OPEN ACCESS

BAMBOO NEXUS: Journal of Education, Technology, Innovation and Climate Action (BN-JETICA)

Online ISSN: 3155-7317

Volume 1 | Issue 3 | pages 576 – 591 | November 21, 2026,

Article Type	**Original Research Article**

Heart Work in Hard Work: A Phenomenological Study on the Emotional Demands in Special Needs Education in Roxas District, Oriental Mindoro

Dannah D. Llanos

Graduate School, University of Perpetual Help System

Corresponding Author: dannahdimatulac42@gmail.com

Received: September 2026 | **Revised:** September 2026 | **Accepted:** September 2026 | **Published:** November 2026

Abstract: The emotional demands experienced by special needs education (SNED) teachers in teaching learners with diverse educational needs in Roxas District, Oriental Mindoro, Philippines, were explored. Using a qualitative descriptive research design framed within a phenomenological approach, five SNED teachers were selected through purposive sampling. Data were gathered through semi-structured interviews and analyzed using thematic analysis. The findings revealed five major themes: Carrying the Emotional Weight of Diverse Learner Needs, Choosing Calm Amid Emotional Turbulence, Finding Strength Through Shared Support, Growing Through Emotional Challenges, and Finding Purpose in Learners' Progress. Participants experienced emotional strain arising from challenging learner behaviors, competing classroom responsibilities, parent interactions, and institutional or resource-related limitations. To manage these demands, they practiced emotional regulation, patience, individualized responses, positive behavior management, and reflective coping. Support from colleagues, family members, parents, and school personnel also helped them navigate emotionally demanding situations. Despite the challenges, their experiences contributed to greater compassion, flexibility, confidence, resilience, improved relationships with learners, and a deeper sense of professional purpose. The findings highlight that emotional labor in SNED teaching is closely connected to instructional responsibilities, interpersonal relationships, professional development, and institutional conditions. The study emphasizes the importance of strengthening school-based support, collaboration, professional development, and adequate resources. A contextualized emotional support framework may be further developed to guide initiatives that promote the well-being and professional support of SNED teachers.

Keywords: emotional labor; emotional regulation; phenomenological study; Special Needs Education; teacher well-being

INTRODUCTION

Global education systems increasingly emphasize inclusive, quality education to address the diverse learning needs of learners with disabilities(Fajardo et al., 2026). Special Needs Education (SNED) teachers operate in emotionally demanding environments that require patience, empathy, and sustained commitment(Wang & Tian, 2025). This profession involves significant emotional labor, where educators regulate their emotions to conform to professional standards despite personal hardships (Zheng et al., 2024). Beyond instruction, SNED teachers must manage challenging behaviors, communication barriers, parent interactions, and institutional constraints(Wang & Tian, 2025). These demands align with Sustainable Development Goals: SDG 4 (inclusive education and teacher support), SDG 3 (mental health), and SDG 8 (decent work conditions)(Liu et al., 2025). Research increasingly links emotional labor to teacher burnout, resilience, and effectiveness, highlighting the need to understand teachers' lived experiences(Kim & Park, 2024).

In the Philippine context, the implementation of inclusive and special needs education places significant responsibility on SNED teachers, who balance instructional duties with behavioral

management, emotional support, assessment, individualized strategies, and collaboration with parents and colleagues (Qian et al., 2025). The emotional demands they face are influenced by resource availability, support services, and the needs of diverse learners in their school environments (Chigwenembe, 2026). Emotional regulation remains a professional imperative, requiring calmness and compassion amid behavioral challenges and emotional distress (Wang & Tian, 2025). Consequently, SNED teachers develop coping strategies, including reflective practice, collegial support, patience, and personal motivation, fostering resilience and sustained commitment (Chakravarty & Satpathy, 2026). Institutional support, collaborative environments, professional development, and policies recognizing emotional labor's centrality are critical to sustaining effective special education work (Liu et al., 2025).

SNED teachers in Roxas District, Oriental Mindoro, operate within public schools delivering inclusive education programs designed to support learners with diverse educational needs. Their daily responsibilities span developing and adapting instructional methods, managing behaviors, providing emotional and academic guidance, and maintaining meaningful learning environments tailored for students requiring specialized support (T. Wang & Tian, 2025). These tasks often place teachers in emotionally charged situations demanding patience, empathy, emotional regulation, and professional commitment to navigate the complexities of their roles (Ghanamah & Masri, 2025; Y. Wang et al., 2025). The emotional labor embedded in teaching SNL extends beyond instructional tasks to encompass managing challenging behaviors and liaising with parents and school personnel within the constraints of available resources and institutional expectations (Alhassan et al., 2025; Y. Wang et al., 2025). Emotional experiences are deeply context-specific, shaped by interactions and the particular demands of the local educational setting, making phenomenological exploration essential for uncovering how SNED teachers personally interpret and manage these emotional aspects (Gal et al., 2025; Kohout-Diaz, 2026).

Despite growing research connecting emotional labor with outcomes such as burnout, stress, and job satisfaction, the lived emotional experiences of SNED teachers—especially in localized contexts like the Roxas District—remain underexplored. Most studies emphasize outcome measurements but insufficiently capture the personal meanings and narratives teachers construct around emotional challenges, coping strategies, and regulatory practices (Mohd Asraf & Kaur, 2026; Y. Wang et al., 2025). Further research focused on the lived experiences of SNED teachers can illuminate how they navigate emotional demands, perceive support, and devise strategies to sustain their professional roles. Such context-sensitive insights are pivotal to designing support frameworks and development initiatives attuned to teachers' real emotional and professional needs, ensuring more effective and sustainable inclusive education practices within districts like Roxas (Gal et al., 2025; Herman et al., 2023).

STATEMENT OF THE PROBLEM

This study aims to explore the lived experiences of special needs education (SNED) teachers in managing the emotional demands of teaching learners with special educational needs in Roxas District, Oriental Mindoro. Specifically, it seeks to answer the following questions:

1. What are the emotional demands and challenges experienced by special needs education teachers in their daily teaching practices in Roxas District, Oriental Mindoro?
2. How do special needs education teachers manage and regulate their emotions when dealing with challenging learner behaviors, diverse learning needs, and other emotionally demanding situations?
3. What coping mechanisms and sources of support do special needs education teachers utilize in navigating the emotional demands of their profession?
4. How do the emotional experiences of special needs education teachers contribute to their professional growth, teaching practices, and relationships with learners?
5. How do special needs education teachers find meaning, motivation, and purpose in their work through the progress and development of their learners?
6. What contextualized Emotional Support Framework may be proposed based on the lived experiences of special needs education teachers to address their emotional demands and

support their professional well-being?

