

Predictive Relationship of Resilience, Innovative Teaching Strategies, and Inclusive Practices to the Professional Well-Being of Teachers Handling Learners with Learning Disabilities

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Abstract

Professional well-being among teachers is increasingly challenged. The effects of resilience, innovative teaching strategies, and inclusive practices on professional well-being were examined. Through a predictive design, data from 150 public school teachers were analyzed using regression analysis. It was found that innovative teaching strategies and inclusive practices have significant positive effects, with inclusive practices showing the strongest influence, while resilience is positive but non-significant. These findings partially support Self-Determination Theory. Future research may include teacher performance or student outcomes, qualitative exploration, and further instrument validation.

Keywords: *Resilience, innovative teaching strategies, inclusive practices, professional well-being, multiple regression analysis*

INTRODUCTION

Teachers worldwide are facing increasing challenges to their professional well-being, reflecting the growing pressures and demands within the education sector (Yang et al., 2025). Evidence from OECD countries indicates that many educators continue to experience low levels of well-being, highlighting a persistent and widespread concern in the teaching profession (Jerrim & Sims, 2021). Research further shows that teachers' well-being directly influences their students, as poor well-being among teachers can negatively impact that of their learners (Connor et al., 2022). Collectively, these findings underscore that sustaining teachers' professional well-being has become a critical global issue in contemporary education (Viac & Fraser, 2020).

In the United Kingdom, the 2024 NASUWT Wellbeing at Work Survey reported an average Warwick–Edinburgh Mental Wellbeing Scale (WEMWBS) score of 38.4 among teachers, significantly lower than the general population mean of 50–52, indicating a substantial decline in educators' mental and professional well-being. Similar patterns are evident in Australia, where declining morale and job satisfaction have led many teachers to consider leaving or exit the profession (Oberg, Macmahon, & Carroll, 2025). In the United States, teachers likewise report lower levels of well-being than other working adults, highlighting the widespread impact of occupational stress and emotional strain in the profession (Kaufman et al., 2022).

Similarly, studies across the Philippines reveal ongoing concerns regarding teachers' professional well-being. In Calbayog City, Samar, teachers demonstrated low levels of professional well-being, indicating diminished fulfillment in the profession (Delima et al., 2025). In Jolo, Sulu, educators likewise showed compromised well-being, reflecting challenges in maintaining motivation and job satisfaction (Ladjahasan, 2025). In Davao del Norte, teachers reported declining well-being, suggesting weakening professional satisfaction (Eledio & Oca, 2024). Meanwhile, research in Negros Occidental identified variations across psychological, social, and physiological dimensions, highlighting regional disparities in teachers' overall well-being (Gerza, Libre, & Paclibar, 2025).

Although many studies have examined teachers' well-being, professional well-being is often treated as a predictor rather

than an outcome variable. Moreover, most research focuses on general teaching contexts, leaving limited understanding of the factors influencing the well-being of teachers handling learners with learning disabilities. This study addresses this gap by examining how resilience, innovative teaching strategies, and inclusive practices predict the professional well-being of these teachers.

Significance of the Study

This study emphasizes the role of teachers' professional well-being in contributing to the Sustainable Development Goals, particularly Goal 4, by supporting educators who work with learners with learning disabilities. In the Philippine context, the findings may inform the efforts of the Department of Education in enhancing inclusive and equitable education through strengthened teacher support, effective classroom practices, and capacity-building initiatives. At the institutional level, the results provide meaningful insights for Holy Cross of Davao College in promoting faculty well-being, improving inclusive teaching approaches, and nurturing a supportive and values-driven academic community that advances both teacher growth and student success.

Statement of the Problem

It was aimed in this study to determine the significance of the impact of Resilience, Innovative Teaching Strategies, and Inclusive practices as determinants of Professional Well-Being. Specifically, it was aimed to determine:

1. the levels of Resilience in terms of physical well-being, teachers' values and beliefs, emotional and behavioral competence, relationships within the school environment, relationships outside the school context, and legislative framework; Innovative Teaching Strategies in terms of critical thinking, creativity, social skills, and ICT skills; Inclusive Practices in terms of personalized instructional strategies, communicative scaffolding strategies, and collaboration and assessment strategies; and Professional Well-Being in terms of perspective, self-management, supports, meaningfulness, self-care, practice competence, and professional development;
2. the significance of the correlation among Resilience, Innovative Teaching Strategies, Inclusive Practices, and Professional Well-Being of teachers handling learners with learning disabilities;
3. the significance of the distinct and combined degree of influence of Resilience, Innovative Teaching Strategies, and Inclusive Practices on Professional Well-Being; and
4. the significance of the strength of Resilience, Innovative Teaching Strategies, and Inclusive Practices to predict professional well-being.

