

Relational Load and Resilience: A Qualitative Study on the Perception of Receiving Teachers in Inclusive Education

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Abstract

This qualitative descriptive study, using thematic analysis, investigates the perceptions of five receiving teachers in inclusive education settings in the Philippines, emphasizing the relational and emotional stress they face in their daily roles. Guided by the Theory of Resilience and Relational Load (TRRL) by Afifi et al. (2016), the study explores communication challenges with parents particularly those in denial of their child's condition alongside classroom difficulties stemming from student behavioral issues. Teachers reported impaired judgment during high-stress periods, emotional exhaustion, and internal pressures to meet both institutional and parental expectations. Despite these challenges, the receiving teachers employed faith-based coping strategies, leaned on collegial support and demonstrated resilience through open communication and mindset management. The findings highlight how necessary it is to have better relational training, steady administrative support, and rules that acknowledge the emotional work that inclusive educators do. These insights are intended to help legislators and school administrators create caring and supportive environments for educators facing the challenges of inclusive education.

Keywords: receiving teachers; inclusive education; relational stress; emotional exhaustion; TRRL; parental communication; teacher resilience; faith-based coping

I. Introduction

In today's inclusive education environments, receiving teachers, those who support students with diverse learning needs face significant challenges that impact their well-being and effectiveness. Teachers often face high workloads, limited support, and the need to address diverse student needs, which can contribute to emotional exhaustion and burnout (Candeias et al., 2020). This stress not only affects their well-being but also impacts their effectiveness in the classroom. The COVID-19 pandemic has further intensified these challenges, adding new stressors such as adapting to remote teaching and managing health concerns (Wuest & Subramaniam, 2021). Understanding how teachers perceive and cope with these stressors is crucial for developing strategies to support their resilience and ensure the success of inclusive education.

Recent international studies confirmed that teachers in inclusive education settings face significant stress and burnout. In Saudi Arabia, research found that special education teachers in inclusive schools experience moderate levels of burnout, with male teachers and those specializing in deafness and hearing loss reporting higher levels (Alahmed, 2024). In France, a study revealed that teachers' implicit negative attitudes towards disability were linked to increased emotional exhaustion, suggesting a need for

internalizing positive feelings about inclusion to protect against burnout (Rohmer et al., 2022). The necessity to investigate the elements affecting teachers' well-being in inclusive environments is further evidenced by the high emotional distress levels reported by inclusive education teachers in Japan, where almost 70% of them reported having some kind of emotional discomfort (Mori & Tanaka, 2021). These results demonstrated how common stress and burnout are among educators working in inclusive education around the world and how important it is to comprehend and address these problems in order to support educators' resilience and effectiveness.

Stress and burnout among educators in inclusive classrooms were the subject of a Portuguese study. According to the study, non-specialist teachers were more likely than their specialist counterparts to get burned out. This was influenced by a number of factors, such as stress vulnerability, a lack of social support, and difficulties adjusting to inclusive classroom demands. The study highlighted the importance of professional training and support systems in mitigating stress and preventing burnout among teachers in inclusive settings (Candeias et al., 2020).

Furthermore, Nagase et al. (2020) found a significant connection between primary school teachers' emotional distress levels and their attitudes toward inclusive education, as well as their perceived effectiveness in putting inclusive methods into reality. This study was carried out in Japan. Stress and emotional weariness were more common among teachers who were less confident in their capacity to lead inclusive classrooms and work together. These results raise the possibility that instructors may experience more psychological stress if they cannot adjust to the demands of inclusive education without sufficient assistance and training. The significance of giving educators the tools and professional growth they need to improve their effectiveness and lessen stress in inclusive environments.

Despite the growing awareness of stress and burnout among receiving teachers, current responses to the problem are still limited. Some schools have started to offer basic training programs or workshops, but these often do not go deep enough to address the emotional and relational demands of inclusive teaching. According to researchers, many teachers still report feeling unsupported, especially when dealing with challenging behavior or managing collaboration with multiple stakeholders (Alahmed, 2024). While a few efforts aim to promote teacher wellness or professional learning, these initiatives are not always consistent or well-funded. As a result, teachers are often left to manage their stress on their own, which can harm their mental health and affect how they connect with students and peers.

In the Philippines, teachers involved in inclusive education settings are increasingly experiencing stress and burnout. A study conducted at Bato National High School in Cebu revealed that general education teachers managing inclusive classrooms exhibited notably high levels of emotional exhaustion and moderate depersonalization, despite maintaining positive attitudes towards inclusion (Candeias et al., 2020). Similarly, according to a study conducted in Mandaue City Division, Cebu, teachers face several stressors, such as the difficulty of meeting the diverse student needs of their students and the absence of sufficient support networks (Peteros et al., 2024). These results highlight how urgent it is to address teachers' well-being in inclusive classrooms nationwide.

For this reason, the main objective of this study was to explore the perceptions of receiving teachers regarding the daily relational stress they face in inclusive classrooms. It aimed to describe how they communicate during stressful moments, how they perceive and interpret stress, and how these perceptions influence their emotional and mental well-being. The study sought to understand how their social relationships either strengthen or weaken their ability to stay resilient. By focusing on their views and understanding, the study provided a clear and honest picture of what receiving teachers went through and how support systems can be improved to help them cope better and thrive.

This will give voice to the receiving teachers who dealt with daily stress in inclusive classrooms. Their perceptions can help school leaders, policymakers, and fellow educators better understand what kind of support teachers truly need. By sharing the results, the study was intended to help schools develop more effective training curricula, solid emotional support networks, and a more compassionate

workplace. Future researchers can also use the results to investigate teacher mental health and resiliency. Most importantly, the study aimed to help receiving teachers feel seen, heard, and supported in the important work they do every day.

Despite international and local efforts to understand teacher stress in inclusive classrooms, few studies explore the relational dynamics experienced by receiving teachers in the Philippine context. While past research highlights emotional exhaustion, burnout, and the need for support systems, most focus on general or special education teachers, often overlooking the day-to-day interpersonal challenges that receiving teachers face when navigating complex relationships with students, parents, and colleagues. This gap made this study focused on receiving teachers' lived experiences and how their social connections affect their resilience in inclusive education settings.

1.1 Significance of Study

This study may help receiving teachers by providing a better understanding of the relational stress they encounter and by identifying ways to strengthen their resilience. Lawmakers and school administrators can use the findings to create better support networks, such as professional development courses emphasizing relation maintenance, stress reduction, and effective communication. The data gathered from this study may also be useful to schools in creating inclusive work environments and policies that promote teachers' mental health. The results can also help future researchers better understand the connections between relational stress and resilience. All things considered, this study may help raise the standard of instruction in inclusive classrooms and the well-being of teachers.

1.2 Statement of the Problem

Receiving teachers in inclusive education settings often carry a heavy relational load as they interact daily with diverse learners, parents, co-teachers, and school leaders. These continuous demands can create communication challenges, emotional strain, and misinterpretations of stress that may affect their professional resilience. Even while there are initiatives to help teachers, little is known about how receiving teachers perceive and deal with these everyday demands, particularly in the Philippine setting. By examining their perspectives, this study aimed to explain the challenges educators face and offer valuable information for future research, improved school policies, and effective solutions. To guide the investigation, the following questions are posed:

- (1.) What are the communication challenges perceived by the receiving teachers during stressful situations?
- (2.) What is the stress-related perceptions and interpretations perceived by the receiving teachers in their work environment?
- (3.) What are the emotional and mental strains perceived by the receiving teachers in coping with continuous relational demands?
- (4.) What are the relational dynamics and support systems perceived by the receiving teachers that affect their resiliency during stressful periods?

1.3 Assumptions

This qualitative research assumed that receiving teachers can give rich and honest descriptions of their perceptions of stress, communication challenges, emotional strain, and resilience. The study

believed that reality is subjective, meaning that each teacher may have a different way of understanding and making sense of their experiences based on their personal background, relationships, and environment. Knowledge is formed through their shared stories, perceptions, and reflections about the relational demands they face in inclusive classrooms. It was also assumed that meaning is not fixed but built through the teachers' interactions with their students, colleagues, parents, and school leaders. The context in which they work, such as school culture, support systems, and personal relationships, plays a big role in shaping their perceptions. As researchers, we recognized that we are also part of the meaning-making process. Our role was to listen carefully, interpret thoughtfully, and respect the teachers' voices without forcing our opinions onto their stories.

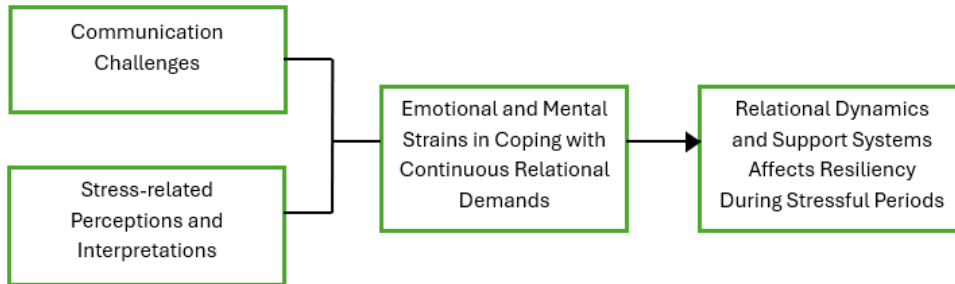
1.4 Theoretical lens

This study looked at the everyday stress experienced by receiving teachers working with students who have diverse learning needs. It focused on how these teachers communicate during difficult situations, such as handling behavioral challenges or coordinating with multiple stakeholders, and how well they express themselves under pressure. It also looked at how they see their tasks, responsibilities, and value as educators, as well as how they interpreted the stress they experience. These elements directly impacted their mental and emotional health, determining whether they feel resilient and capable or emotionally spent and overburdened.