METHODOLOGY

This study employed a qualitative descriptive research design framed within a phenomenological approach to explore the emotional labor experiences of Special Needs Education (SNED) teachers. This approach enabled the researchers to obtain detailed descriptions of the participants' perspectives, emotions, and everyday professional experiences in teaching students with special educational needs. The phenomenological orientation guided the exploration of how teachers experienced, interpreted, and managed the emotional demands associated with their teaching responsibilities, including the challenges they encountered, coping strategies they employed, and perceptions of the influence of emotional labor on their professional and personal well-being.

This study was conducted in public schools offering special needs education (SNED) programs in Roxas District, Oriental Mindoro, Philippines. The research locale was selected because the district provides educational services to learners with diverse educational needs, creating a context in which teachers engage in specialized instruction, individualized support, and various professional responsibilities. The setting provided an appropriate environment for examining the emotional experiences of SNED teachers as they navigate the demands of their work and interactions with learners, parents, and other school personnel.

The study involved five special needs education teachers from public schools in Roxas District, Oriental Mindoro, who were selected through purposive sampling. The selection of participants was based on their direct involvement and relevant professional experiences in teaching learners with special educational needs. Participants were required to meet the established inclusion criteria, including possessing a valid teaching license, working in public schools within the district, and having direct teaching responsibilities in special needs education. The purposive sampling technique ensured that the participants possessed the relevant experiences necessary to provide meaningful and in-depth accounts of the emotional demands associated with their professional practice.

Data were gathered using a researcher-developed semi-structured interview guide consisting of open-ended questions designed to explore the emotional labor experiences of the SNED teachers. The interview questions focused on the emotional challenges encountered in daily teaching practices, responses to demanding situations, coping strategies, and perceptions of how emotional labor influences professional responsibilities and personal well-being. Probing questions were incorporated to encourage participants to elaborate on their responses and to provide detailed descriptions of their experiences. Before data collection, the interview guide was subjected to expert validation by professionals with expertise in Special Needs Education and qualitative research to assess the clarity, relevance, and appropriateness of the questions in relation to the objectives of the study.

Prior to data collection, the researchers secured the necessary approvals from the appropriate research ethics bodies, educational officials and school administrators. After obtaining the required permissions, eligible participants were identified and invited to participate in this study. The researchers explained the purpose, procedures, and ethical considerations of the study, and informed consent was obtained from each participant before the interviews. Individual semi-structured interviews were scheduled and conducted, with each session lasting approximately 45–60 min. With the participants' permission, the interviews were audio-recorded to ensure accurate documentation of their responses. Probing questions were used throughout the interviews to obtain further clarification and deeper descriptions of the participants' emotional experiences. The recordings were subsequently transcribed verbatim, and follow-up interviews or clarifications were conducted when necessary to further examine the participants' responses and the emerging interpretations.

The interview data were analyzed using thematic analysis to identify, organize, and interpret recurring patterns across the participants' narratives. The researchers repeatedly read the interview transcripts and field notes to familiarize themselves with the participants' experiences and the overall content of the data. Significant statements relevant to the emotional labor experiences of SNED teachers were identified and coded. Related codes were then grouped into categories based on similarities and shared meanings, which were subsequently examined and organized into emerging themes. The themes

were reviewed and refined to ensure that they accurately represented the participants' accounts and addressed the research questions. Relevant participant quotations were incorporated into the presentation of the findings to preserve the authenticity of their experiences and provide evidence for the interpretations. The resulting themes served as the basis for developing a contextualized understanding of the emotional labor experiences of SNED teachers and for informing the proposed Emotional Support Framework.

To establish the trustworthiness of the findings, this study employed strategies addressing credibility, dependability, confirmability, and transferability. Credibility was strengthened through member checking, wherein selected participants were given the opportunity to review summaries or interpretations of their responses to verify the accuracy of the researchers' representations of their experiences. Dependability was supported by maintaining a systematic record of the research procedures, including data gathering, transcription, coding, categorization, and theme development. Confirmability was addressed through reflective notes and analytic memos to examine potential researcher biases and ensure that interpretations were grounded in the participants' actual statements. Transferability was supported by providing detailed descriptions of the research setting, participants, and research procedures, allowing readers to assess the relevance of the findings to comparable educational contexts.

RESULTS AND DISCUSSION

Table 1. Profile of the Participants

Code	Age	Sex	Civil Status	Educational Attainment	Position	Years Teaching	Teaching Assignment
P1	31- 40	F	M	Doctoral Degree Units	SPET III	6–10	Self-Contained Class
P2	31- 40	F	S	Bachelor's Degree with SPED Units	SPET 1	1–5	Self-Contained Class
P3	41 – 50	F	M	Master's Degree Graduate	Teacher III	6–10	Self-Contained Class
P4	21-30	F	S	Bachelor's Degree with SPED Units	SPET 1	1–5	Self-Contained Class Resource Room
P5	31-40	M	M	Master's Degree Units	SPET I	1-5	Self-Contained Class

The participant profile indicates that the narratives represented beginning-to-early-career and more experienced teachers, as well as teachers working in self-contained and resource-room arrangements. Their accounts also involved learners with autism spectrum disorder, intellectual disability, attention deficit hyperactivity disorder, emotional and behavioral disorders, hearing impairment, Down syndrome, developmental delay, and multiple disabilities. This contextual variation is important because the emotional demands described in the interviews were tied not only to individual behavior but also to the simultaneous instructional, behavioral, care, safety, parental, and institutional responsibilities attached to SNED work.