Hypotheses:

- Ho1: Resilience does not significantly correlate with professional well-being
- Ho2: Innovative Teaching Strategies does not significantly correlate with professional well-being
- Ho3: Inclusive Practices does not significantly correlate with professional well-being
- Ho4: Resilience does not significantly influence with professional well-being
- Ho5: Innovative Teaching Strategies does not significantly influence with professional well-being
- Ho6: Inclusive Practices does not significantly influence with professional well-being
- Ho7: Resilience, Innovative Teaching Strategies, and Inclusive Practices when combined does not significantly influence professional well-being
- Ho8: Resilience does not significantly predict with professional well-being
- Ho9: Innovative Teaching Strategies does not significantly predict with professional well-being
- Ho10: Inclusive Practices does not significantly predict professional well-being

Theoretical Framework and Conceptual Framework

SDT is an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans' evolved inner resources for personality development and behavioral self-regulation (Ryan, Kuhl, & Deci, 1997). "Thus, its arena is the investigation of people's inherent growth tendencies

and innate psychological needs that are the basis for their self-motivation and personality integration, as well as for the conditions that foster those positive processes. Inductively, using the empirical process, we have identified three such needs--the needs for competence (Harter, 1978; White, 1963), relatedness (Baumeister & Leary, 1995; Reis, 1994), and autonomy (deCharms, 1968; Deci, 1975)--that appear to be essential for facilitating optimal functioning of the natural propensities for growth and integration, as well as for constructive social development and personal well-being" (Ryan & Deci, 2000).