This research was guided by the Theory of Resilience and Relational Load (TRRL) by Afifi et al. (2016), which explains how stress, perception, and communication are shaped by the quality of relationships over time. The theory suggests that people who maintain strong, supportive relationships can better manage stress and recover from difficult situations. In this study, key concepts from TRRL were applied to the school setting: communicative aspects were reflected in the teachers' ability to express themselves under pressure; perceptual aspects were seen in how they interpreted stress; and psychological aspects were revealed in their emotional responses to continuous relational demands. Although TRRL was originally developed to explain family relationships, it was adapted here to explore how daily interactions with students, parents, and coworkers influence a teacher's resilience.

Compared to other models like the Job Demands-Resources (JD-R) Model, which focuses on balancing job pressures with available resources, TRRL offers a more personal and relational lens. While the JD-R model helps explain how workplace resources reduce burnout, it does not fully capture the emotional impact of strained communication or fragile relationships, both of which are central to the experiences of receiving teachers in inclusive classrooms. TRRL, on the other hand, directly addresses the role of relationship quality and emotional connection in building or weakening resilience. This makes TRRL a more suitable framework for understanding the lived experiences of teachers whose daily work depends heavily on human interaction, empathy, and emotional strength.

Figure 1. Research paradigm.



II. Method

2.1 Research Design

This study adopted a qualitative descriptive design. A qualitative approach was chosen because it will allow the researcher to gather rich, detailed descriptions of the perceptions of receiving teachers in their natural work environment. The qualitative descriptive design was ideal for exploring how teachers perceive and make sense of communication challenges, stress, and relational dynamics without requiring in-depth theoretical interpretation or abstraction (Creswell, 2013). The study guaranteed that the viewpoints and opinions of the teachers are expressed in a direct and authentic manner, free of complex analysis or in-depth conceptualization. Open-ended interviews were used to gather information about how teachers perceive their emotional difficulties, communicated under pressure, and rely on social connections to develop resilience. Since each teacher's perceptions may vary depending on their unique work environment, personal relationships, and school environment, the study evaluated the significance of context. In this way, the research provides practical, accessible findings that can guide educators, administrators, and policymakers in better-supporting teachers in inclusive classrooms.

2.2 Participants and Sampling

This study used purposive sampling, which was a typical strategy in qualitative research. In this way, participants were selected based on certain characteristics related to the study problem. This method enabled the researcher to focus on individuals who can provide rich, detailed information about the investigated problem (Etikan et al., 2016).

The participants consist of five receiving teachers from inclusive schools. These teachers were chosen because they regularly work with students with diverse learning needs and collaborate with various stakeholders, making them well-suited to discuss communication challenges, stress perceptions, emotional strains, and support systems in their work environment.

Selecting five participants was appropriate for a qualitative descriptive study, as it allows for in-depth exploration of each teacher's perceptions while keeping the data manageable. Small sample sizes are typical in qualitative research, especially when the focus was on obtaining detailed descriptions rather than generalizing findings to a larger population. Studies have shown that data saturation, the point at which no new information is obtained, can often be achieved with as few as five participants in qualitative studies (Guest et al., 2006).

2.3 Ethical Considerations

This study followed fundamental ethical standards to preserve all participants' rights, dignity, and well-being throughout the research process.

Voluntary Participation and Informed Consent. This study was totally voluntary. Participants had a thorough idea of the study's goals, methods, and advantages. Before participation, they were requested to give written informed consent. This approach guarantees that subject's consent to participate voluntarily and are fully conscious of what the study involves (Bhandari, 2021).

Confidentiality and Anonymity. All data gathered from participants was private. To protect participants' identity, personal identifiers were deleted or substituted with pseudonyms. Only the research team had access to data stored securely. These guidelines were intended to protect participants' privacy and ensure that their information was never disclosed without permission (Bhandari, 2021).

Respect for Participants. Each participant had courteous and respectful treatment from the researchers. In order to ensure that participants' opinions were heard and fairly represented in the study's conclusions, they will recognize the importance of their experiences and ideas (Bhandari, 2021).

2.4 Role of the Researcher

In this study, the researcher was the key person who gets information from the participants and works out what it all entails. The researcher listened carefully to the teachers' stories, asked them open-ended questions, and made sure they recorded the answers. Also, the researcher has to make sure it was fair and doesn't have any personal biases. The researcher reflected on the thoughts and feelings to ensure it did not affect how the participants' words are interpreted. The goal was to capture what the teachers are feeling and thinking truly and to share their views as clearly and honestly as possible.

2.5 Data Collection

This study collected information mainly through in-depth interviews. An in-depth interview was a one-on-one conversation between the researcher and the participant. It allowed the participants to share their thoughts, feelings, and experiences in detail. The researcher asked open-ended questions, which means the participants answered freely and explained their answers fully.

In-depth interviews are beneficial when the researcher wants to explore complex issues or understand how someone feels about a particular situation. It provided rich and detailed information that might not come out in other types of research methods. Rutledge (2020) claims that in-depth interviews entail spending a lot of time conversing with each participant in order to obtain in-depth information. This method worked well when comprehending different points of view and perspectives.

The researcher conducted in-depth interviews with five receiving teachers from inclusive schools. These interviews were scheduled at times convenient for the participants and took place privately to ensure comfort and confidentiality. Each interview was recorded (with the participant's permission) and transcribed for analysis. The researcher ensured that all participants understand the purpose of the study and their rights, including the right to withdraw at any time.

2.6 Data Analysis

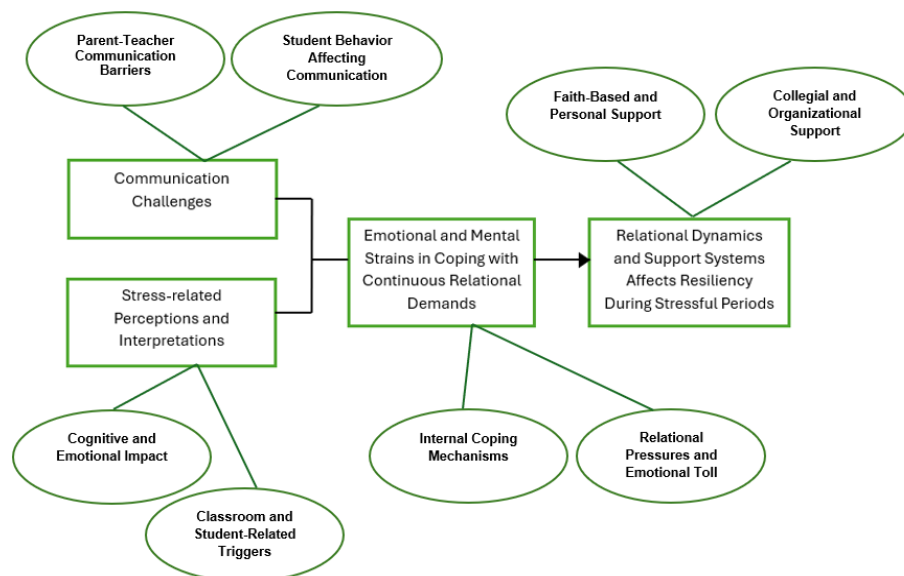
To ensure that the themes genuinely reflected the participants' responses, the thematic analysis followed Braun and Clarke's (2006) six-phase approach and was conducted inductively. Although the final set of eight themes appears organized, they were not predetermined. Instead, they emerged from a careful line-by-line coding of the transcripts. During the data analysis process, some codes were combined because they were comparable while others were rejected because they lacked sufficient supporting data. Regarding data saturation, the researcher observed that no new codes or insights emerged during the interview, which indicated that thematic saturation had been reached. Although the study involved only five participants, each of them provided rich and detailed responses that allowed for a deep understanding of the relational and emotional stress experienced by receiving teachers in inclusive classrooms.

III. Results and Discussion

This section presents the findings gathered from the in-depth interviews with receiving teachers. The data were gathered and analyzed using Braun and Clarke's thematic analysis, resulting in several key themes that explain how communication challenges, stress perceptions, and coping mechanisms are connected to the support systems that influence teacher resilience.

As shown in Figure 2, the themes generated reflect the complex way these elements interact during continuous relational demands in inclusive classrooms. These themes are discussed in detail below, supported by participant responses and relevant literature.

Figure 2. Themes generated on how communication challenges, stress perceptions, and coping mechanisms interact with support systems to affect resilience during continuous relational demands.



3. 1 Communication Challenges Perceived by the Receiving Teachers During Stressful Situations

In inclusive classrooms, good communication is very important for building strong and supportive relationships between teachers, students, and parents. However, receiving teachers often face serious communication problems, especially when they are under stress. These problems can come from how people interact with each other or from the stressful environment in the classroom. Participants in this study discussed how these communication difficulties impact their emotions and coping skills during stressful situations.