Table 2. Thematic Heart Work in Hard Work: A Phenomenological Study on the Emotional Demands in Special Needs Education in Roxas District, Oriental Mindoro

Major Theme	Subthemes	Core Meaning
1. Carrying the	1.1 Emotional Strain from Challenging	SNED teachers experience

Emotional Weight of Diverse Learner Needs	Learner Behaviors 1.2 Balancing Multiple Learner and Classroom Needs 1.3 Emotional Responsibility Beyond Classroom Instruction 1.4 Institutional and Resource-Related Pressures	emotional strain while responding to behavioral, instructional, care, relational, safety, and organizational demands.
2. Choosing Calm Amid Emotional Turbulence	2.1 Pausing Before Responding 2.2 Patience and Understanding as Emotional Regulation 2.3 Adapting Responses to Individual Learners 2.4 Proactive and Positive Behavior Management	Teachers deliberately regulate their emotions and classroom responses to preserve safety, connection, and productive learning in the classroom.
3. Finding Strength Through Shared Support	3.1 Colleagues Who Understand the Experience 3.2 Family as an Emotional Anchor 3.3 Collaboration With Parents and School Personnel 3.4 Personal Reflection and Self-Care	Emotional demands become more manageable through practical advice, shared understanding, family reassurance, collaboration and reflective coping.
4. Growing Through Emotional Challenges	4.1 Becoming More Patient and Compassionate 4.2 Becoming Flexible and Reflective 4.3 Developing Confidence and Resilience 4.4 Strengthening Relationships With Learners	Repeated emotional challenges are transformed into learning experiences that reshape teaching practices, relationships, confidence, and resilience.
5. Finding Purpose in Learners' Progress	5.1 Celebrating Small Victories 5.2 Rediscovering Motivation Through Learner Progress 5.3 Seeing Teaching as More Than Academic Instruction 5.4 Developing a Deeper SNED Teacher Identity	SNED teachers gain motivation, satisfaction, and a sense of professional identity through the small successes and learning gains of learners. They realize that the role of a SNED teacher does not simply involve teaching knowledge and skills but also caring for the learner's holistic development and well-being.

Special education teachers face significant emotional demands that can lead to stress and burnout, and emotional labor strategies play a pivotal role in how they manage these challenges. Research in China shows that special education teachers employ three main emotional labor strategies—natural acting, deep acting, and surface acting— and that these strategies are negatively correlated with job burnout, indicating that effective emotional regulation can mitigate burnout risk. Notably, psychological capital, which includes resilience and positive psychological resources, moderates this relationship by strengthening the beneficial effects of deep and natural acting on reducing burnout, suggesting that boosting psychological capital is crucial for teachers' well-being (Y. Wang et al., 2025). Emotional intelligence (EI) further enhances teachers' coping mechanisms and attitudes toward learners with disabilities, mediating the relationship between attitudes and coping, and supporting inclusive

education practices. Teachers who have received professional EI training demonstrate better coping strategies, underscoring the importance of professional development focused on emotional skills (Ghanamah & Masri, 2025). Moreover, the emotional labor associated with teaching in evolving instructional settings, such as the shift to remote learning, can exacerbate burnout if not adequately supported; however, resilience and purposeful self-discipline act as protective factors (Agbayani-Pineda, 2025). Leadership also plays a role, as transformational leadership fosters admiration and cognitive empathy in teachers, reducing burnout levels and emphasizing the need for supportive school environments (Liu et al., 2025). Altogether, these findings advocate for comprehensive strategies, including psychological capital enhancement, emotional intelligence training, resilience building, and supportive leadership, to effectively address and reduce occupational burnout among special education teachers.

Thematic Narratives with Verbatim Excerpts

Major Theme 1: Carrying the Emotional Weight of Diverse Learner Needs

The first major theme captures the emotional weight attached to the varied and often simultaneous demands of SNED teaching: The participants did not describe emotional labor as merely hiding frustration or appearing calm. Their accounts showed that emotional labor began with the responsibility to attend to learners whose behaviors, communication patterns, safety needs, daily living needs, and learning profiles required close and continuous attention from the teachers. The emotional burden was intensified when a teacher had to respond to one distressed learner without neglecting others, explain uncertain futures to worried parents, prepare individualized instruction, or fulfill responsibilities for which resources and preparation were limited. Thus, the emotional weight of SNED work is multidimensional; it involves feeling, caring, thinking, monitoring, deciding, and continuing to function professionally under pressure.

Subtheme 1.1: Emotional Strain From Challenging Learner Behaviors

Behavioral outbursts are among the clearest immediate triggers of emotional strain. P1 recalled a learner throwing materials and crying uncontrollably, producing a conflict between frustration and compassion in the teacher. The emotional difficulty stemmed from experiencing a strong internal reaction while also deciding how to protect the learner's sense of safety and preserve the class environment. P2 described repeated crying, shouting, refusal to follow instructions, and episodes of self-harm, explaining that the persistence of the behavior after several strategies had already been tried could leave her tired, frustrated, and emotionally overwhelmed. P3 similarly described the stress of supervising a learner with autism who repeatedly wanted to run outside and responded by crying and shouting when asked to remain in the classroom. This pattern was also evident in P5, whose frustration was both prolonged by the slow pace of skill acquisition and intensified during an acute safety incident involving a physically aggressive adolescent learner. His account added anger, sadness, fear of possible harm, and the pressure to protect other learners to the same cluster of emotional strain described by other participants.

P1: "At that moment, I felt torn between frustration and compassion. My first thought was, How can I calm him down without disrupting the whole class?"
P2: "There were times when I felt tired, frustrated, and emotionally overwhelmed, especially when I had already tried different strategies but the behavior continued."
P5: "Ang pinaka-na-experience ko talaga is I think the frustration of being a SNED teacher... bago mo siya mapatuto sa isang bata, it took a month or two months or a couple of months... So napaka-frustrating." (English translation: What I've truly experienced—and I think this is the biggest challenge—is the frustration of being a special education teacher. It can take a month, two months, or even longer before a child finally learns something... so, it's incredibly frustrating.)

These statements show that the emotional demand was not simply caused by the presence of difficult behavior. It arose from the teacher's responsibility to interpret the behavior, prevent escalation, protect

safety, and respond in a manner consistent with patience and care. P2 explicitly reframed behavior as meaningful rather than merely difficult, stating that there was always a reason behind it. This change in interpretation reduced the likelihood of reacting to the learner as intentionally uncooperative. The present accounts add contextual detail by showing how emotional labor is experienced in the moment: worry, frustration, fatigue, concern for safety, and the conscious effort not to allow those emotions to control the response.

Subtheme 1.2: Balancing Multiple Learner and Classroom Needs

A second source of emotional weight was the need to serve one learner intensively while remaining responsible for the rest of the class. P2 explained that during an outburst, she had to attend to the distressed learner while ensuring that the other learners remained safe and continued their activities. P3 described similar pressure when one learner needed toileting support or could not complete a task independently, while the other pupils still required attention. In these situations, emotional strain was linked to divided attention and the fear of failing to meet competing needs. The teacher had to make rapid judgments about immediate safety, participation, engagement, and fairness while regulating personal stress. P5 likewise described the difficulty of preserving individualized instruction when many learners with different profiles required attention at the same time; despite this pressure, he emphasized continuing to implement IEP targets so that each learner retained a specific instructional focus.