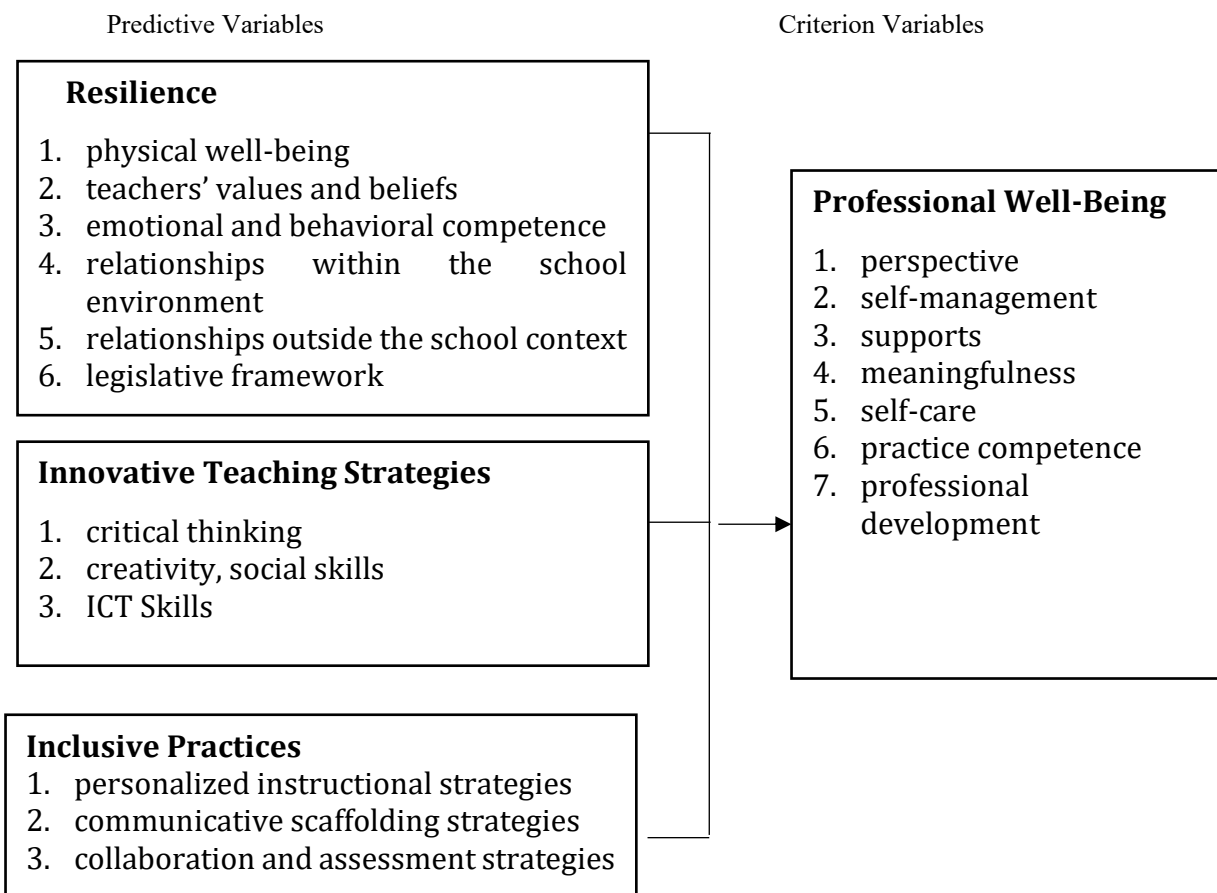


Figure 1. Conceptual Framework of the Study

In this study, the three predictor variables are aligned with SDT's core psychological needs. Resilience represents autonomy, reflecting teachers' ability to self-regulate, adapt independently, and manage professional challenges. Innovative teaching strategies signify competence, demonstrating mastery, creativity, and effectiveness in instructional practices. Inclusive practices embody relatedness, as they promote meaningful connections, collaboration, and positive engagement with learners. When these needs are satisfied, teachers achieve professional well-being, indicating positive psychological functioning, motivation, and fulfillment in their teaching roles, particularly with learners with learning disabilities.

METHODOLOGY

The research design, locale of the study, the sample and sampling, data gathering technique, data analysis, and the ethical considerations are included in this chapter.

Research Design

This study employed a predictive research design using regression analysis under a quantitative correlational approach. It examined the relationships between predictor variables and the dependent variable simultaneously, determining how each predictor individually and collectively explains variations in the outcome. This design goes beyond simple associations by developing models of real-world relationships (Carpenter, 2022).

Regression analysis was used to model relationships among variables, quantify the effects of independent variables on the dependent variable, estimate effect sizes, and generate predictions based on predictor values. Multiple regression further strengthened the analysis by incorporating several predictors in one model, improving explanatory and predictive power. Assumption testing and diagnostics, including linearity, multicollinearity, and homoscedasticity, were also conducted to ensure the validity and robustness of the model (Statistics Solutions, 2022).

Locale of the Study

The study was conducted across five public schools in the Municipality of Cateel, which serve learners with disabilities in mainstream classrooms in Region XI. The Department of Education, Davao Oriental Division, is divided into 17 districts. The selection of the research locale is guided by DepEd Order No. 44, series of 2021, also known as the "Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities." This order was issued to provide direction for inclusive education programs for students with disabilities within the K to 12 Basic Education Program. It became effective in the 2021–2022 school year and is implemented in both public and private basic education institutions, focusing on ensuring that these learners have equal access to education in a welcoming environment. In line with this policy, schools in Davao Oriental are positioned to effectively accommodate and support learners with diverse needs.

Sample and Sampling Technique

The study involved general education teachers at the elementary and secondary levels who handle learners with different disabilities in public schools in Cateel, Davao Oriental. In the five public schools of the Municipality of Cateel, quota sampling was employed since the total population of teachers is large, making it necessary to set quotas for representation. Specifically, each of the five schools contributed a quota of 30 general education teachers, totaling 150 participants. According to Morgan (2008), quota sampling uses key categories in the larger population to specify how many members of the sample should fall into each of those categories or combinations of categories. This sampling is a nonprobability technique because it requires only that the quota for each category be met without any further attention to how those sample members are actually located.

Data Gathering Technique

The study employed a survey technique to collect data from respondents who share similar characteristics of interest within a defined population (Tiwari, 2023). This method involves the use of structured questions to gather information from individuals, enabling researchers to generalize findings from a sample to a larger population (Goodfellow, 2023). Its main advantage is that it is cost-effective and efficient, particularly when conducted online, as it allows for faster data collection from a large number of respondents compared to traditional approaches.

This study utilized adapted and modified survey questionnaires to gather data on the three main predictor variables and one criterion variable. Teachers' resilience will be assessed using the Teachers' Protective Factors of Resilience Scale (TPFRS) developed by Daniilidou and Platsidou (2022). Innovative teaching strategies will be measured using the Innovative Teaching Strategies Questionnaire developed by Rustico Y. Jerusalem (2020). To measure inclusive practices, the study employed a

combination of three instruments: the Attitudes toward Inclusive Education Scale (AIS) by Sharma and Jacobs (2016), the Teacher Efficacy for Inclusive Practices (TEIP) Scale by Sharma, Loreman, and Forlin (2012), and the Inclusive Practice Scale (IPS) by Sharma and Sokal (2016). Finally, professional well-being, the criterion variable, was measured using the Professional Well-being Tool developed by Maslach (2017).