From the participants' responses, two themes came out. First is the *Parent-Teacher Communication Barriers*, the challenge of communicating with parents, especially when parents are defensive or don't fully accept their child's condition. The second theme is the *Student Behavior Affecting Communication* that arises when the uncontrollable behavior of the student makes it harder to instruct or communicate effectively. These themes emphasize various ways that communication can go poorly in an inclusive environment, whether it's due to miscommunication with parents or distractions brought on by uncontrollable behavior by students.

Parent-Teacher Communication Barriers. One of the biggest challenges receiving teachers talked about was having a hard time communicating with parents. *Miscommunication stemming from parental defensiveness or nondisclosure* was commonly experienced, especially when some parents become defensive or are not ready to accept that their child may have special needs or behavior problems. Because of this, they may misunderstand what the teacher is trying to say or even take it the wrong way. Participants said these situations are especially hard when parents don't tell the whole truth about their child or don't listen to what others have to say. Some parents care for their child so much that they don't want to hear anything negative, even when the teacher is attentive and kind.

To address this, receiving teachers from this study often rely on *using tactful explanation and alternative approaches to address parental resistance*. They stay calm, patient, and understanding, talking to parents in a gentle way and clearly explaining what's going on in the classroom. Sometimes, being honest yet polite helps people trust you, but it still takes time. Despite their best efforts, these communication challenges still cause a lot of stress for teachers, especially with other responsibilities in an inclusive setting. Nonetheless, many find that *open communication with parents fosters understanding of student behavior* and helps build a more supportive environment for the child.

One of the most common experiences shared by the participants was the difficulty of communicating with some parents. Many teachers experienced miscommunication, especially when parents were not open about their child's condition or were too defensive. One teacher said,

"Maka-experience jud ka ug miscommunication kay naa jud kay gusto iingon sa parents na dili or lahi ilang pagsabot." (You will definitely experience miscommunication because there's something you want to say to the parents, but they either don't understand it or interpret it differently.)
-Participant 1, Lines 13-14

This shows that even when teachers try to explain things clearly, parents sometimes misunderstand or refuse to accept what is being said.

Some parents are in denial about their child's behavior and get upset when teachers try to point it out.

"naay parent nga murag kuan sila kanang denial jud, ilang mga reaction murag dili nila madawat mga ingana ilang anak kung makahimo og dili maayo ilang anak sa sulod sa classroom kanang kuan sila kanang ilaha pang gina protektahan, ilang gina defend ilang anak" (There are parents who seem to be in denial; their reactions show that they can't accept it if their child does something wrong inside the classroom. It's like they are even more protective and always defend their child.)
-Participant 3, Lines 726-729

In these cases, receiving teachers don't know how to help their learners when the parents are not ready to listen or work with them. This lack of cooperation causes stress and makes it harder for teachers to support the student properly.

To deal with these situations, some receiving teachers use careful and respectful words to explain things. They try different ways to deliver the message without hurting the parent's feelings. One receiving teacher shared,

“ang parent mag retaliate nganong ingon ani ingon ana, I would be making another resource to handle the situation, like mag gamit og laing resource to clarify things” (The parent would retaliate, asking why things are like this or like that. I would create another resource to handle the situation, like using a different ways to help clarify things.)

-Participant 1, Lines 31-33

showing that they try to adjust their approach when facing pushback. Instead of directly saying a child has a problem, they describe the behavior and let the parent decide what to do. This was also shown when Participant 3 said,

“Naay uban nga parent denial, dili sila mo dawat nga ingana ilang anak... tapos mag lisod mi unsaon... pero wala mi, dili mi directly mo ingon gyud ma'am imong anak ingana ana, ma'am kinahanglan nga icheck up ingana so ang amoa lang gina explain namo ingani ang imong behaviour sa imong anak” (There are some parents who are in denial and won't accept that their child is like that... and then we struggle with what to do... but we don't directly say, 'Ma'am, your child is like this' or 'Ma'am, your child needs to be checked.' What we do is just explain, 'This is the kind of behavior we're observing in your child.') -Participant 3, Lines 723-726

Still, not all parent communication is difficult. Some participants said that being open and honest with parents helped build understanding and teamwork. For instance, participant shared,

“ang parent pud sakoang bata (student) gina-share pud nako unsa iyang ano like 'sir kani siya sir nag-cry siya kay tungod ani...' iingon jud nako kung unsa ang iyahang... unsay nakapa-hilak niya. Mo-ingon ra pud iyang (parent) 'ma'am pasensya na jud.' accept man nuon nila ilang anak.” (I also share with the parent of my student what happened, like, 'Sir, the child cried because of this...' I really tell them what caused the child to cry. And the parent would just say, 'Ma'am, I'm really sorry.' They actually accept their child.)

-Participant 2, Lines 505-508

This shows how good communication can lead to better support for the student. Participants also mentioned how helpful it is when parents share information about how they handle their children at home.

“kami ma'am open pud gyud mi ma'am wala gyud mi dili mi special gyud anang mga ana ma'am so tabangi mi unsaon gyud na sya pag handle. So, mao to nga ni help pud ang parent gi ingon gina unsa nila just like gina iwasan nila ang mga sweets katong mga hyperactive gud ADHD dili nila gina ano sa screen kay... daghan pag mga ingani nila na advice nila sa amoa para pud makabalo pud mi.” (We're really open, ma'am. We're not experts when it comes to handling children with special needs, so we ask for help on how to manage them properly. That's why the parents also help by sharing what they do—like avoiding sweets for hyperactive kids with ADHD, or limiting their

screen time. They give us advice like that so we can also learn how to support them better.) - Participant 3, Lines 751-755

When both sides are open and working together, the result is a better learning experience for the child. In short, while some parents make communication difficult by being defensive or closed off, others help by being honest and cooperative. Teachers often have to adjust how they communicate to avoid conflict and build trust. Open communication between receiving teachers and the parents is important to understanding and supporting the child's behavior and needs in the classroom. This supports Alahmed's (2024) study, which found that a lack of parental cooperation adds emotional pressure on teachers working in inclusive classrooms. Additionally,

This result connects to the Theory of Resilience and Relational Load (TRRL), which explains that stress and communication are influenced by the strength of relationships. When receiving teachers experienced challenges in dealing with parents, their emotional stress grew, making it harder for them to manage the situation calmly. As these relationships became strained, receiving teachers found it more difficult to stay focused and emotionally steady. This emphasizes the importance of healthy communication and strong support systems in helping receiving teachers.

Student Behavior Affecting Communication. Along with parent-related issues, student behavior was another major challenge affecting communication. *Student tantrums disrupt classroom communication and teaching*, especially when learners with special needs have sudden outbursts like shouting, crying, or refusing to follow instructions. These actions disrupt the class flow and make it harder for the receiving teachers to carry on effectively. In these moments, receiving teachers also find themselves *handling misunderstanding or miscommunication during stressful times*, as it becomes harder to keep the class focused and ensure that all students understand the lesson. Participant 2 said,

"ang communication naging challenging siya sa akona inside the classroom... if there's student na mag-tantrums specifically mag-shout... very hard mag teach nuon tungod anang mga student or students na mag-tantrums." (Communication has been challenging for me inside the classroom... if there's a student who throws tantrums, especially when they shout... it becomes very hard to teach because of those students who have tantrums.)
-Participant 2, Lines 448-450

These situations often bring stress and pressure, especially when the behavior happens often or affects other students.

Another participant mentioned that the behavior of some students who are mainstreamed can create distractions, saying,

"so, mao to sya nga stressful sya kay... kanang... ano man gud sya sa classroom murag dili sya normal nga bata so mag create syag distraction." (So, it was stressful because... well... the child in the classroom isn't like the typical ones, so he creates a distraction.)
-Participant 3, Lines 697-698

These challenges show how important it is for receiving teachers to have strong classroom management and communication skills while still showing patience and understanding.

To deal with these situations, receiving teachers try to stay calm and think before reacting. Participant 1 shared,

“akong una buhaton siguro ma’am, is to inhale exhale to relax for a while tapos back to basic. Dapat investigate, unsay nahitabo tapos try to resolve the problem, try to talk to the teacher, try to talk to the students kung unsay nahitabo ato then, pag nahibal-an na nato to tanan na factors ma’am try to resolve.” (The first thing I usually do, ma’am, is to inhale and exhale to relax for a while, then go back to the basics. I need to investigate what happened, try to resolve the problem, talk to the teacher, talk to the students about what really happened, and once we know all the factors, then try to resolve it.) -Participant 1, Lines 88-91

They also try to find out what caused the behavior and work with other teachers or parents to help the child. When misunderstandings happen, receiving teachers reach out to others to talk things through and fix the problem, as one said,

“So I handle misunderstandings and miscommunication during... stressful times siguro by seeking help from my co teachers uhm... also trying to clear out what was the problem if there are miscommunications or misunderstandings and I'll try to voice out what I misunderstood and I will try to ask that person be my co teacher or my student, kung what's the problem para we can deal with it whatever information na akoang ma-receive” (So I handle misunderstandings and miscommunication during stressful times by seeking help from my co-teachers, and also by trying to clarify what the problem is if there are miscommunications or misunderstandings. I try to express what I misunderstood and ask the person—whether it's my co-teacher or my student—what the issue is, so we can deal with it based on the information I receive.) -Participant 5, Lines 1268-1273

These responses show that student behavior can seriously affect classroom communication. But with calm responses, teamwork, and effort to understand the learner, receiving teachers can better manage stressful moments and support all students more effectively in an inclusive setting.