P3: "It was difficult because I wanted to help the learner while also ensuring that the other pupils remained engaged and supported."
P5: "Ang pag-handle po talaga sa kanila is individualized... nagkakakataon na napakadami nilang bata... But I make sure na yung IEP is nai-implement... para po magkaroon ng specific target doon sa bawat isang bata." (English translation: Handling them is truly individualized—even when there are a large number of children—but I ensure that the IEP is implemented, so that there is a specific target for each child.)

P3 broadened this pattern from behavioral management to instructional diversity. She worked with learners across self-contained, modular, homebound, and pull-out resource arrangements, with needs involving memory, academics, behavior, attention, fine motor skills, communication, and socialization. She described preparing different lessons and materials for individual learners and planning in advance so that the complexity remained manageable. Her account shows that individualized instruction and simultaneous learner needs formed part of the emotional weight of daily SNED work. Importantly, the participants did not frame these competing demands as reasons to withdraw from learners. Instead, the emotional pressure often increased their vigilance and desire to provide equitable care. This distinction matters. The emotional weight of the work was produced partly by the participants' commitment to doing well for every learner. P2 stated that the situation became overwhelming because she wanted to do her best for everyone. Emotional labor therefore appeared not only as a consequence of external demands but also as an expression of professional responsibility and care.

Subtheme 1.3: Emotional Responsibility Beyond Classroom Instruction

The emotional demands of SNED teaching extended beyond the classroom lesson itself. P1 identified conversations with parents as among the most emotionally demanding moments, particularly when parents asked questions about their child's future that could not be answered with certainty. The example of a mother asking whether her child would ever live independently placed the teacher in a difficult relational position: she had to be honest without removing hope, empathic without making promises, and strong enough to remain present with the parent's fear. P1 described the experience as emotionally draining while also recognizing that it positioned her as a partner in the family's journey. The same responsibility was visible in P5's account of an unscheduled socialization activity in which inadequate parent–teacher coordination contributed to a serious safety risk. His anger and sadness were therefore tied not only to the learner's behavior but also to the responsibility of anticipating how schedules, family decisions, and learner readiness could affect the wider class.

P1: "These situations demand empathy, honesty, and strength. It's emotionally draining, but it pushes me to be

both a teacher and a partner in their journey."

Emotional responsibility beyond classroom instruction also appeared in coordination with parents and school personnel. Across the accounts, teachers described reassurance, advocacy, communication, and risk management as part of their emotional labor. These responsibilities require them to remain composed while responding to uncertainty, family concerns, and decisions affecting both classroom participation and home-school cooperation.

Subtheme 1.4: Institutional and Resource-Related Pressures

The fourth subtheme shows that emotional demands were not limited to learner behavior or family interaction. P4 described being the only SNED teacher in the school and being assigned to conduct SNED-related training even when formal training had been attended by school heads rather than by her alone. She was sometimes given only a few days to prepare and had limited resources, requiring her to search for materials from other teachers and schools and, at times, purchase resources online. Her frustration was therefore produced by an institutional arrangement that placed responsibility on the teacher without equivalent preparation or material support for the same. Resource pressure also appeared in P5's experience of teaching without a classroom comfort room. The unmet toileting need affected learner behavior and became a source of frustration until coordination with the administrator and parents led to a concrete facility response, after which he described relief for both teachers and learners.

P4: "This situation was challenging and frustrating because of the time pressure and lack of materials."
P5: "Imagine mo wala kang CR... very frustrating kasi yun... [when it was provided] na-relief ako as a teacher... win-win situation siya with the learners na nasusuportahan din sila." (English translation: Imagine not having a restroom— that is truly frustrating. When one was finally provided, I felt a great sense of relief as a teacher; it's a win-win situation, as the learners are also being supported.)

P4's experience indicates that part of the "hard work" is organizational: a teacher can be emotionally burdened by inadequate preparation, scarce materials, time pressure, and the expectation to represent specialized knowledge. At the same time, P4 interpreted the experience as a source of adaptability, resourcefulness, and presentation skills, foreshadowing the later theme of professional growth.

Taken together, Theme 1 demonstrates that emotional labor in SNED settings begins within a field of overlapping demands. Teachers carried their own frustration, worry, and fatigue while simultaneously caring for learners, maintaining classroom safety, communicating with parents, individualizing instruction, and meeting school expectations. The breadth of these demands explains why emotional labor cannot be reduced to a simple requirement to "stay calm." Calmness was a response to a much larger emotional load.

Major Theme 2: Choosing Calm Amid Emotional Turbulence

The second theme describes how the participants actively regulated their emotions during difficult moments. Across the interviews, calmness was presented as a deliberate professional choice, rather than an automatic personality trait. Teachers paused, breathed, spoke gently, provided space, used reinforcement, established routines, and reflected on their triggers. They were aware that their emotional expressions could influence the learner and the classroom. Therefore, this theme represents emotional regulation as an instructional and relational practice: controlling one's response was necessary not only for personal composure but also for protecting the learner's regulation, dignity, safety, and readiness to participate.

Subtheme 2.1: Pausing Before Responding

P1 and P2 both described the act of pausing and breathing before responding to an emotionally charged situation. This apparently simple action functioned as a boundary between feeling and action. P1 explained that when overwhelmed, she first paused and breathed because learners could mirror the teacher's emotional state. P2 similarly described taking a moment to breathe and avoiding reactions driven by anger or frustration. The pause allowed both teachers to shift their attention from their

immediate internal response to the learner's immediate needs.

P1: "My first step is to pause and breathe. I remind myself that my learners mirror my emotions—if I panic, they panic too."
P2: "I avoid reacting out of anger or frustration. I focus on the immediate needs of the learner and make sure everyone is safe."

Participants described outward composure alongside attempts to understand the learner's situation. P2 considered the reasons behind the behavior, whereas P3 related the behavior to the learner's condition. These accounts suggest that teachers sometimes change their interpretation before selecting a response.