The questionnaires utilized in this study were carefully adapted, modified, and validated by experts to suit the respondents' backgrounds and the specific objectives of the research. Each instrument employed a Likert-type scale with clearly defined indicators to capture the current conditions and experiences of the participants. Prior to the actual data collection, the instruments underwent pilot testing and reliability analysis to ensure their consistency and dependability. The pilot testing results revealed Cronbach's alpha coefficients of 0.910 for resilience, 0.972 for innovative teaching strategies, 0.985 for inclusive practices, and 0.981 for professional well-being. All computed alpha values exceeded the acceptable threshold of 0.70, indicating high to excellent internal consistency. These findings confirm that the four adapted questionnaires are highly reliable and appropriate for gathering accurate and consistent data from the respondents in this study.

Data Analysis

In this study, descriptive, correlation, and regression analyses were employed to examine the data. Descriptive analysis, applied at the initial stage of quantitative research, was used to summarize and organize data through measures such as mean and standard deviation, enabling clearer interpretation of patterns (Williams & Carter, 2025; Rahman & O'Brien, 2023). A 4-point scale with corresponding descriptive interpretations was utilized to determine the levels of the variables. Correlation analysis was conducted to assess the strength and direction of relationships between continuous variables, with the Pearson Product-Moment Correlation Coefficient applied to examine the association between predictive and criterion variables (Kaleeswari et al., 2025). Additionally, multiple regression analysis was used to determine the predictive influence of independent variables on the dependent variable, allowing for the estimation of each predictor's contribution while controlling for others (Kangwanrattanakul & Ingard, 2025; Nelson & Arinaitwe, 2024).

In the succeeding page, the matrix containing the scale, descriptive level, and corresponding interpretation assigned to each variable involved in this study is presented. This measure is used particularly in describing the level of the predictive variables, namely Resilience, Innovative Teaching Strategies, and Inclusive Practices, as well as the criterion variable, Professional Well-Being.

<i>Scale</i>	<i>Level</i>	<i>Resilience</i>	<i>Innovative Teaching Strategies</i>	<i>Inclusive Practices</i>	<i>Professional Well-Being</i>	<i>Standard Deviation Value Ranges and</i>
1.00 – 1.74	very low	not resilient	not innovative	not inclusive	very poor	
1.75 – 2.49	Low	less resilient	less innovative	less inclusive	poor	
2.50 – 3.24	High	resilient	innovative	inclusive	well	
3.25 – 4.00	very high	highly resilient	highly innovative	highly inclusive	very well	

Interpretation

<i>Range</i>	<i>Description</i>	<i>Interpretation</i>
SD ≤ 0.50	High Consistent Responses	Strong and uniform perception
SD = 0.51 – 1.00	Moderate Consistent Responses	Acceptable consistency
SD = 1.01 – 1.50	Low Consistent Responses	Differing views or experiences
SD > 1.50	Very Low Consistent Responses	High variability and lack of consensus

For the interpretation scale of r -value, the following scheme is:

Computed r	Descriptive Interpretation
+/- 1.00	Perfect correlation
Between +/- 0.75 – +/- 0.99	High correlation
Between +/- 0.51 – +/- 0.74	Moderately high correlation
Between +/- 0.31 – +/- 0.50	Moderately low correlation
Between +/- 0.01 – +/- 0.30	Low correlation
0.0	No correlation

Ethical Consideration

In this study, ethical standards in conducting research involving SNED teachers were strictly followed. A Certificate of Approval from the Society of Moral Integrity and Legal Ethics (SMILE) of Holy Cross of Davao College was obtained prior to the study. Endorsements were secured from the Dean of the Graduate School to authorize the administration of research instruments. Formal permission was requested from the Schools Division Office of Davao Oriental, and informative letters were sent to the School Heads of the identified respondents. Informed consent was obtained from all participants after orienting them about their rights, including the option to withdraw at any time. The researcher personally administered the questionnaires and retrieved them to ensure proper handling. All collected data were kept confidential, systematically organized, and securely stored, then subjected to statistical analysis to ensure accurate and reliable results.

RESULTS

This chapter presents the descriptive, correlation, and regression tables, along with the corresponding analysis and interpretation of the statistical results. The chapter concludes with a summary of the findings.

Descriptive Results

Shown in Table 1 are the descriptive statistical results of the study, including the variables Resilience, Innovative Teaching Strategies, Inclusive Practices, and Professional Well-Being, with their respective indicators. The table also presents the number of respondents, standard deviation, mean, and descriptive level for each variable.