In the same way, Candeias et al. (2020) emphasized that stress becomes heavier when teachers are not fully prepared to handle student behavior and communication problems. These situations require a lot of patience, self-control, and strong support from the school so that teachers can manage their stress and still teach effectively.

The Theory of Resilience and Relational Load (TRRL) suggests that stress affects how people communicate, especially when relationships are under pressure. In this study, student behavior challenges strained the teacher-student relationship, making communication more difficult. When this connection weakens, teachers feel more stressed and less able to cope.

3.2 Stress-related Perceptions and Interpretations Perceived by the Receiving Teachers in their Work Environment

Understanding how receiving teachers think and feel about stress in their work environment is critical, especially in inclusive classrooms where everyday responsibilities can be overwhelming. This section of the study analyses the teachers' own perspectives and interpretations of stress, how they perceive it, what they believe causes it, and how it impacts their emotions and mindset. The findings reveal that stress is not only triggered by heavy workloads or student needs but also by how teachers mentally process and emotionally respond to these challenges.

The theme *Cognitive and Emotional Impact* draws emphasis to how stress affects receiving teachers' perspectives, often leaving them emotionally drained or mentally exhausted. While, *Classroom and Student-*

Related Triggers highlight certain instances, such as abrupt interruptions or unforeseen difficulties, that put more strain on receiving teachers and make it more difficult for them to successfully manage the classroom.

Cognitive and Emotional Impact. Stress in an inclusive classroom goes beyond the usual challenges of teaching. For receiving teachers, it also affects their thoughts, feelings, and the way they see themselves in their role. This theme highlights how *perception and interpretation of stress and when in stressful situations* can shape their emotional and mental responses. Many shared that the pressure they face daily makes the work *stressful and overwhelming due to high expectations*, especially when managing diverse learners and meeting administrative demands.

Receiving teachers from this study shared how these aspects resulted in *impaired judgment and emotional exhaustion caused by prolonged stress*, causing them to feel exhausted, lose self-esteem, or doubt their capacity to teach. While some try to stay positive and find healthy coping mechanisms, others admitted to struggling with the emotional toll of their responsibilities. Their stories reflect just how personal and intense the emotional effects of teaching in an inclusive classroom can be. Participant 1 explained,

“Maka-apekto gyud sya kaayo kay ngano man? Sa stress man gud murag mawala imong tinuod na judgement. Ma-bias na sya kay for example, stress na kaayo and stress could be the result of anger, stress could be the result of gikapoy naka kaayo.” (It really affects you because stress can cloud your true judgment. It becomes biased for example, when you're extremely stressed, and that stress could come from anger or from being extremely exhausted.)

-Participant 1, Lines 47-49

And added,

“So imbis na manumanay dapat akong answer tungod sa iyahang gihatag sa akua na action naka hatag pud kog action in which dili dapat maayo” (So instead of responding calmly, because of the action that was given to me, I also reacted in a way that wasn't appropriate.) -Participant 1, Lines 64-66,

showing how emotional reactions during stress sometimes lead to poor decisions.

One also shared experiences of emotional exhaustion. Participant 2 said,

“...hagit najud ko mo give-up actually.” (I almost gave up, actually.)

-Participant 2, Lines 602-603

Then added,

“Mura ko ug na trauma na mag (handle ug) grade 1. Mura ko ug ‘Cher ayaw nako i-grade 1!’ kay murag di nako kaya. Murag dili ko kabalo mo handle siguro. Dili ko effective teacher sa grade 1...” (I think I was traumatized handling Grade 1. I felt like saying, ‘Teacher, please don’t assign me to Grade 1 again!’ because I felt like I couldn’t handle it. Maybe I just don’t know how. I don’t think I’m an effective teacher for Grade 1.) -Participant 2, Lines 628-630

These examples show how stress can deeply affect their confidence, even making them feel like giving up.

In many cases, stress came from unexpected problems in the classroom. Participant 1 said,

“Sometimes maka ingon kog overwhelming sya ma'am, especially if it's a new problem like bag-o pa nako sya na encounter.” (Sometimes I can say it's overwhelming, ma'am, especially if it's a new problem—something I'm encountering for the first time.) -Participant 1, Lines 128-129

And added,

“it is so overwhelming naka create sya sakoa og stress” (It is so overwhelming that it caused me stress.) -Participant 1, Line 130

There were also moments when teachers felt judged by others. For example, one said,

“Unya nigawas, first time pud to niya nigawas, then kana kay ang parents kay... nitanaw... grabe jud... dili man hinuon parent sa bata. Murag mga (parents sa) other level to siya, dili man to akoang parent. So, yun very... mura kog na judge feeling nako pag-ano... kuntahay Kinder, Kinder 2 na na feeling nako karon 'ay! Di nako ni ibutang akong anak ani na teacher kay di man siya maka-handle ug bata.' murag ana jud akoang ma-ano...” (It was the child's first time to go out, and the parents—though not the child's own, maybe from another level—were watching. I really felt judged, like they were thinking, 'I won't let my child be under this teacher because she can't handle children.' That's really how I felt.) -Participant 2, Lines 460-465,

after a stressful classroom incident.

Another common source of emotional pressure was high expectations, especially from parents or school staff. Participant 1 shared,

“Grabe gyud sya ka overwhelming. Taas gyud og expectations” (It was really overwhelming. The expectations were very high.) -Participant 1, Line 152

while another said,

“As a teacher... expected na... effective ka. Ako pa jud kay... kabalo man gud sila na Cum Laude ko, so mas pressure sya sakoa kay dapat kabalo na daw ko mo-handle, kabalo nako ani na kuan... na mga things, mga strategies and techniques so pressure jud sya usahay kay wala ko kabalo unsa nay labas sa ilahang... situation” (As a teacher, you're expected to be effective. In my case, there's even more pressure because they know I graduated Cum Laude, so they assume I already know how to handle everything, strategies, techniques, but sometimes, I really don't know how their situations will turn out.) -Participant 2, Lines 589-592

Some were even expected to take on more just because of their background, like,

“gina ingnan ko niya na, 'ikaw, SPED (SPED major) man ka I handle mo yan sya ikaw muna or sayo muna sya kasi SPED (SPED major) kaman diba.” (They tell me, 'You're a SPED major, right? You handle that student first since you're trained for that.) -Participant 5, Lines 1394-1395

Even though many receiving teachers struggled with stress, some tried to stay positive and learn from their experiences. One teacher said,

"I don't really entertain negative thoughts. Positivity jud, positive ba. You know... if you really put your mind into something... ma-magnify man gud siya so I choose to be positive." (I don't really entertain negative thoughts. I choose positivity. You know... if you really put your mind into something, it gets magnified, so I choose to be positive.) -Participant 4, Lines 1147-1148

Another shared,

"as a teacher I usually take things on a positive note kanang if I am on a stressful situation dili ko mag kuan... char-char na... na kanang dili ko ma stress kay ma stress gyud ko pero I try to compose my as a teacher and I interpret this stressful situation siguro to improve myself na kanang "ahh... next time if mahitabo napud ni I know na what to do" ana gud kanang ma stress sako gamay pero taod-taod kailangan ra nako I compose akong sarili kay kailangan nako I handle ni na situation properly." (As a teacher, I usually take things on a positive note. If I'm in a stressful situation, I won't pretend I don't get stressed because I do, but I try to compose myself. I see the stressful situation as a chance to improve, like, 'Ahh... next time if this happens again, I'll know what to do.' I may get stressed at first, but after a while, I tell myself to pull it together because I need to handle the situation properly.) -Participant 5, Lines 1302-1307

Others believed that stress is part of the job and temporary, like when one said,

"temporary ra kay ma learn nimo kadugayan kung unsaon sila pag handle." (It's only temporary because, eventually, you'll learn how to handle them.) -Participant 3, Lines 772-773

In summary, stress has an impact on receiving teachers' mental, emotional, and physical health. It makes them think more critically, drains their energy, and weakens their confidence. But, many of them continue to attempt to overcome it and learn from the experience with the correct attitude and assistance.

According to Kaihoi et al. (2022), teachers' emotional state is greatly impacted by collegial stress support, suggesting that support networks are crucial for reducing emotional and cognitive stress. These findings are also supported by the study of Macapaz et al. (2024), which showed that teachers in inclusive classrooms often experience emotional exhaustion and burnout, even when they have a positive attitude toward inclusion. The study found a strong link between how teachers feel about inclusive education and how stressed or emotionally drained they become. This supports the idea that teaching in an inclusive setting affects not just the workload, but also the teacher's thoughts and emotions.

The Theory of Resilience and Relational Load (TRRL) explains that stress builds up when relationships like those between teachers and students or between teachers and parents are not managed well. In this study, receiving teachers felt more pressure when they had trouble understanding or meeting expectations, which affected their emotional stability.

Classroom and Student-Related Triggers. While student behavior can directly affect communication in the classroom, this theme focuses more broadly on how certain situations and experiences inside the classroom become major sources of stress for receiving teachers. These stresses include more than simply a student's behavior; they also involve *stress arising from managing diverse and complex student needs*, as teachers face the challenge of meeting different learning styles and needs all at once.