Subtheme 2.2: Patience and Understanding as Emotional Regulation
Patience has been repeatedly described as a central emotional practice. P1 called patience a "daily choice," whereas P2 learned that patience and understanding could make a major difference in challenging behavior. P3 described remaining patient and calm, even when stressed, concerned, and overwhelmed. The repetition across participants indicates that patience was not merely a desirable attitude; rather, it was a method of regulating emotional reactions under pressure. Teachers used patience to delay judgment, tolerate slow progress, and remain available to the learner even when their behavior did not change immediately. P5 made the regulatory work especially explicit when he acknowledged that repeated difficult behavior could evoke anger and even a momentary desire to stop teaching a learner. Rather than acting from that reaction, he reflected on his purpose as a teacher and gradually shifted toward a more caring, strengths-oriented stance, illustrating emotional regulation as a change in interpretation and intention rather than merely outward suppression.
P2's shift from viewing a learner as uncooperative to asking why the learner might be refusing participation represented a significant interpretive change. She considered tiredness, frustration, sensory needs, or difficulty understanding the task. Once behavior was interpreted as a communication or need rather than defiance, the emotional situation became more manageable for the teacher.

Subtheme 2.3: Adapting Responses to Individual Learners
Calmness was associated with flexibility. P2 gave the learner time and space instead of forcing immediate participation, stayed nearby, spoke gently, and encouraged re-entry only when the learner was ready to do so. P3 used positive reinforcement and provided individualized support. P4 planned different lessons and materials in advance because the learners differed widely in their strengths and needs. These responses reflect a shift away from uniform behavioral control toward individualized regulation and instructions. Teachers' emotional management therefore enabled pedagogical adaptation: when they remained regulated, they could observe more carefully, interpret behavior more accurately, and select strategies that were more appropriate to the learner. P5 extended this adaptive pattern through IEP-based targets, assessment of the learner's present level of performance, parent consultation, and additional study of sign language for a learner with a hearing impairment, showing that adjustment sometimes required the teacher to expand his own professional competencies.

P2: "Sometimes, giving learners time and space is more effective than immediately correcting their behavior."
P5: "From the very beginning of my class, I establish the patakaran ng aming classroom... kapag nakita na nila yung PECS... malalaman nila, 'Ay, ito yung isang patakaran.'" (English translation: Right from the start of my class, I establish our classroom rules... once they see the PECS, they'll realize, "Oh, this is one of the rules.")

The participants' accounts show that emotional regulation was integrated into teaching practice. By not reacting impulsively, teachers created time to assess the situation and choose a more individualized response to the problem. Therefore, emotional self-management appeared alongside instructional decision-making rather than as a separate activity.

Subtheme 2.4: Proactive and Positive Behavior Management
P4's account shows that emotional regulation also developed into preventive classroom practice.

During the first weeks of the school year, she often felt overwhelmed as unfamiliar learners adjusted and displayed tantrums, frustration, and misbehavior. Through experience, she learned to establish clear rules and expectations, build routines through engaging activities, reinforce appropriate behavior, and use reward and token systems and the "first-then" approach. P3 likewise maintained classroom routines and used positive reinforcement. These strategies reduced the need for purely reactive emotional control because they structured the environment in ways that supported predictability. P5 used the same preventive logic by establishing rules at the beginning of class and using PECS cues to make expectations visible. He also described learner-specific co-regulation, including hugging some overwhelmed learners, allowing others to express emotion safely, and using explanations and concrete examples when a learner became distressed by mistakes.

The participants' emotional regulation became embedded in the classroom design. Instead of relying only on self-control after a crisis began, they developed routines, expectations, reinforcement, and individualized practices intended to prevent escalation and make classroom situations more manageable.

Major Theme 3: Finding Strength Through Shared Support

The third theme emerged from repeated references to colleagues, family members, parents, school personnel, and personal coping strategies. Participants did not describe emotional labor as something that could be managed entirely through resilience. Instead, emotional recovery often occurred through being heard, receiving advice, sharing experiences, coordinating strategies, praying, journaling, resting, and reflecting. The most consistent source of support was the peer group, particularly colleagues who understood the realities of SNED teaching. P5 further showed that support could become practical and environmental: he worked with the principal and parents to respond to the lack of a classroom comfort room and emphasized parent cooperation in aligning understanding and expectations between home and school.

Subtheme 3.1: Colleagues Who Understand the Experience

P1 described colleague support as her "lifeline," recalling the emotional relief created when another teacher reassured her that she was not alone. P2 valued colleagues because they listened to them, shared their own experiences, and suggested strategies. P3 sought advice from fellow teachers when managing a learner with autism, while P4 emphasized experienced colleagues whose years of teaching enabled them to offer practical solutions and continuing encouragement. Across these accounts, collegial support combined emotional validation and technical guidance.

P1: "Support from colleagues has been my lifeline."
P2: "Sometimes, simply having someone who understands what I am going through was already a big help."

The present accounts clarify why colleague support matters: peers provide both recognition and usable knowledge. A colleague can understand the emotional situation without extensive explanation and can suggest a strategy grounded in similar classroom experiences. This dual function makes peer support particularly relevant to SNED settings.

Subtheme 3.2: Family as an Emotional Anchor

Family support was the second most important source of emotional stabilization. P1 identified family support, alongside journaling and prayer. P2 spoke to family members when she needed emotional support and described their encouragement as a reminder that she was not alone. P3 included family among the most helpful sources of practical and emotional encouragement, whereas P4 sought family guidance and reassurance during difficult situations. Unlike colleagues, family members were not necessarily positioned to provide specialized classroom strategies, but they created emotional space outside school and reminded participants to care for themselves.

Professional and family support served different but complementary purposes. Collegial support helped participants interpret and respond to work-specific problems, while family support helped them recover emotionally outside of school. Across the accounts, both forms of connection contributed to

coping.

Subtheme 3.3: Collaboration With Parents and School Personnel

Support also took the form of collaboration with other departments. P3 coordinated with parents to understand and respond to learner needs, sought advice from fellow teachers, and included the school head among the available sources of support. P4 immediately reported a safety-related incident to the school head, after which the parents were informed, and an alternative learning arrangement was made. In these accounts, support was not only emotional reassurance; it involved shared decision-making and the distribution of responsibility. The teacher no longer carried the entire situation alone.

P5: "I think the support with the parents... [is] the support on how they will cope up, at the same time they will understand the situation of their child."

This aspect of the findings complicates the emotional burden described in Theme 1. Parents and institutional expectations can be sources of emotional demand, but parents and school personnel can also become sources of support when communication and cooperation are functional. Therefore, the same relational context can either intensify or reduce emotional labor.

