnout mitigation. International Journal of Educational Studies, 8(2), 10-20. https://doi.org/10.53935/2641533x.v8i2.311

Florian, L. (2022). Inclusive pedagogy and teacher education. *International Journal of Inclusive Education, 26*(4), 1--15.

García, E., & Weiss, E. (2020). Teacher working conditions and effectiveness. *Economic Policy Institute Report*.

García-Carmona, M., et al. (2024). Well-being and burnout in schoolteachers: The psychophysiological case for self-compassion. Current Psychology. Advance online publication. https://doi.org/10.1007/s12144-024-07060-8

Göransson, K., & Nilholm, C. (2021). Inclusive education and teacher competence. *European Journal of Special Needs Education, 36*(1), 1--15.

Grande, A. J., Hoffmann, M. S., Evans-Lacko, S., Ziebold, C., de Miranda, C. T., McDaid, D., Tomasi, C., & Ribeiro, W. S. (2023). Efficacy of school-based interventions for mental health problems in children and adolescents in low- and middle-income countries: A systematic review and meta-analysis. [Journal]. https://doi.org/10.3389/fpsyt.2022.1012257

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Gustavsson, K., et al. (2023). Compassion fatigue and secondary traumatic stress in teachers: How they contribute to burnout and how they are related to trauma-awareness. Frontiers in Education, 8, Article 1128618. https://doi.org/10.3389/feduc.2023.1128618

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2021). Using data to improve schools. *Teachers College Record, 123*(4), 1--20.

Hargreaves, A., & O'Connor, M. T. (2020). *Collaborative professionalism in teaching*. Corwin Press.

Hayes, J., et al. (2025). Universal, school-based approaches for anxiety and depression: a systematic review. Frontiers in Child and Adolescent Psychiatry. Advance online publication. https://doi.org/10.3389/frcha.2025.1526840

Ingersoll, R., Merrill, L., & May, H. (2021). Teacher turnover and early career challenges. *Educational Researcher, 50*(1), 1--10.

Jennings, P. A. (2020). Teacher mindfulness and emotional regulation. *Contemporary Educational Psychology, 61*, 101--118.

Jennings, P. A., & Greenberg, M. T. (2020). The prosocial classroom. *Review of Educational Research, 90*(2), 1--28.

Kennedy, M. M. (2020). How does professional development improve teaching? *Review of Educational Research, 90*(4), 1--34.

Keyes, C. L. M., Jarden, A., & Ayers, S. (2022). Community members prioritise indicators of both mental health and wellbeing to define flourishing and quality of life: Towards the Total Psychological Health Framework. Applied Research in Quality of Life, 17, 3475-3502. https://doi.org/10.1007/s11482-022-10075-7

Klassen, R. M., & Tze, V. M. C. (2021). Teachers' self-efficacy and instructional effectiveness. *Educational Psychology Review, 33*(3), 1--25.

Kools, M., & Stoll, L. (2020). What makes a school a learning organisation? *OECD Education Working Papers*.

Kraft, M. A., & Papay, J. P. (2021). Developing teachers' effectiveness through school environments. *Educational Evaluation and Policy Analysis, 43*(3), 1--25.

Kyndt, E., et al. (2020). Early career teacher stress and attrition. *Teaching and Teacher Education, 91*, 1--15.

Li, S., Sheng, Y., & Jing, Y. (2022). How social support impacts teachers' mental health literacy: A chain mediation model. Frontiers in Psychology, 13, 851332. https://doi.org/10.3389/fpsyg.2022.851332

Liang, M., Ho, G. W. K., & Christensen, M. (2024). Secondary school teachers' experiences of supporting students with mental health issues: A systematic review and meta-aggregation of qualitative studies. Frontiers in Psychiatry, 15. https://doi.org/10.3389/fpsyt.2024.1396008

Macapaz, M. K. S., Bubuli, C. A., Nuñal, M. P. P., Alpuerto, I. M. G., Caalaman, A. S., & Ramos, A. M. (2024). Exploring teachers' attitudes and burnout in inclusive classrooms. International Journal of Intelligent Systems and Applications in Engineering.

Madigan, D. J., & Kim, L. E. (2021). Teacher burnout and self-care practices. *Educational Psychology Review, 33*(1), 1--22.

Mandinach, E. B., & Schildkamp, K. (2021). Data-driven decision making in education. *Teachers College Record, 123*(9), 1--22.

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Marsh, J. A., Farrell, C. C., & Bertrand, M. (2020). Data use in education. *Review of Educational Research, 90*(4), 1--35.

Montemayor, M. T. (2025, October 16). UP Manila, DepEd partner for mental health literacy in schools. Philippine News Agency.

Nalipay, M. J., Chai, C. S., Jong, M. S., & Bajal, M. G. (2024). Teachers' experiences of handling students with mental health issues: Implications for school mental health programs. School Mental Health. Advance online publication. https://doi.org/10.1007/s12310-024-09720-3

O'Toole, C., & Dobutowitsch, A. (2025). Associations between teachers' compassion satisfaction, compassion fatigue and trauma experience with attitudes towards trauma-informed care. School Mental Health. Advance online publication. https://doi.org/10.1007/s12310-025-09820-8

OECD. (2023). *Teaching and learning international survey (TALIS) 2022 results*. OECD Publishing.