Receiving teachers shared that one major stress trigger is not knowing how to manage a student with special needs, especially when common teaching methods don't work. However, some of these *stressful situations that turned into a learning experience* helped teachers develop new skills and approaches over time, showing growth despite the challenges. As one said,

“Most stressful of course ang pag-handle sa bata. Lalong-lalo na if there’s students jud na dili nimo masabtan, na kailangan nimo sabton. Kailangan sabton pero dili nimo ma-sabtan kay basig unsa pa na ahh... strategy na imong buhaton kay murag di jud siya effective” (The most stressful part, of course, is handling the students, especially those you can’t understand even when you try so hard. You need to understand them, but no matter what strategy you try, it just doesn’t seem effective.) - Participant 2, Lines 539-541

Another receiving teacher expressed the pressure of facing conflicting needs in the same class:

“ano gyud ma’am classroom management, oo syempre kay ano man sila lahi lahi man sila, um... like mag-halo ang ADHD, Autism, ingana kay grabe ka hyperactive isa nya ang isa kay kanang naa koy uhm... katong emotional and behaviour disorder... very sensitive tapos... basta lisod sya i-handle mao to sya kung mag halo sila sulod sa classroom lisod gyud sya i-handle i-manage ba, mao to sya ang akong struggle.” (It’s really about classroom management, ma’am. Of course, the students are all different, some have ADHD, some have Autism, and one is extremely hyperactive, while another has emotional and behavioral disorders and is very sensitive. It’s really hard to handle them, especially when they’re all together in one classroom. That was my struggle.) -Participant 3, Lines 787-791

These kinds of student needs go beyond behavior; they require time, patience, and the right strategies, which can be overwhelming for a receiving teacher.

Some receiving teachers also felt stressed when they were new to teaching or had little knowledge about a child’s condition.

“kani tung time na bag-o palang ko naga teach siguro 1 month in palang ko diri then na subject teacher ko sa uhm... language and then I had to deal with a student with special needs.” (This was during the time I had just started teaching, maybe just one month in. I was assigned as a subject teacher in Language, and then I had to deal with a student with special needs.) -Participant 5, Lines 1233-1235

Because they lack experience it made them feel unsure and unprepared, adding more emotional pressure.

Despite these challenges, many receiving teachers from this study said they eventually learned from these experiences. They viewed stress not only as a problem but also as a chance to grow. One shared,

“So happy kaayo mi ato na improvement sa iyaha, then we thought na dili niya kaya mag grade 1 pero naka grade 1 ready na gyud sya. And it’s another learning pud sa amoa ba na stress na turns out naa mi panibagong learning na pwede namo magamit possibly para sa another student.” (We were really happy with the improvement we saw in the child. At first, we thought they wouldn’t be ready for Grade 1, but it turned out they were. And that became another learning experience for us, that a stressful situation turned into a valuable lesson we could possibly use again for another student.) -Participant 1, Lines 216-219

and another said,

“dili paman mi kabalo unsaon pag handle pero kadugayan na learn namo nga uh... naka learn pud mi sa ilaha unsaon sila pag handle... Dagdag na pud sya nga learning... mao to sya positive nalang

positive at the end gihapon para gihapon sa imohang own.” (At first, we didn’t really know how to handle them, but eventually, we learned from them how to manage the situation. It became an added learning experience. In the end, we just focused on staying positive because it also helps us grow personally.) -Participant 3, Lines 763-766

These reflections show that even though the classroom environment can be stressful, it can also help receiving teachers become more skilled and confident over time.

In short, Classroom and Student-Related Triggers refer to the stressful situations that arise from managing a diverse group of students, handling diverse needs, and dealing with high expectations. Unlike the earlier theme that focused on how behavior affects communication, this theme centers on how these daily challenges shape how receiving teachers feel, react, and grow in their work environment.

A recent study by Casungcad et al. (2024) supports what receiving teachers in this study shared. It found that teachers in inclusive classrooms often feel overwhelmed due to diverse student needs, disruptive behaviors, and lack of proper resources. Just like in our findings, the stress came not only from student behavior but also from the daily pressure of managing a complex classroom environment. Many receiving teachers from this study tried to cope by talking to colleagues or taking breaks, but these efforts were not always enough.

It also reflects the Theory of Resilience and Relational Load, which reminds us that managing stress depends on how well relationships and emotional support are maintained, especially in high-demand environments like inclusive classrooms.

3.3 Emotional and Mental Strains Perceived by the Receiving Teachers in Coping with Continuous Relational Demands

This part of the study focuses on how receiving teachers deal with the emotional and mental strain that comes from the daily pressure of working with students, parents, co-teachers, and school leaders. In inclusive classrooms, these relationships are constant and sometimes demanding. Receiving teachers are not only expected to teach but also to manage emotions, solve problems, and stay calm even when things get tough.

From the interviews, two main themes came out: *Internal Coping Mechanisms* and *Relational Pressures and Emotional Toll*. These themes show how receiving teachers try to handle stress on the inside by staying positive, being patient, or finding small ways to relax and also how the people around them, especially when expectations are high, can add emotional weight to their day. This section gives us a closer look at the mental load receiving teachers carry as they try to meet everyone's needs while holding themselves together.

Internal Coping Mechanisms. Receiving teachers from this study go through many emotional and mental challenges, but many of them share ways they try to stay strong on the inside. This theme focuses on *staying calm and strong by managing mindset and emotions*, as teachers work to control their reactions and maintain emotional maturity in stressful situations.

They also *anticipate challenges and develop coping strategies* to prepare themselves for difficult moments in the classroom. Many shared the importance of *being optimistic* and turning *problems into motivation to solve problems*, using setbacks as fuel to keep pushing forward despite the challenges. Participant 1 said,

“kanang lami gyud mo shagit, deep inside I need to shout pero bawal man. So keep calm na lang jud ma’am pero initial (reaction) gusto nako mag burst.” (There are times I really want to shout deep

inside, I feel the need to but I can't, so I just try to keep calm, ma'am. But honestly, my initial reaction is I want to burst.) -Participant 1, Lines 149-150

added,

"sauna pag-mastress ko kay personally dali gyud kaayo ko masuko pero now pag mastress ko kay kalmado gamay and dili na dali ma suko then try to fix it right away." (Before, when I got stressed, I would easily get angry. But now, when I'm stressed, I'm a bit calmer and not as quick to anger. I try to fix the problem right away.) -Participant 1, Lines 175-176

Another said;

"I managed myself ba naa jud koy self-control sakoang kaugalingon para lang dili mag flare whatever ang misunderstanding and then isa najud dinha ang pagiging humble, slow to anger... to be ano ahh... quick to listen. Dapat dili ta dayun magtuo whatever you hear kay kailangan i-internalize sa nimo kung kailangan ba ka mo react or dili. Very important jud siya." (I manage myself by having self-control to avoid flaring up during misunderstandings. One key for me is being humble, slow to anger, and quick to listen. You shouldn't immediately believe everything you hear you need to internalize it first and decide whether it's worth reacting to or not. That's really important.) -Participant 4, Lines 961-965

adding that staying humble and slow to anger helped in building better responses. Another said,

"I try to compose myself, dili nako pwede ipakita na stress ko in front of the parents, the teachers and the students kay... teacher man ta so dapat kanang... naa tay demeanor na we are professional." (I try to compose myself because I shouldn't show that I'm stressed in front of parents, teachers, and students. As teachers, we need to maintain a professional demeanor.) -Participant 5, Lines 1320-1322

showing that they try to remain professional despite what they feel inside.

Others said that keeping a strong mindset is part of their routine.

"permente nako mind set karon ma'am na pag naay problema gihatag ni sa Ginoo sa akoo kay kabalo sya na kaya nako." (My mindset now, ma'am, is that whenever there's a problem, I believe God gave it to me because He knows I can handle it.) -Participant 1, Lines 141-143

One receiving teacher also emphasized taking care of their mental and emotional health:

"condition yourself... mental health nimo ug ang imohang emotional... kay para pag-abot sa classroom you can give what you have. Kay kung ikaw na teacher problemado jud ka, kana problematic najud imong adlaw ron... mag-reflect jud sa students, sa teacher... so dapat sa atoa pa lang ano na ta, healthy nata. Ready na sa battle." (You have to condition yourself, your mental and emotional health so that when you enter the classroom, you can give your best. Because if you're a teacher who's really troubled, it will reflect on the students. So we should already be in a healthy state, ready for the battle.) -Participant 4, Lines 1054-1057

They said they try to expect challenges ahead of time, so they don't get easily discouraged.

“since gina expect naman namo na sya ma'am so naga pangita rami og ways on how to deal with them.” (Since we already expect those situations, ma'am, we just look for ways on how to deal with them.) -Participant 1, Lines 244-245

Another added,

“kabalo nako sa akong gisudlan so I never see any situation na stressful. Kay kabalo najud ko na naa jud mga ingana. I'm dealing with the kids so... I'm not that literally stressed. Maybe ma-challenged lang ko but not stressed,” (I know what I signed up for, so I never see any situation as stressful. I already understand that things like that will really happen. I'm dealing with kids, so I'm not literally stressed, maybe just challenged, but not stressed.) -Participant 4, Lines 1103-1106

Staying positive was another strategy and used feedback as a way to grow, like Participant 4 who said,

“Everytime I hear mga feedback gud, I really don't consider it as a weakness but instead I'm using that one as my stepping stone to become better. So, maka-dungog ko, 'You should improve it this part' ganyan, I appreciate every time I read it here, corrections, feedback, mas ma-appreciate nako kesa ng mag-hilom lang gud.” (Every time I hear feedback, I don't see it as a weakness. I use it as a stepping stone to become better. When I hear things like 'You should improve this part,' I really appreciate it more than if people just stayed silent.) -Participant 4, Lines 1205-1208

In summary, many receiving teachers manage their emotional and mental stress by staying calm, thinking positively, preparing for difficulties, and choosing to grow from their experiences. These internal coping strategies help them stay focused not just to teach but to truly support their students every day.