Subtheme 3.4: Personal Reflection and Self-Care

Participants supplemented interpersonal support with personal coping strategies. P1 used journaling and prayer to cope with stress. P2 rested, reflected on difficult experiences, and intentionally avoided carrying every stressful event beyond the moment. P3 practiced self-reflection and focused on learner progress. P4 stayed organized and celebrated their small achievements. These practices helped participants create psychological distance from stressful incidents and convert their experience into learning, rather than allowing the event to remain only as emotional residue. P5 similarly used reflection when he recognized that anger and repeated frustration were shaping how he viewed a learner; by reconsidering his goal and looking beyond negative behavior toward learner strengths, he moved toward greater affection, patience, and renewed engagement with the learner.

Reflection appeared to be an important part of coping. Participants described reviewing what triggered a behavior, considering what could be done differently, recognizing progress, and organizing their responses for future situations. Self-care therefore included not only rest but also deliberate reflection on experience.

Theme 3 demonstrates that emotional strength is relational and reflective. The teachers' capacity to continue did not depend solely on being individually "strong." It was replenished through colleagues, family, parents, school personnel, prayer, journaling, reflection and rest. This finding has direct implications for the practical framework developed because support systems should not treat coping as purely a personal responsibility.

Major Theme 4: Growing Through Emotional Challenges

The fourth theme reflected a developmental pattern across the transcripts. Participants repeatedly described how difficult experiences changed the way they taught, interpreted behavior, related to learners, and understood themselves as teachers. Emotional challenges were exhausting, but they also became learning opportunities. With repeated exposure, reflection, and support, teachers reported greater patience, flexibility, confidence, vigilance, resilience, and compassion than before. Growth did not erase stress; instead, it changed the way teachers approached stress. P5 reflected the same developmental movement: severe behavior initially evoked frustration and anger, but repeated experience led him to use IEP-based planning more deliberately, attend to learner strengths and communication needs, learn additional sign language, and describe teaching with greater affection and purpose.

Subtheme 4.1: Becoming More Patient and Compassionate

P1 explained that emotionally difficult experiences made her more reflective and compassionate toward her patients. P2 similarly reported becoming more patient and compassionate and learning to look beyond the behavior. P3 described increased patience and commitment, and P4 stated that her experiences strengthened her compassion and dedication. The recurrence of these descriptions suggests

that patience and compassion were not fixed characteristics possessed before teaching; rather, they were capacities strengthened through repeated encounters with learner needs.

The participants described both emotional costs and professional growth. Stress, tiredness, and frustration were present, but so were increased patience, flexibility, confidence, and commitment. Their accounts show that emotional challenges and professional development can coexist within the same lived experience.

Subtheme 4.2: Becoming Flexible and Reflective

P2 offered the clearest example of this reflective change. Earlier in her experience, learner refusal was interpreted as uncooperative behavior. Over time, she began to consider sensory needs, frustration, tiredness, and difficulty understanding the task. This reflection changed her teaching: she became more flexible, adjusted her strategies and expectations, and became more careful about her words and actions. P4 likewise became more observant and proactive, while P1 learned to value small victories and used reflective awareness in her teaching practice.

P2: "I no longer immediately judge a learner based on their behavior. Instead, I try to understand what the learner may be trying to communicate."

Reflection changes the meaning of the emotional event and supports alternative actions. In the present study, reflective practice appeared to reduce rigid responses and encourage individualized teaching. This is especially significant in SNED contexts, where the same outward behavior may arise from different underlying needs.

Subtheme 4.3: Developing Confidence and Resilience

P3 reported becoming more confident in difficult situations, improving classroom management, and managing emotions calmly. P4 described increased adaptability, resourcefulness, vigilance, resilience, and presentation skills in their work. P2 reported that difficult experiences taught her something valuable and helped her become more resilient: These accounts indicate that resilience is developed through repeated cycles of challenge, response, reflection, support, and renewed engagement rather than through the avoidance of difficulty.

Participants described resilience as something built through repeated experiences. Confidence increased as they managed prior difficult moments, recognized learner progress, received support, and accumulated strategies that worked. Therefore, their resilience had both emotional and practical dimensions.

Subtheme 4.4: Strengthening Relationships With Learners

Professional growth was also relational. P1 described turning "chaos into connection" after supporting a learner through an outburst. P2 emphasized building relationships and creating a safe environment in which learners feel accepted. P3 stated that emotionally challenging experiences strengthened her relationship with learners. These descriptions show that successfully managed emotional difficulties could deepen trust. The teacher's calmness and patience communicated safety, while the learner's eventual re-engagement gave the teacher evidence that the relationship could withstand distress.

Participants described professional growth as becoming more capable of staying connected during challenging moments. Calmness, empathy, and responsiveness helped them remain available to the learners while managing their own reactions.

Theme 4 shows that the repeated emotional demands of SNED teaching can reshape professional practice. Teachers became more patient, reflective, flexible, confident, resilient, vigilant, and relationally responsive. This does not mean that difficult experiences should be romanticized or treated as necessary suffering. Instead, the findings show that when teachers have opportunities to reflect, receive support, and see evidence of learner progress, difficult experiences can be transformed into professional learning.

Major Theme 5: Finding Purpose in Learners' Progress

The fifth theme captures the meaning participants attached to their work after repeated emotional

challenges. Across the transcripts, small learner gains were emotionally significant. A learner writing a name, joining group work, calming after an outburst, returning to an activity, or making gradual behavioral progress gave teachers evidence that their efforts mattered. These moments did not remove exhaustion but restored motivation and deepened professional identity. The emotional meaning of the work therefore depended not only on the demands teachers carried but also on the progress they witnessed. P5 reinforced this pattern by describing progress that could take months or even a year to become visible; discovering learners' talents and eventually seeing gradual improvement transformed delayed outcomes from a source of frustration into a reason to value the profession more deeply.

Subtheme 5.1: Celebrating Small Victories

P1 described valuing small victories, such as a child finally writing a name or joining group work. P2 said that small improvements encouraged and motivated her to continue, and she deliberately celebrated progress as a way of maintaining emotional well-being. P4 also identified celebrating small student achievements as part of sustaining herself. These statements reveal that the scale of progress in SNED settings shaped the scale of meaning. Outcomes that might appear minor from outside the classroom could represent substantial developmental movement for the teacher and learner.