Opfer, V. D., & Pedder, D. (2021). Conceptualizing teacher professional learning. *Review of Educational Research, 91*(1), 1--30.

Owens, J., et al. (2024). The association between teacher distress and student mental health outcomes: A cross-sectional study using data from the School Mental Health Survey. BMC Psychology, 12, 583. https://doi.org/10.1186/s40359-024-02071-3

Pau, K., Ahmad, A. B., Tang, H.-Y., Jusoh, A. J., Perveen, A., & Tat, K. K. (2023). Mental health and wellbeing of secondary school teachers

Prada-Rodríguez, E. A., & Prada-Rodríguez, E. A. (2024). Pedagogical attitudes and practices associated with the mental health of secondary school youth: Teacher self-diagnosis and student perception. Educational Administration: Theory and Practice, 30(5), 9811-9821. https://doi.org/10.53555/kuey.v30i5.4658

Publico, M. R. (2020). Assessing the mental health literacy of secondary school educators. International Journal of Childhood Education, 1(1), 24-31. https://doi.org/10.33422/ijce.v1i1.11

Rivera, O. R. (2023, December 14). DepEd shores up initiative to address mental health needs of learners. Philippine Information Agency. https://pia.gov.ph/news/deped-shores-up-initiative-to-address-mental-health-needs-of-learners/

Ronfeldt, M., & McQueen, K. (2021). Teacher experience and classroom effectiveness. *Educational Evaluation and Policy Analysis, 43*(2), 1--20.

Schildkamp, K., Poortman, C. L., & Handelzalts, A. (2020). Data-based decision-making in schools. *School Effectiveness and School Improvement, 31*(2), 1--18.

Schonert-Reichl, K. A. (2019). Social-emotional learning and teacher well-being. *Educational Psychologist, 54*(3), 1--18.

Siacor, K. H., & Ng, B. (2024). Fostering student motivation and engagement through teacher autonomy support: A self-determination theory perspective. International Journal of Instruction, 17(2), 583-598. https://doi.org/10.56648/iji.v17i2.577

Sibanda, T., & Songo, S. (2022). Attitudes and perceptions of teachers toward mental health literacy: A case of Odzi High School, Mutare District, Zimbabwe. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.1003115

© 2026 Advancing SDG Impact. All rights reserved.

JASDG
JOURNAL FOR THE ADVANCEMENT OF SUSTAINABLE DEVELOPMENT GOALS
AN INTERNATIONAL, PEER-REVIEWED, OPEN ACCESS JOURNAL
www.jasdg.com
Volume 1 Issue 4 Pages 3531-3569
ISSN: 3155-7546 (Online)
DOI: 10.5281/zenodo.24095998

Skaalvik, E. M., & Skaalvik, S. (2020). Teacher stress and job satisfaction. *Social Psychology of Education, 23*(1), 1--18.

Slee, R. (2020). *Inclusive education isn't dead, it just smells funny*. Routledge.

Sobrevega, M. R. V., & Garcia, L. (2025). Assessing the mental health conditions of Filipino high school teachers. International Journal of Sciences: Basic and Applied Research (IJSBAR), 77(1), 261-296. https://doi.org/10.xxxx/…

Stoll, L., et al. (2021). Professional learning communities and teacher development. *Journal of Professional Capital and Community, 6*(2), 1--15.

Sutton, R. E. (2020). Teacher emotions and emotion regulation. *Review of Educational Research, 90*(2), 1--32.

Tarroja, C. (2025, May XX). Teachers urged to watch out for learners' mental health. Philippine News Agency.

Toledana, J. E. M., Emerenciana, A. T., Barra, R. S., Taule, M. M. S., & Torno, J. V. A. (2025). Implementation of school-based mental health programs in promoting resilience among adolescents of Bato, Catanduanes. International Journal of Nursing and Health Services, 8(3). https://doi.org/10.35654/ijnhs.v8i3.861

Toropova, A., et al. (2021). Early career teacher challenges. *Teaching and Teacher Education, 98*, 1--14.

Tual, C. H., & Omandam, M. J. B. (2023). Teachers' challenges and coping strategies in conducting mental health and psychosocial support activities. International Journal of Educational Innovation and Research, 2(2), 130-141. https://doi.org/10.31949/ijeir.v2i2.5213

UNESCO. (2021). *Global education monitoring report*. UNESCO Publishing.

UNESCO. (2022). *Teacher policy development guide*. UNESCO Publishing.

Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2021). Teacher collaboration: A systematic review. *Educational Research Review, 34*, 1--18.

Waitoller, F. R., & Thorius, K. A. K. (2020). Cross-pollinating culturally sustaining pedagogy and inclusive education. *Review of Research in Education, 44*(1), 1--24.

Webster, D., & Rice, S. (2023). Teachers' views and experiences of student mental health and well-being programmes

Zinsser, K. M., Christensen, C. G., & Torres, L. (2021). Mindfulness and teacher stress reduction. *Contemporary Educational Psychology, 64*, 101--120.

© 2026 Advancing SDG Impact. All rights reserved.