The ways receiving teachers manage stress through mindset, patience, and positivity are supported by Salinas-Falquez et al. (2022), who found that teachers involved in inclusive education often rely on personal coping strategies like staying calm, controlling emotions, and reframing challenges to protect their mental well-being. Similar to what the participants shared, the study highlights that emotional control, self-reflection, and maintaining a positive outlook help teachers stay present for their learners, even under pressure. This shows how inner strength plays a key role in receiving teachers managing the everyday demands of inclusive classrooms.

These findings connect well with the Theory of Resilience and Relational Load (TRRL), which explains that people can handle stress better when they take care of their emotional connections and maintain strong, supportive relationships. In this study, receiving teachers showed that their capability to stay calm and positive even when no one else sees what they're going through comes from how they manage their own emotions and thoughts. Instead of letting stress take over, they choose to focus on what they can control: their mindset, patience, and purpose.

By doing this, they keep their emotional “load” from getting too heavy, even when dealing with difficult situations in the classroom. This inner strength allows them to keep showing up for their students, parents, and co-teachers without burning out. TRRL fits well here because it shows that resilience doesn't just come from outside support it also comes from within, and from how teachers choose to see and respond to the challenges

Relational Pressures and Emotional Toll. In inclusive classrooms, receiving teachers do more than just teach, they also deal with the constant need to connect, explain, and respond to the people around them. Whether it's calming a crying student, talking to a concerned parent, or working with co-teachers who have different views, these daily interactions create *emotional and mental feeling during constant expectations to manage social relationships*. Teachers are often expected to stay calm, kind, and professional, even when struggling inside.

This theme explores how these nonstop relationship demands lead to *stressful experience affects social relationships*, influencing the *social relationship status with co-workers*. Some participants shared that *negative attitudes from colleagues create a toxic work environment*, which adds to the emotional pressure. Many admitted that this pressure can become overwhelming, especially when they worry about not meeting others' expectations.

"overwhelming sya kay gina huna-huna nako na what if there are certain problems na dili nako ma solve, what will happen?" (It feels overwhelming because I keep thinking, what if there are certain problems I can't solve, what will happen then?) -Participant 1, Lines 294-295

There are moments when the stress becomes too much, leading to emotional release. As shared by the same teacher,

"I am saddened. Then sometimes pag naay ingana kay ang ginabuhay nako is let it out and cry" (I feel saddened. And sometimes, when things get like that, what I do is let it out and cry.) -Participant 1, Lines 316-317

Participant 2 also shared a stressful moment involving a student's behavior and the presence of a parent, saying,

"Stressful na challenging... kailangan man jud nako mag-teach sa klase. And kato lagi, if ever kato akong student na mag-cry unya naay parents na makakita, naa man pud parent mismo na makakita jud mismo, so far wala man pud silay (reaction) maayo na lang. If ever man naay mangutana iingon nako sa iyaha. Kato ra stressful and challenging." (It's both stressful and challenging... because I still have to teach the class. And then, if my student starts crying and a parent happens to see it, there are times a parent is there and sees it directly, so far, they haven't reacted negatively, which is a relief. But if ever someone asks, I'll explain the situation. It's just that it's really stressful and challenging.) -Participant 2, Lines 571-575

While some, like Participant 5, felt emotionally steady, saying,

"emotionally kay... okay lang wala kaayo ko na affect in a negative way, yeah... emotionally dili kaayo sya burden sa akong na kailangan makig-communicate sa akong students, parents, and colleagues, because it's... expected gyud na as a teacher you really have to communicate it's already given, it's a given na sa teacher. So with mentally, I have already prepared myself ever since before na kailangan gyud nimo makig-talk with other people because as a teacher mag sige man gyud tag talk and communicate." (Emotionally, I'm okay, I'm not really affected in a negative way. Communicating with my students, parents, and colleagues isn't a burden to me, because as a teacher, it's really expected. It's already a given that we have to communicate. Mentally, I've prepared myself even before I started teaching, because we constantly talk and communicate with people in this profession.) -Participant 5, Lines 1351-1356

These experiences show that even when teachers appear fine on the outside, they still feel the weight of managing relationships professionally.

These pressures also affect how receiving teachers interact with others. Participant 1 said,

"I am friendly pero kabalo sila na pag mo lapas na sa limit masuko gyud ko. They see authority sa akoo. Then sa mga parents din po okay raman amoang relationship after sa mga ingana as long as ma resolve gyud ang problem" (I am friendly, but they know that if they cross the line, I will really get mad. They still see authority in me. And with the parents, our relationship remains okay after situations like that, as long as the problem is truly resolved.)

-Participant 1, Lines 94-99

added;

"kapag out of stress or kanang suko ko pero I never shouted" (Even when I'm stressed or angry, I never shout.) -Participant 1, Lines 113-114

These efforts to maintain authority while being kind show the emotional control teachers practice daily. Participant 4 also mentioned how teamwork helps in difficult moments:

"kung kabalo ko nag-labad iyang ulo today, dili man pwde dili mi mag-work nga labad among ulo so, mo-compliment ko sa akoang partner. Kung kabalo ko na labad iyang ulo, wala siya sa condition today, syempre himuon nimo tong mga tasks niya... magsinabtanay lang jud... Teamwork." (If I know that my (work) partner has a headache today, we can't both work with a headache, so I try to compliment or support my (work) partner. If I know they're not in good condition, of course, I'll take on some of their tasks... it's all about understanding each other... teamwork.) -Participant 4, Lines 1071-1074

The emotional toll is also felt in social situations at school. Participant 1 shared,

"mga behaviour sa mga teachers siguro na dali ko ma-apektohan man gud kapag naay isa ka tao na dili managad sa akoo kay I feel na unsa akong na buhat" (Maybe it's the behavior of other teachers that affects me easily like when someone doesn't talk to me, I start to feel like I did something wrong.) -Participant 1, Lines 408-410

and admitted,

"I can say na people pleaser siguro ko at times, so as people pleaser ko ma stress ko kung pag ato na behaviour sa teacher. Wala koy labot anang libak ma'am basta kung dili lang ko pansinon dara ko ma-stress." (I can say that I'm a people pleaser sometimes, so I get stressed when I experience that kind of behavior from a teacher. I don't really care about gossip, ma'am, but if someone ignores me, that's what stresses me out.)

-Participant 1, Lines 414-416

On the other hand, good relationships can be a great source of support.

"naga-share share mi (ug problems and ideas) naging friends mi, nagkaroon ug trust na mag-share mi ani na teacher kay 'ay dili diay siya mo judge'." (We share problems and ideas, we became friends. There's trust now that we can share with this teacher because we know she won't judge us.)

-Participant 2, Lines 664-665

shared Participant 2. Likewise, Participant 5 said,

"I can say gyud na I have good relationships with my colleagues also with our admin and the students uhm... I can say, I have good relationships with them and it helps me to bounce back after a stressful time because gina help ko sa akong mga co teachers" (I can really say that I have good relationships with my colleagues, our admin, and the students. It helps me bounce back after stressful times because my co-teachers support me.)

-Participant 5, Lines 1457-1459

However, not all relationships at school are helpful. Participants also mentioned the negative impact of toxic attitudes. Participant 4 explained,

"ahh magka-problem ko ma'am because the teachers have different personalities, we have different points of views... not all here are... I should say... even me, dili jud ko spiritually mature so naa jud tendency na... especially the gossip, naa jud ang grapevine magkalat-kalat somewhere else." (Ahh, I encounter problems sometimes, ma'am, because teachers have different personalities and points of view. Not all of us here, myself included are spiritually mature, so there's really a tendency for issues to arise... especially with gossip; it spreads like a grapevine somewhere else.)

-Participant 4, Lines 1120-1123

Participant 5 added,

"Siguro kanang mga... chismis, mga chismosa. For me gyud maka drain gyud ang mga unnecessary issues or mga chismis. Kay sometimes gyud na maka dungog ko na naay other co teachers na libakon nila ang student which is unnecessary" (Maybe those... gossips, those who gossip. For me, those unnecessary issues or chismis are really draining. Because sometimes I hear other co-teachers talking badly about students, which is really unnecessary.)

-Participant 5, Lines 1362-1364

showing that negativity from coworkers adds to the emotional burden and creates a toxic work environment.

In conclusion, relationship demands in inclusive environments can emotionally exhaust receiving teachers, particularly when they are expected to handle everything professionally and patiently. Supportive relationships help ease the burden, but toxic behavior and unmet expectations make it harder. These experiences show that while teachers often appear composed, they carry a heavy emotional load behind the scenes.