Table 1. Descriptive Statistics (N=150)

Variables	N	Standard Deviation	Mean	Descriptive Level
Resilience	150	.48	3.49	Very High
<i>Relationship Outside the School Environment</i>	150	.49	3.47	Very High
<i>Relationships Within the School Environment</i>	150	.46	3.49	Very High
<i>Legislative Framework</i>	150	.44	3.53	Very High
<i>Physical Wellbeing</i>	150	.52	3.38	Very High
Innovative Teaching Strategies	150	.40	3.63	Very High
<i>Critical Thinking</i>	150	.51	3.49	Very High

<i>Creativity</i>	150	.38	3.48	Very High
<i>Social Skills</i>	150	.40	3.57	Very High
<i>ICT Skills</i>	150	.40	3.65	Very High
Inclusive Practices	150	.40	3.68	Very High
<i>Attitudes Towards Inclusive Education</i>	150	.43	3.57	Very High
<i>Efficacy for Inclusive Practices</i>	150	.37	3.61	Very High
<i>Inclusive Practice</i>	150	.42	3.64	Very High
Professional Wellbeing	150	.46	3.61	Very High
<i>Perspective</i>	150	.43	3.61	Very High
<i>Self-Management</i>	150	.39	3.64	Very High
<i>Supports</i>	150	.43	3.63	Very High
<i>Meaningfulness</i>	150	.44	3.59	Very High
<i>Self-Care</i>	150	.47	3.57	Very High
<i>Practice Competence</i>	150	.48	3.57	Very High
<i>Professional Development</i>	150	.48	3.51	Very High

Specifically, resilience obtained an overall mean of 3.49 described as very high this implies that teachers are highly resilient. All of the indicators yielded a very high level suggesting that teachers are highly resilient in all aspects. The low standard deviation ($SD = 0.48$) suggests that the respondents have consistent perspectives on resilience. Similarly, Innovative Teaching Strategies obtained an overall mean of 3.63, interpreted as very high, which implies that teachers are highly innovative in their instructional practices. The low standard deviation ($SD = 0.40$) suggests consistency in responses, reflecting a common demonstration of innovative instructional practices among the teachers. In the same manner, Inclusive Practices yielded an overall mean of 3.68, which also falls under the Very High category. This implies that teachers are highly inclusive in their practices. The standard deviation ($SD = 0.40$) further indicates that the respondents share similar perceptions regarding their implementation of inclusive education. Lastly, Professional Well-Being obtained an overall mean of 3.61, interpreted as very high, which implies that teachers' professional well-being is very well manifested. The relatively low standard deviation ($SD = 0.46$) shows that respondents generally have consistent views about their level of professional well-being.

Overall, all variables were interpreted at a very high level, indicating that teachers are highly resilient, highly innovative in their teaching practices, highly inclusive in their instructional approaches, and very well manifested in terms of professional well-being. Among the variables, Inclusive Practices and Innovative Teaching Strategies are most strongly evident, followed closely by Professional Well-Being and Resilience, all reflecting consistently positive and uniformly high perceptions among the respondents.

Correlation Results

Table 2 is a correlational table presenting Resilience, Innovative Teaching Strategies, and Inclusive Practices as predictor variables, with Professional Well Being as the criterion variable. It shows the corresponding r values, p values, decisions on the hypotheses, and interpretations. The table clearly presents the correlational results between the predictor and criterion variables, highlighting the strength, direction, and significance of their relationships.

Table 2: Correlation Table ($N=150$)

Variables	Professional Wellbeing			
	r-value	p-value	Decision on H_0	Interpretation

Resilience	.521	.000	Reject H_0	Moderately high positive, significant correlation
Innovative Teaching Strategies	.697	.000	Reject H_0	Moderately high positive, significant correlation
Inclusive Practices	.698	.000	Reject H_0	Moderately high positive, significant correlation

****.** Correlation is significant at the 0.05 level, *Decision Rule: Reject H_0 if $p < 0.05$*

As shown in Table 2, Resilience obtained a p-value of .000, which is below the 0.05 level of significance; thus, the null hypothesis is rejected, indicating a statistically significant relationship with professional well-being. The R-value of .521 shows a moderately high positive correlation, implying that higher resilience is associated with higher professional well-being. Similarly, Innovative Teaching Strategies yielded a p-value of .000, leading to the rejection of the null hypothesis and confirming a significant relationship with professional well-being. Its R-value of .697 indicates a moderately high positive correlation, suggesting that greater use of innovative strategies corresponds to higher professional well-being. Likewise, Inclusive Practices recorded a p-value of .000, which is significant at the 0.05 level; therefore, the null hypothesis is rejected. The R-value of .698 reflects a moderately high positive correlation, indicating that increased inclusive practices are associated with increased professional well-being.

All predictor variables, namely Resilience, Innovative Teaching Strategies, and Inclusive Practices, show a significant and positive relationship with Professional Well Being, leading to the rejection of all null hypotheses. Among the variables, Inclusive Practices and Innovative Teaching Strategies demonstrate the strongest positive relationships with Professional Well Being, while Resilience shows a slightly lower but still meaningful positive correlation, indicating that increases in all three predictors are associated with higher professional well being.