P2: "I celebrate small victories because they give me motivation and remind me that my work is meaningful."

P2's statement shows that learner progress functioned as emotional feedback for the participants: small gains reassured teachers that patience, adaptation, and persistence could produce change, renewing their motivation to continue with emotionally demanding work.

Subtheme 5.2: Rediscovering Motivation Through Learner Progress

Progress was especially meaningful when it emerged slowly. P2 recalled a learner whose behavioral regulation improved over time through patience, consistency, and understanding. The experience taught her that teaching efforts might not produce immediate results but could still make a difference. P3 likewise connected positive learner progress with emotional well-being and passion for teaching. The participants therefore developed a temporal understanding of success: meaningful outcomes often required sustained effort, and the teacher needed to tolerate periods in which improvement was not immediately visible. Recognizing progress as gradual helped participants sustain commitment despite repeated behavioral or instructional difficulties. Small improvements gave them a way to interpret effort as meaningful even when change was slow.

Subtheme 5.3: Seeing Teaching as More Than Academic Instruction

The participants increasingly defined SNED teaching beyond lesson delivery. P1 described being a steady presence who offers patience, love, and advocacy to her students. P2 stated that the role includes understanding behavior, building relationships, and creating safe environments. P3 emphasized compassion and commitment to the individual's needs. P4 explained that being a SNED teacher requires patience, flexibility, individualized instruction, and interventions. Therefore, the participants' professional identity expanded from an instructional identity to a relational, emotional, protective, and advocacy-oriented identity.

P1: "I now see myself not just as a teacher, but as a bridge—connecting learners to opportunities, parents to hope, and schools to inclusivity."

The participants' accounts show that professional identity in SNED extended beyond lesson delivery. Teaching became intertwined with advocacy, emotional presence, safety, individualized care, relationship building, and hope.

Subtheme 5.4: Developing a Deeper SNED Teacher Identity

The strongest statement of professional meaning came from P1, who summarized the work as "heart work" that is difficult but rewarding. P2 described the role as requiring "patience, understanding, and

a lot of heart," and P3 linked the experience to strengthened passion and belief in the value of perseverance. P4 concluded that helping students grow and succeed made the work meaningful and rewarding despite the challenges. These accounts show an identity shaped by endurance and contribution. Teachers made sense of emotional difficulty by locating it within a broader purpose: supporting learners whose progress may depend heavily on sustained, individualized, emotionally responsive teaching.

Theme 5 identified professional purpose as a meaning teachers attached to emotionally demanding work. Learner progress could renew commitment, even when fatigue or frustration remained. This theme complements the accounts of demands, regulation, support, and growth without requiring every participant to experience them in a predetermined order.

Integration of Participant Voices

Across the five accounts, the shared experience involved carrying difficult emotions while remaining responsible for learners and the wider classroom. Teachers described deliberate responses, help from others, reflective adjustments, and renewed meaning through learner progress. These elements recur across the narratives, but the accounts do not establish a universal sequence or causal pathway.

The voices were similar in their emphasis on calmness, patience, peer support, and learner progress; however, they also revealed important differences. P1 emphasized the emotional burden of parental uncertainty and the importance of advocacy. P2 offered the most detailed account of cognitive reframing, showing how the interpretation of behavior changed from uncooperativeness to the communication of an underlying need. P3 emphasized safety, daily living assistance, equal attention, parent coordination, and positive reinforcement. P4 broadened the phenomenon to include organizational pressures, specialized training responsibilities, resource limitations, resource-room work, and proactive safety management. These variations demonstrate that emotional labor in SNED teaching is context-sensitive while still containing shared patterns. P5 added prolonged instructional frustration, severe safety risks, IEP and PECS use, physical-resource advocacy, and parent-administrator coordination, while still converging with the other participants in terms of reflection, individualized support, gradual learner progress, and strengths-based professional meaning.

The composite textural description concerns frustration, concern, exhaustion, deliberate calm, relief, and renewed purpose. The composite structural description concerns simultaneous learner needs, safety responsibility, parent communication, institutional expectations, access to advice, and physical resources. Their shared meaning is sustained, emotionally demanding care within instructional and organizational responsibilities. P1's exhaustion alongside gratitude, P3's continuing stress alongside greater confidence, and P4's frustration alongside resourcefulness show that strain and professional growth can coexist. This synthesis describes the five participants' experiences rather than a necessary outcome of SNED teaching.

CONCLUSION

The experiences of the five Special Needs Education (SNED) teachers in Roxas District, Oriental Mindoro, revealed that teaching learners with diverse educational needs involves considerable emotional labor shaped by instructional responsibilities, challenging learner behaviors, safety concerns, parent communication, and institutional limitations. The findings reflected five interconnected themes: carrying the emotional weight of diverse learner needs, choosing calm amid emotional turbulence, finding strength through shared support, growing through emotional challenges, and finding purpose in learners' progress. These experiences demonstrated that emotional demands were not limited to moments of frustration or exhaustion but were also embedded in the teachers' continuous efforts to provide individualized care, maintain classroom stability, and support learner development.

Despite the emotional challenges they encountered, the participants developed ways to manage their emotions through patience, reflection, adaptability, collaboration, and individualized teaching practices. Support from colleagues, family members, parents, and school personnel also contributed to their ability to navigate challenging situations. Their experiences further reflected professional growth, strengthened relationships with learners, and a renewed sense of purpose derived from recognizing the

learners' small but meaningful achievements. However, personal resilience and commitment alone cannot address the resource and institutional challenges associated with SNED teaching. Therefore, the findings highlight the importance of sustained, responsive, and collaborative support systems that recognize both the emotional demands and professional contributions of SNED teachers.

RECOMMENDATIONS

Based on the findings, schools and administrators are encouraged to strengthen support for SNED teachers through resources, facilities, manageable workloads, professional development, and procedures for challenging learner behaviors. Schools may also provide opportunities for peer consultation, collaborative planning, and support to help teachers develop strategies for learner needs. SNED teachers may benefit from professional development focused on emotional regulation, behavior management, individualized instruction, communication strategies, and reflective practices. Strengthening collaboration among teachers, parents, personnel, and specialists may help address learners' needs while reducing burdens on teachers. At the district level, education leaders may consider developing and evaluating a contextualized emotional support program informed by this study. Future researchers may explore SNED teachers' emotional experiences in other districts, examine interventions, or investigate how institutional conditions influence teacher well-being, professional engagement, and support quality for learners with special educational needs.