A study by Wang et al. (2021) examining perceived student involvement, teachers emotional labor, and their overall health, it found out that teachers' emotional labor strategies are closely linked to their psychological well-being and perceptions of student engagement. The research supports that teachers' emotional demands may affect the wellbeing of the teachers, and which may have an effect on how they interact with students. This study backs up the findings of the participants by highlighting the necessity of emotional support networks to assist receiving teachers in navigating the interpersonal complexity of inclusive education.

According to the Theory of Resilience and Relational Load (TRRL), teachers are more likely to stay resilient when these relationships are healthy and supportive. But when expectations are high, and support is lacking, the emotional pressure builds up, making it harder for teachers to cope. This theory helps explain why strong, trusting relationships are so important for teachers working in demanding inclusive environments.

3.4 Relational Dynamics and Support Systems Perceived by the Receiving Teachers that Affects Their Resiliency During Stressful Periods

In inclusive classrooms, receiving teachers often go through stressful situations that test their patience, energy, and emotional strength. But even in those tough moments, many of them shared that they are able to stay strong and keep going not just because of their own efforts, but also because of the people and systems that support them. This part of the study explores the kinds of support that help teachers remain resilient when things get difficult.

Two themes were found: *Faith-Based and Personal Support* and *Collegial and Organizational Support*. These themes show that teachers often rely on their faith, family, or inner strength to stay grounded. And at the same time, the support from their co-teachers, school leaders, and the overall school environment plays a big role in helping them cope. This part highlights how both personal beliefs and professional relationships help teachers manage stress and stay committed to their work.

Faith-Based and Personal Support. When facing stressful situations, many receiving teachers in this study shared that their strength comes not only from within but also from their faith, families, and trusted people around them. This theme highlights how they *find comfort through prayer and support from family when facing problems*.

They often seek strength and patience by *seeking strength and patience through prayer, and turn to God, coworkers, and a trusted person for support and strategies when facing classroom challenges*. These sources help them stay grounded and emotionally strong during difficult times.

Participant 1 shared that prayer and family conversations are important sources of comfort:

"maybe through prayer and my family siguro. Uhhh... they comfort me, kung wala najud koy maistoryahan sakong mga problema kay I pray, then I talk to my family" (Maybe through prayer and my family. Uhhh... they comfort me. When I really have no one else to talk to about my problems, I pray, then I talk to my family.) -Participant 1, Lines 356-358

Participant 2 also emphasized the importance of prayer during difficult moments, saying,

"every morning kailangan nato i-prepare atong self, so kailangan nato mag pray everyday, para lang jud 'Lord hatagi ko ug kusog kay murag ka-give-up-on na jud ko' ...hapit najud ko mo give-up actually." (Every morning, we need to prepare ourselves, so we really need to pray every day like, 'Lord, please give me strength because I feel like I'm about to give up'... I was really close to giving up, actually.) -Participant 2, Lines 559-561

Participant 3 mentioned prayer as a way to ask for patience and strength:

"first gyud ma'am mag pray gyud ka kay Lord na taagan gyud kag strength and patience" (First of all, ma'am, I really pray to the Lord to give me strength and patience.) -Participant 3, Line 803

Daily spiritual preparation was also emphasized by Participant 4:

"when you go to school kailangan mentally prepared ka, you are also emotionally prepared. And so it's very important to pray jud... whenever you go out your house you really have to pray." (When you go to school, you need to be mentally and emotionally prepared. That's why it's very important to pray, whenever you leave your house, you really have to pray.)

-Participant 4, Lines 1050-1052

Some receiving teachers shared how group devotional activities support their well-being. According to Participant 3,

“gina practice gyud namo mag devotion so ang naga lead sa devotion, gina see to it gyud niya nga maka help gyud sya sa teacher so mao to sya ang word ni God ang amoang foundation sa amoang learning.” (We really practice doing devotions, and whoever leads the devotion makes sure it truly helps the teachers. God's word is our foundation in our learning.)

-Participant 3, Lines 862-864

Support from trusted individuals was also mentioned. Participant 2 explained the importance of turning to God, coworkers, and a close companion for support and classroom strategies:

“Akong first is God, kay everytime na ma... kay of course di pa man jud ka dayun naay maka-storya, so so God... next is akoang mga co-workers, everytime na naa koy mga problems ato na... sa akong classroom iingon nako na. And the of course akong someone, akong gina-share sa iyaha kung unsa akoang mga... na experience diri sa classroom and siya pud mismo naga-suggest pud siyag mga (strategies)” (My first is God, because every time something happens—and of course, you can't always talk to someone right away so it's God first. Next are my co-workers; whenever I have problems in the classroom, I share it with them. And of course, my special someone, I also share with them my experiences, and they even suggest strategies.) -Participant 2, Lines 638-642

Participant 4 described spiritual dependence as a foundation for confidence, stating,

“your attitude is everything so mao na sya if imong foundation is strong naka-anchor ka sa Ginoo, naka-depend ka sa iyaha... even if sometimes you are not qualified, God qualifies you.” (Your attitude is everything. That's why if your foundation is strong, anchored in God, and you depend on Him... even if sometimes you feel unqualified, God qualifies you.)

-Participant 4, Lines 1194-1196

These responses show that faith and personal connections serve as powerful support systems for receiving teachers. Whether through daily prayer, shared devotion, or emotional support from loved ones, these sources help build inner strength and guide teachers through the emotional demands of inclusive education.

The responses from receiving teachers in this study are supported by Paller and Quirap (2024), who found that teachers who are personally grounded, whether through strong beliefs, inner motivation, or supportive relationships, are more resilient in the face of challenges. It pointed out that a teacher's ability to remain composed and focused under pressure is greatly influenced by personal factors like faith and emotional support from loved ones. This clearly illustrates how the receiving teachers in this study use prayer, devotion, and supportive others to cope with stress and be resilient during difficult situations.

Theory of Resilience and Relational Load (TRRL) supports this by showing that when emotional resources like trust, belief, and support are present, the burden of stress becomes lighter. Which explains that resilience is built and maintained through emotional connections and how people manage those relationships over time. Faith-based and personal support, as shown in the teachers' responses, serve as protective factors that help maintain emotional stability.

Collegial and Organizational Support. The support of coworkers, school administrators, and loved ones outside of work is frequently a source of strength and resilience for receiving teachers in this study. *Sharing stress and asking advice with coworkers provides relief and reassurance, helping to lighten emotional burdens. Support from loved ones and co-workers strengthens resilience and enables teachers to better handle challenges. Supportive leadership and teamwork foster resilience and shared success among staff. Admin support eases stress during tough times, while admin prioritizes supporting teachers to ensure their well-being and encourage perseverance in difficult moments.* Participant 2 expressed relief after sharing stressful feelings with a colleague:

“ang akoang pag-share sakoang co-workers so, in that way ma-feel pud nako na ‘hay salamat dili lang diay ako isa ang nakafeel ani,’ kato gani akoang... murag na share man nako sa iyaha na ‘stress najud kaayo ko’” (When I share with my co-workers, I feel relieved knowing that I’m not the only one going through it. Like when I said, ‘I’m really so stressed,’ and I was able to share that with them.) -Participant 2, Lines 613-615

Support also came through simple conversations and shared advice, as when Participant 2 sought guidance from a department head:

“As a teacher kailangan na lang jud maging... brave enough to face those challenges. Actually katong kauban nako na elementary department head naga-ask jud ko ug suggestions sa iya if ‘unsaon Cher, unsa mana Cher, wala naman ko kasabot sakong gibati.’” (As a teacher, you really have to be brave enough to face those challenges. Actually, I ask my elementary department head for suggestions like, ‘What should I do, Cher? I don’t understand what I’m feeling anymore.’) - Participant 2, Lines 618-621

Participant 4 emphasized that open communication improves collaboration:

“I’m not afraid to tell kay para makasabot sya sa akoang situation. As simple as that, little things... para mag-collaborate mo ba then mag work effectively.” (I’m not afraid to speak up so they can understand my situation. It’s as simple as little things like that help us collaborate and work effectively.) -Participant 4, Lines 1069-1071

Close connections with peers were also mentioned as a powerful form of support. Participant 5 referred to a “work bestie,” explaining:

“the most helpful source of support for me during particular stressful work, naa man gud koy gina tawag nako na work bestie ba kay sabay mi and same year mi na sulod and one month lang among pagitan sa pag hire so like pag sulod namo ato kami ang baguhan that time and kami ang ga uban. Until now medyo na close na pud mi ba so sya akoang murag one of my helpful source of support and kuan pud... mutual pud ang amoang gina hatag na support so saiyaha sya pud support pud sya saakoa or like mga advices or mga share ug experience nako and mag-rant ko ba, and mga ganap sa school.” (My most helpful source of support during stressful times at work is my work bestie. We started around the same time, just a month apart so we were both new and always together. Over time, we got closer, and now we support each other. It’s mutual, we give advice, share experiences, and I can freely rant about things happening at school.) -Participant 5, Lines 1421-1427

This connection provided a space to vent, share strategies, and stay emotionally balanced.