Regression Results

Presented in Table 3 are the predictors and the criterion variable. The standardized and unstandardized beta coefficients, including the p-values, decisions on the hypotheses, and interpretations, are also shown.

Table 3: Regression Table (N=150)

Variables	Unstandardized Coefficients		t	p-value	Decision on H_0	Interpretation
	B	Std. error				
(Constant)	.323	.250	1.292	.199	Accept H_0	Not Significant
Resilience	.112	.067	1.675	.096	Accept H_0	Positive but not significant influence
Innovative Teaching Strategies	.368	.115	3.203	.002	Reject H_0	Positive significant influence
Inclusive Practices	.424	.110	3.848	.000	Reject H_0	Positive significant influence

Model Summary: $R = .739$, $R\text{-square} = .546$, $F(3,146) = 58.487$, $p = .000$

Level of significance: 0.05, Decision Rule: Reject h_0 if $p < 0.05$

The table specifically shows that Resilience does not significantly predict Professional Well-Being, yielding an estimated Beta of 0.112 with a corresponding p-value of 0.096, which is greater than the 0.05 level of significance. Hence, the null hypothesis was accepted. This indicates that resilience is not a significant predictor of Professional Well-Being, although it shows a positive direction. In contrast, Innovative Teaching Strategies significantly predict Professional Well-Being, obtaining an estimated Beta of 0.368 with a p-value of 0.002, which is less than the 0.05 level of significance. Thus, the null hypothesis was rejected. This indicates that innovative teaching strategies are a significant predictor of Professional Well-Being. Similarly, Inclusive Practices significantly predict Professional Well-Being, with an estimated Beta of 0.424 and a p-value of 0.000, which is lower than the 0.05 level of significance. Therefore, the null hypothesis was rejected. This indicates that inclusive practices are a highly significant predictor of Professional Well-Being. Lastly, the overall model yielded an F-value of 58.487 with a corresponding p-value of 0.000, which is below the 0.05 level of significance. Hence, the null hypothesis was rejected. This indicates that the predictors, when taken together, significantly predict Professional Well-Being, explaining 54.6% of the variance ($R^2 = 0.546$).

Moreover, table 3 presents the multiple regression analysis predicting Professional Well-Being from Resilience (X_1), Innovative Teaching Strategies (X_2), and Inclusive Practices (X_3). The overall model is statistically significant, with $F(3,146) = 58.487$ and $p = 0.000$, which is lower than the 0.05 level of significance. This indicates that the set of predictors, when taken together, significantly explains variations in Professional Well-Being. The R value of 0.739 suggests a strong positive relationship between the combined predictors and Professional Well-Being. Moreover, the R-square value of 0.546 reveals that 54.6% of the variance in Professional Well-Being is explained by Resilience, Innovative Teaching Strategies, and Inclusive Practices collectively, while the remaining 45.4% may be attributed to other factors not included in the model.

The regression equation is expressed as:

$$Y = 0.323 + 0.112X_1 + 0.368X_2 + 0.424X_3$$

The constant value of 0.323 represents the predicted level of Professional Well-Being when all independent variables are held at zero. Although the constant has a p-value of 0.199 and is not statistically significant, it serves as the baseline level of the dependent variable in the prediction model.

For Resilience (X_1), the coefficient of 0.112 indicates that for every one-unit increase in resilience, Professional Well-Being is predicted to increase by 0.112 units, holding other variables constant. However, with a p-value of 0.096, which is greater than 0.05, this effect is not statistically significant. Therefore, although resilience shows a positive direction of influence, it does not significantly predict Professional Well-Being in this model.

In contrast, Innovative Teaching Strategies (X_2) have a coefficient of 0.368, meaning that for every one-unit increase in innovative teaching strategies, Professional Well-Being is expected to increase by 0.368 units, assuming other factors remain constant. With a p-value of 0.002, this variable significantly predicts Professional Well-Being. This implies that teachers who apply innovative instructional strategies are more likely to experience higher levels of Professional Well-Being.

Similarly, Inclusive Practices (X_3) have the highest coefficient of 0.424, indicating that a one-unit increase in inclusive practices leads to a 0.424 increase in Professional Well-Being, controlling for other variables. The p-value of 0.000 confirms that this effect is highly significant. Among the predictors, Inclusive Practices exert the strongest influence, as reflected in both the unstandardized and standardized coefficients.

Collectively, the regression model demonstrates that while Resilience does not significantly predict Professional Well-Being on its own, Innovative Teaching Strategies and Inclusive Practices significantly and positively influence teachers' Professional Well-Being. The predictive equation further confirms that enhancing innovative and inclusive teaching approaches may substantially improve Professional Well-Being among teachers.