LIMITATIONS OF THE STUDY

This study focused on understanding the experiences of parents raising children with Autism Spectrum Disorder (ASD) in Benguet Province. The findings reflect the experiences of the selected participants and may not represent the experiences of all parents raising children with ASD in other communities or settings.

FUTURE RESEARCH DIRECTIONS

Future researchers may explore the experiences of parents raising children with ASD in other provinces or communities to gain a broader understanding of their challenges, coping strategies, and support needs. Further studies may also examine support programs and services that could help families care for children with ASD.

ETHICS STATEMENT

This study adhered to ethical principles throughout the research process. Participants were informed of the purpose of the study, and their participation was voluntary. Their privacy and confidentiality were protected, and the information they provided was used solely for research purposes. Informed consent was obtained prior to data collection.

REFERENCES

Agbayani-Pineda, R. W. (2025). Teacher's Emotional Toll toward the Shifts in Instructional Settings: A Descriptive Analysis of Emotional Labor, Resilience, and Burnout. *International Journal of Instruction*, *18*(3), 277–298. https://doi.org/10.29333/iji.2025.18315a

Aldrup, K., Carstensen, B., & Klusmann, U. (2024). The role of teachers' emotion regulation in teaching effectiveness: A systematic review integrating four lines of research. *Educational Psychologist*, *59*(2), 89–110. https://doi.org/10.1080/00461520.2023.2282446

Alhassan, A. M., Solheim, K., Mellemsether, B., & Hall Christensen, M. (2025). Teachers' perspectives on supporting special needs in inclusive high schools. *Educational Research*, *67*(4), 407–424. https://doi.org/10.1080/00131881.2025.2557641

Chakravarty, D., & Satpathy, I. (2026). Designing from within: a theoretical framework for teacher well-being and inclusive belonging in diverse higher education contexts. In *Information and Learning Sciences* (Vol. 127, Issues 7–8, pp. 429–452). Emerald Publishing. https://doi.org/10.1108/ils-08-2025-0141

Chigwenembe, P. (2026). Teachers' experiences in implementation of inclusive education for learners

with special needs: a scoping review. *Cogent Education*, *13*(1). https://doi.org/10.1080/2331186x.2026.2683212

Fajardo, R. A., Lozano, J. A., Sabunod, G. M. M., Sarangani, A. F. M., Yamba, R. B., & Galan, G. N. (2026). Navigating diversity: a phenomenological exploration of pedagogical practices of non-SPED seasoned teachers in inclusive classroom. *International Journal of Inclusive Education*, *ahead-of-print*(ahead-of-print), 1–19. https://doi.org/10.1080/13603116.2026.2632777

Gal, C., Ryder, C. H., Amsalem, S. R., & On, O. (2025). Shaping Inclusive Classrooms: Key Factors Influencing Teachers' Attitudes Toward Inclusion of Students with Special Needs. *Education Sciences*, *15*(5), 541. https://doi.org/10.3390/educsci15050541

Ghanamah, R., & Masri, S. (2025). Emotional intelligence as a mediator in enhancing teacher attitudes and coping strategies towards students with learning disabilities: insights from Arab Israeli secondary schools. *International Journal of Inclusive Education*, *30*(3), 1–17. https://doi.org/10.1080/13603116.2025.2467629

Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize emotional labor. *Journal of Occupational Health Psychology, 5*(1), 95–110. https://doi.org/10.1037/1076-8998.5.1.95

Herman, K. C., Sebastian, J., Eddy, C. L., & Reinke, W. M. (2023). School Leadership, Climate, and Professional Isolation as Predictors of Special Education Teachers' Stress and Coping Profiles. *Journal of Emotional and Behavioral Disorders*, *31*(2), 120–131. https://doi.org/10.1177/10634266221148974

Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. University of California Press.

Kim, J., & Park, E. (2024). Analysis of Perceptions and Requirements for Creative Experiential Activity Curriculum for the Revision of Special Education in South Korea. *Sustainability*, *16*(20), 9121. https://doi.org/10.3390/su16209121

Kohout-Diaz, M. (2026). Navigating professional dilemmas in inclusive classrooms: pre-service teachers' reflective narratives, wellbeing, and emerging professional agency. *Frontiers in Education*, *11*. https://doi.org/10.3389/feduc.2026.1912195

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing Company.

Liu, L., Li, K., Yue, L., & Arshad, M. Z. (2025). Burnout and leadership in special education: A sustainable approach through the Lens of SDG 3 and SDG 4. *Acta Psychologica*, *259*, 105421. https://doi.org/10.1016/j.actpsy.2025.105421

Mohd Asraf, R., & Kaur, H. (2026). Teaching Students with Learning Disabilities in Mainstream Classrooms: The Challenge of Teacher Preparedness. *Intellectual Discourse*, *34*(2). https://doi.org/10.31436/id.v34i2.2602

Nwoko, J. C., Anderson, E., Adegboye, O. A., Malau-Aduli, A. E. O., & Malau-Aduli, B. S. (2024). "SHIELDing" our educators: Comprehensive coping strategies for teacher occupational well-being. *Behavioral Sciences, 14*(10), Article 918. https://doi.org/10.3390/bs14100918

Qian, Q., Chen, Y., Alfadeed, K., & Deebani, W. (2025). Educational Resource Allocation and Management of Life Adaptation Curricula: Addressing Regional Inequalities in Special Needs Education. *European Journal of Education*, *61*(1). https://doi.org/10.1111/ejed.70410

Wang, T., & Tian, G. (2025). Exploring Chinese Special Education Teachers' Emotion Labour Strategies and Characteristics. *European Journal of Education*, *60*(3). https://doi.org/10.1111/ejed.70177

Wang, Y., Fu, W., & Xu, S. (2025). Special education teachers' emotional labor strategies and its relationship with job burnout in China: The moderating role of psychological capital. *Work (Reading, Mass.)*, *81*(2), 2582–2592. https://doi.org/10.1177/10519815241311181

Zheng, X., Luo, Y., & Tang, J. (2024). Kindergarten Teachers' Emotional Labor and Occupational Well-Being: How Do Different Interpersonal Relationships Matter? *Early Education and Development*, *35*(8), 1862–1876. https://doi.org/10.1080/10409289.2024.2360871

AI DISCLOSURE STATEMENT

The research, data collection, analysis of findings, and development of conclusions for this study were all carried out without the use of artificial intelligence (AI) tools.