Support from family members also helped reduce emotional weight. Participant 1 explained,

“akong gina-talk akong asawa, akong mga ate ug kuya, then while ga talk ko sa ilaha ma’am malessen man gud ang burden nko though dili sila maka hatag og solution sa akoa pero just by talking to them murag mawala gyud ang akoang mga problema, ang stress. Then after that pag mawala ang stress I try to fix the problems na gyud.” (I talk to my wife, my older siblings, and while talking to them, the burden feels lighter, even if they can’t give me a solution. Just by talking to them, my stress goes away. Then after that, when I’m calm, that’s when I try to fix the problem.) - Participant 1, Lines 359-363

and added that encouragement from family gave confidence:

“naka strengthen sya sa akoa kay kato laging ingon nako nga dili sila maka tabang sakong problema pero maka boost sila sa akoang confidence” (It strengthened me because, like I said, even if they can’t help solve my problem, they boost my confidence.) -Participant 1, Lines 370-371

This type of reassurance helped when managing classroom stress became too much.

The presence of supportive co-teachers and school heads was also critical. Participant 2 explained that having a department head in the room made a difference:

“Naa koy teacher na kauban sa akoang room mismo pero dili nako siya assistant, ano namo siya... elementary department head. So, makita jud niya mismo sa iyang own eyes unsa ko ka-stress ana na school year kay... and then mag-help pud siya actually sa akoa” (I have a teacher with me in the room, but she’s not my assistant, she’s actually the elementary department head. So, she really sees with her own eyes how stressed I was that school year, and she actually helps me, too.) -Participant 2, Lines 491-493

According to Participant 4, having a classroom partner allowed for better stress management:

“It’s because as long as naa lang jud koy partner sa classroom, ma-manage lang jud siya ma’am... ang tanan. Kay kung ikaw lang siguro sa classroom and then kids are kids... tapos naa pajud challenges ang mga bata, not all are regular students, ma-ano jud ka uy (stress) pero kung naa kay partner ma-manage rajud na tanan.” (It’s because as long as I have a partner in the classroom, I can really manage everything, ma’am. If I were alone in the classroom and you know how kids are and then there are still added challenges, especially since not all of them are regular students, it can really get overwhelming. But when you have a partner, everything becomes manageable.) - Participant 4, Lines 1170-1174

Participant 5 confirmed that having someone to talk to made daily challenges easier to survive:

“really help us survive through the day like damayay ra gyud ang amoang ganap sa world para ma-thrive lang gihapon dili pud ma stress og maayo ba. Actually para dili nimo ma feel na alone ka kay overwhelming pud baya ang job as a teacher.” (It really helps us survive through the day, like we support each other in this world just to keep thriving and not get too stressed. Actually, it’s really important that you don’t feel like you’re alone, because the job of a teacher can be very overwhelming. Knowing that you have someone who understands your struggles truly gives you strength.) -Participant 5, Lines 1443-1446

Strong leadership also played an important role in building teacher resilience. Participant 3 shared that moral support from leaders strengthens teamwork:

“helpful gyud kaayo ang ilang support, moral support kay ‘no man is an island’ gyud so ano man gud na sya... dili ka maka ingon nga imoha lng gyud tanan, ang success imoha lang gyud tanan naa na sya sa helping each other kay kung dili good ang leadership maapektuhan gyud teachers so helpful gyud ang good leader uhm... ang imohang assistant kung unsa sya ka supportive sa imoha affect pud na saimoha as advisor, naa moy one goal sa classroom.” (Their support is really helpful, especially moral support, because “no man is an island.” You can’t say that everything is just yours alone, success comes from helping each other. If leadership is bad, it really affects the teachers. So having a good leader and a supportive assistant impacts you a lot since you share one goal in the classroom.) -Participant 3, Lines 883-887

Participant 5 also acknowledged the value of positive relationships with coworkers:

“I could say it will strengthen my resilience if my relationship with them is good. But if it's bad, mag weakens gyud na.” (I could say my resilience gets stronger if my relationship with them is good. But if it's bad, it really weakens me.) -Participant 5, Lines 1471-1472

Support from school administrators was another key factor. Participant 1 felt reassured knowing that leadership would step in during unmanageable times:

“maka affect gyud sya kay most specially sa among admin even if panagsa dili mi mag coincide pero I know na if unmanageable na gyud sya kaayo... willing sya mo salo and dili ka mahadlok to solve those problems na akala nimo na dili nimo ma solve kay kabalo man ka na naa kay someone na ma-lean on within the school.” (It really affects me, especially with our admin. Even if we don’t always meet, I know that when things get really unmanageable, they’re willing to support me. I’m not afraid to solve problems because I know there’s someone at school I can lean on.) -Participant 1, Lines 383-386

Participant 3 described how the principal’s advice guided the process of decision-making:

“First gyud no mo duol mi sa principal so mao to ang advice sa principal nga... naa siyay mga advices pero gusto niya mo adto pami sa admin kung unsay final say sa administrator.” (First, we always go to the principal, and that’s where we get advice. But the principal wants us to go to the admin for the final decision.) -Participant 3, Lines 710-712

Participant 5 also turned to administrators for help in understanding a student’s condition:

“so that's why I tried to know his history through my superiors kung ‘ahh... kinsa ni sya unsay condition niya’ and that was the time i learned na medyo high ang level sa iyahang autism.” (So that’s why I tried to learn about his history through my superiors by asking, ‘Who is this student? What’s his condition?’ That was when I found out that his autism is quite severe.) -Participant 5, Lines 1258-1260

Administrative leaders who prioritize teachers made a lasting impact. Participant 1 said,

“Sa amoa kay barrier sa gyud dapat sa admin and principal before sa teachers kay amoa man gud ma'am amoang gina-pahalagahan ang teachers diri kay sila pud baya among backbone diri.” (For us, the real barrier is with the admin and principal before it reaches the teachers because, ma'am, we really value our teachers here since they are our backbone.)
-Participant 1, Lines 279-281

Participant 3 described the administrator as someone with a positive attitude:

“blessed pud kos among administrator kay positive approach gyud sya sa mga kids specially sa mga naay ingana (special needs).” (I'm also blessed with our administrator because they have a positive approach towards the kids, especially those with special needs.) -Participant 3, Lines 813-814

Participant 4 shared appreciation:

“thankful pud ko sa amoang administrator because she's always there jud ma'am, and her heart is also for all the teachers, wala jud koy instance na wala mi niya gi-support. Especially sa mga cases na ingon ana. Naa jud iyang support sa amoa, so dili mi maka-ingon na biyaan gud mi niya sa ere.” (I'm also thankful for our administrator because she's always there for us, and she truly cares about all the teachers. I've never experienced a time when she didn't support us, especially in cases like that. We can never say she left us hanging.) -Participant 4, Lines 987-990

These responses show that receiving teachers are not resilient on their own. Emotional support, daily encouragement, and shared responsibility from coworkers, leaders, and loved ones all play a big part in helping teachers continue their work. Through strong relationships and teamwork, stress becomes more manageable, and the challenges of inclusive education feel less heavy.

The experiences of receiving teachers in this study are supported by Maghfirroh and Sari (2024), who found that both resilience and social support are essential in helping teachers stay engaged and committed to their work. Their study showed that having strong emotional support, whether from coworkers or school leaders, can make a big difference in how teachers handle stress. This matches the responses from teachers who shared how guidance from department heads, help from trusted co-teachers, and support from administrators gave them the strength to keep going during difficult times. The study also highlighted that resilience becomes even stronger when it is backed by healthy relationships in the workplace.

In this study, receiving teachers shared that meaningful support from co-teachers, school leaders, and even loved ones helped lighten their emotional load. According to TRRL, when teachers feel supported and valued in their relationships, they are more likely to manage stress well and continue performing their roles effectively. The consistent presence of empathy, teamwork, and understanding allows teachers to recharge emotionally and build the strength needed to face the daily demands of inclusive education.

IV. Implications

This study shows that receiving teachers in inclusive classrooms do more than just teach. They also deal with emotions, relationships, and daily stress that affect their mental and emotional state. The findings reveal that clear communication, emotional and spiritual support, and strong teamwork help these teachers stay resilient. When school leaders, co-teachers, and families work together to support them, teachers feel more understood and are better able to manage stress and stay motivated.

These results suggest that schools should not only focus on students' needs but also care for the emotional and relational well-being of their teachers. Creating a supportive environment where teachers feel heard, valued, and guided can improve both their mental health and their teaching performance. School administrators and policymakers are encouraged to invest in regular training programs that go beyond classroom strategies and include emotional self-care, conflict resolution, and managing difficult conversations with parents. School policies should also clearly acknowledge the emotional labor involved in inclusive education and provide consistent systems of support.

This study was limited to five teachers from one school setting, which means the findings may not represent all receiving teachers in different schools or regions. Despite efforts to maintain objectivity, the researcher's interpretation on which the themes were based may have some bias. More participants from other schools should be included in future research to compare experiences and find more general trends. The researcher also encouraged to explore how different types of support such as school-based counseling, peer mentorship, or faith-based programs can strengthen teacher resilience in inclusive settings.

V. Future Direction

Based on the findings, it is recommended that policymakers create clear guidelines and programs that support teacher well-being, especially in inclusive classrooms, such as regular mental health check-ins, faith-friendly spaces, and workload management. For practitioners like school leaders and co-teachers, regular team meetings, peer support groups, and open communication should be encouraged to build trust and reduce stress. Lastly, people including parents, administrators, and community members, should be more involved in showing appreciation, offering emotional support, and understanding the daily challenges teachers face. Supporting teachers means supporting better education for all students.

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