Summary of Findings

1. Resilience shows a moderate positive correlation with Professional Well-Being; however, it does not significantly predict Professional Well-Being and exhibits weak predictive strength.
2. Innovative Teaching Strategies demonstrate a moderate positive correlation with Professional Well-Being and significantly predict it, indicating strong predictive strength.

3. Inclusive Practices reveal a moderate positive correlation with Professional Well-Being and significantly predict it, likewise reflecting strong predictive strength.
4. Collectively, Resilience, Innovative Teaching Strategies, and Inclusive Practices significantly predict Professional Well-Being, accounting for 54.6% of its variance.

DISCUSSIONS

In this chapter, the descriptive, correlational, and regression analysis results of the study are discussed. The discussions highlight how the findings support existing literature and theoretical perspectives related to resilience, innovative teaching strategies, inclusive practices, and professional well-being among teachers. The chapter also presents the conclusion and recommendations based on the findings of the study.

Descriptions of Resilience, Innovative Teaching Strategies, Inclusive Practices, and Professional Well-Being

The results reveal that the respondents demonstrate a high level of resilience, suggesting that teachers possess strong psychological, emotional, and social capacities that enable them to cope effectively with professional challenges. This aligns with Self-Determination Theory (SDT), as resilience supports teachers' competence and ability to adapt positively to stressors, fulfilling the need to feel effective in their professional roles (Deci & Ryan, 2000). This finding resonates with recent studies showing that teacher resilience plays a critical role in helping educators manage occupational stress and sustain professional effectiveness (Mansfield et al., 2022). Similarly, resilient teachers demonstrate stronger emotional regulation and commitment, which are essential for long-term instructional effectiveness (Beltman, 2021). However, some researchers argue that an over-reliance on individual resilience can be problematic if it shifts the burden of well-being away from the institution, noting that high resilience cannot fully shield teachers from the negative impacts of a toxic school climate or chronic under-resourcing (Hascher & Waber, 2021).

The findings also reveal that respondents demonstrate a high level of innovative teaching strategies, indicating that teachers effectively utilize creative, student-centered, and technology-integrated approaches. Innovative strategies provide teachers with autonomy in designing lessons, which SDT identifies as essential for intrinsic motivation (Ryan & Deci, 2020). This aligns with research showing that teachers who adopt learner-centered and digital practices report higher levels of professional engagement and student connection (Chiu, 2022; Darling-Hammond et al., 2021). Conversely, some empirical evidence suggests that the pressure to constantly innovate—especially without adequate technical support—can lead to "innovation fatigue" and increased cognitive load, which may temporarily diminish teacher self-efficacy and increase stress (Wang, 2025). Thus, while innovation is generally positive, its benefits are often contingent on the availability of systemic support.

Similarly, respondents demonstrate a high level of inclusive practices, suggesting that teachers effectively implement strategies that accommodate diverse learners and promote equitable opportunities. Within the SDT framework, inclusive practices fulfill the need for relatedness by a finding which reported that almost all of the teachers reported a high, or very high, acceptance of differences regarding social and intellectual skills among students with special educational needs (SEN) (Lagestad et al., 2023). Competence is also reinforced, as teachers who successfully implement differentiated instruction feel more capable of meeting diverse learner needs (Savolainen et al., 2022). However, research also highlights that teachers often lack a clear understanding of inclusion beyond physical placement of learners with disabilities, and their attitudes may reflect confusion, reluctance, or uncertainty about their roles in inclusive settings (Sepadi, 2025).

Furthermore, the results reveal that respondents demonstrate a high level of professional well-being, suggesting satisfaction and positive psychological functioning. SDT helps explain this: when teachers' basic psychological needs for autonomy, competence, and relatedness are met, professional well-being is naturally enhanced (Corbin et al., 2023). This is supported by findings that teachers report high levels of professional well-being, reflecting satisfaction, positive psychological functioning, and effective professional relationships. (Shumin et al., 2025). Yet, it is important to note teachers' professional well-being can be significantly compromised by work-related challenges and emotional strain, as high job demands and stress are linked to lower occupational well-being among educators (Nwoko et al., 2023).

Correlation of Resilience, Innovative Teaching Strategies, and Inclusive Practices with Professional Well-Being

Resilience was found to have a significant positive association with professional well-being, suggesting that teachers who are better able to adapt to stress and recover from challenges tend to experience greater professional satisfaction. According to SDT, resilience contributes to feelings of competence, which fosters motivation and well-being (Yang et al., 2025). Although the present study found a significant positive relationship between resilience and professional well-being, some research suggests that resilience does not always play a central predictive role in well-being models. For instance, findings indicate that resilience did not mediate the relationship between intrinsic religiosity and well-being, while other psychological constructs such as self-efficacy demonstrated stronger explanatory power. This suggests that resilience may not consistently function as a primary mechanism influencing teacher well-being across contexts, and its impact may depend on the presence of other personal or organizational resources (Kuncoro, 2025).

Innovative teaching strategies were positively associated with professional well-being, indicating that teachers who use creative and student-centered approaches tend to experience greater professional satisfaction. Supporting the present findings, prior research indicates that teacher well-being is positively associated with innovative work behavior, although this relationship may be strengthened by teachers' sense of organizational belonging. This suggests that innovation and well-being are interconnected, but their association may depend on contextual factors such as inclusive school climate (Lu et al., 2025). Nonetheless, a study reported no statistically significant relationship between the use of certain innovative teaching strategies and student engagement, which indirectly challenges claims that innovation in teaching always leads to better outcomes-engagement often links to teacher satisfaction and professional fulfillment (Atanoso & Jarabelo, 2025). If innovative strategies don't consistently affect proximal outcomes like engagement, this complicates claims about their effect on teacher well-being.

Teachers who feel efficacious and competent in inclusive pedagogy experience relatedness with diverse learners and colleagues, fulfilling two key SDT needs. Several studies suggest a positive relationship between teachers' professional well-being and inclusive practices, where higher life satisfaction and supportive school culture predict better implementation of inclusion strategies (Villalta-Paucar et al., 2025). However, other research highlights that even teachers with positive attitudes toward inclusion may experience high emotional burnout, indicating that inclusive teaching can impose stressors that diminish well-being unless adequate support systems are in place (Macapaz et al., 2024).

Professional Well-Being as Influenced and Predicted by Resilience, Innovative Teaching Strategies, and Inclusive Practices

The regression analysis reveals that resilience has a positive but not significant influence on professional well-being, suggesting that resilience alone may not fully predict well-being when other competencies are considered. Nevertheless, resilience supports competence, a core SDT need, contributing indirectly to teachers' professional functioning (Sharif et al., 2025). Resilience alone doesn't guarantee better professional well-being; external stressors and job demands can reduce or negate the benefits of personal coping capacities (Candeias et al., 2020). However, teachers with stronger resilience tend to report higher professional well-being, likely because they cope better with professional challenges and maintain positive self-beliefs about their teaching roles (Yang et al., 2025).

Innovative teaching strategies demonstrate a significant positive influence on professional well-being. These strategies allow teachers autonomy in lesson design, problem solving, and experimentation, directly supporting SDT's autonomy need. This autonomy increases engagement, satisfaction, and intrinsic motivation, which strengthen professional well-being (Tabjan et al., 2024; Liu, 2024). While innovative teaching strategies are theorized to enhance teachers' professional well-being by strengthening autonomy, competence, and professional growth, empirical findings suggest that the predictive relationship depends largely on contextual support. When innovation is voluntary and supported, it positively predicts job satisfaction and occupational well-being. However, when innovation is mandated without adequate resources, it may instead predict increased stress and burnout (Fernández-Batanero et al., 2021).

Inclusive practices also demonstrate a significant positive influence on professional well-being. Teachers who implement inclusive strategies fulfill SDT's needs for competence (through effective classroom management and differentiated instruction) and relatedness (through meaningful interactions with diverse learners), leading to greater engagement and reduced emotional exhaustion (Shi, Sin, & Wang, 2025; Nketsia et al., 2025). Rather than inclusive practices predicting improved well-being, stress

and burnout were more strongly predicted by vulnerability to stress and lack of support, indicating that inclusive settings can be risk factors for poor professional well-being when supports are lacking (Candeias et al., 2021).

These findings emphasize that when teachers' psychological needs for autonomy, competence, and relatedness are supported through resilience, innovation, and inclusive teaching, professional well-being is maximized, consistent with Self-Determination Theory.

Conclusion

Based on the findings, it was concluded that resilience, innovative teaching strategies, and inclusive practices collectively influence teachers' professional well-being, partially supporting Self-Determination Theory (SDT) of Richard Ryan and Edward Deci (2000). While resilience (autonomy) is positively related to well-being, innovative teaching strategies (competence) and inclusive practices (relatedness) emerged as stronger predictors. This suggests that teachers' professional well-being is largely enhanced when their needs for competence and relatedness are fulfilled through effective and inclusive instructional practices.

Recommendations

Based on the conclusion, the following are recommended:

1. Future studies may include additional variables explaining the remaining 45.4% of variance and examine outcomes such as teacher performance and student achievement. Qualitative or longitudinal designs are also suggested to further explore the links between resilience, innovation, inclusion, and professional well-being.
2. School leaders may strengthen professional development programs focused on innovative teaching strategies and inclusive practices to sustain and enhance teachers' professional well-being, especially for those handling learners with learning disabilities.

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