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JOB SATISFACTION OF PRIVATE SPECIAL EDUCATION TEACHERS ABOUT TEACHING PROFESSION: PERCEPTION OF SPECIAL EDUCATION TEACHERS

Tahira Zafarullah¹, Asma Kanwal², Faiza Jaleel³, Samina Ashraf⁴, Kashif Iqbal⁵

¹MPhil Special Education University of Management and Technology Lahore

^{2,3}Lecturer Special Education, University of Education

⁴Assistant Professor, Institute of Special Education

⁵Lecture Special Education in Govt, Training College for the Teachers of Blinds

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ABSTRACT

It is a great aptitude to teach. The teaching profession is often regarded as one of the most important in society. Education is the only way for society to keep up with rapidly changing technologies and innovations. In this approach, the teaching profession influences and develops students' lives, fostering their capacity to fully engage in society. The purpose of this study was to develop and demonstrate the attitude of private special education teachers towards the Teaching Profession and compare the attitude with public institutions' special education teachers' attitude. For the conduction of this research, a survey method was used. The population of the study consisted of all special education teachers from all institutions of district Lahore. The research sample consisted of 320 special education teachers who were teaching in different schools and universities of district Lahore. Among 320 special education teachers, 185 teachers were from different private institutions and 135 were from public institutions. Of these 185 private special education teachers, 155 were from different private schools and 30 were from different private universities. And from 135 public special education teachers 103 special education teachers were from public schools and 32 teachers were from public universities and a simple random sampling technique was used for this. The self-made questionnaire was developed for the collection of data from the respondents. After the intensive review of literature about the attitude of private school teachers about the teaching profession. There were 5 factors in the questionnaire like Satisfaction about the profession, Satisfaction

about available resources for teaching, Satisfaction about salary, Satisfaction about parent's attitude, and satisfaction about authority's attitude which contains 24 items. The researcher visited all selected government and private institutions and gathered data from special education teachers. Reliability was measured by collecting data from 100 special education teachers. The reliability was .845 which was accepted. The data was analyzed with the help of SPSS. The results of the study showed that the majority of the teachers agreed that this profession is a very prestigious profession. The majority of the public sectors teachers were not satisfied with the available facilities and resources in the institutions. Private sectors get more work and time but their salary packages are not enough to fulfill their needs. Results also showed that as compared to private institutions the salary packages of public schools and universities special education teachers were higher. They are satisfied with their salaries and work burden as compared to the private institutions. It is recommended that Govt. should make some policies that private institutes gave sufficient salary to their teachers so that they can fulfill their needs. Govt. should also take checks and balances about the timings of private institutions. There is a lack of satisfaction of public institution teachers about teaching resources. Well-designed teaching resources should provide in public institutions by Govt.

INTRODUCTION AND BACKGROUND OF THE STUDY

The purpose of special education instructors is to guarantee that all students are able to participate in class and that decisions are made about how to best help them in achieving their specific educational goals in a rich and dynamic learning environment. As a result, teamwork or collaborative teaming is required to develop individualized education programs, plan collaborative instructions, and integrate special education services and supports into classrooms, given that the goal of special education is to assist all students in accessing the curriculum. (Snell, Janney, & Elliot, 2000).

Today's teaching profession is made up of instructors with varying degrees of training and qualifications who deal with various student groups. In many areas of the globe, special education instructors are a distinct group of professional educators who differ from their peers in terms of job responsibilities and educational preparation. Special education instructors, in particular, who work with pupils who have unique physical, mental, linguistic, social, emotional, and learning traits, require specialized training to satisfy their students' requirements (Brunsting, Sreckovic, & Lane, 2014; Hashim, Ullah, & Khan, 2017).

Sanna, (2014), demonstrated that Special education instructors, for example, may collaborate with parents, general education teachers, and school officials to establish and revise Individualized Education Programs (IEPs). They may collaborate closely with parents to keep them informed about their children's progress and to give advice for how to encourage learning at home. Communication and coordination with others interested in special need people well-being, such as parents, social workers, school psychologists, occupational and physical therapists, school administrators, and other instructors, is an important component of special education teachers' responsibilities. Attitude is a psychological characteristic that includes cognitive, affective, and behavioral components and is a predictor of behavior. One of the most essential influences of human conduct is one's attitude. Individuals' attitudes have an impact on their actions and emotions (Woodcock, 2013).

Attitude is a learnt phenomenon that influences people's actions and can lead to prejudice in their decision-making (Vogel & Wanke, 2016).

Küçüközyigit, M., Könez, A., & Yılmaz, B. (2017), said that the degree to which people prefer or support special education and those who teach in it is reflected in their opinions about the special education teaching profession. Other instructors, administrators, and staff, as well as families and other caregivers, have an impact on the quality of education delivered to children with special needs. As a result, attitudes toward and among these stakeholders have an impact on educational quality. By assessing people's attitudes about special education as a teaching profession, other instructors and workers may be able to confront and modify their own views on the subject. Similarly, it may be feasible to assess and change the attitudes of teacher applicants who pick this profession as a career route (Yaralı, 2015;).

According to Alharti, N., & Evans, D. (2017), explained that because teachers' attitudes and beliefs impact their behaviors, a big portion of the effectiveness of inclusive education is dependent on instructors' attitudes. It's crucial to understand teachers' attitudes and beliefs in order to create and implement inclusive education approaches that work. According to the idea of planned behavior, the amount to which individuals possess the skills, resources, and knowledge to carry out an action is impacted by their attitudes toward that conduct. As a result, teachers' attitudes play a critical part in the success of inclusive education initiatives, as their positive or negative attitudes impact their students (Park, Chitiyo, & Choi, 2010).

Nagase, K., Tsunoda, K., & Fujita, K. (2020), Stated the goal of 'Special Needs Education' is to create a society in which all people are valued, regardless of whether they have disabilities or not, and those who do have impairments are able to fully participate in society. Students did not perform at the required academic level because general education teachers had negative attitudes toward inclusion and did not promote or guarantee that learning was conveyed effectively. Teachers' attitudes affected both their expectations of and conduct toward their pupils. If the instructor has a poor attitude toward kids with disabilities, the student will have a terrible experience, but if the teacher has a positive attitude, the student will have a great experience. Teachers' attitudes, expectations, and actions affected both students' self-image and academic achievement, according to the Alexander and Strain research. Teachers' attitudes have a variety of effects on students' success. Teachers with a good attitude were more likely to apply classroom management strategies and appropriate teaching methods, as well as adopt innovations in the classroom (Di Maggio, N. 2020; Jadoon, Khan, Bukhari, Gilani, Ishfaq, & Ullah, 2022).

Maurya, K., & Singh. A. (2019), expressed that a teacher is not merely a man who instructs students; he is also a social builder. The teacher is the cornerstone on which the entire educational system is built. No school reform scheme can overlook the value of teachers. Special educators are equally affected by the job satisfaction issue in the field of special education. These instructors are employed by the educational system, but their pay, perks, and status are far lower than that of other teachers.

STATEMENT OF THE PROBLEM

The statement of the problem is to study about the Job Satisfaction of Private Special Education Teachers about Teaching Profession.

OBJECTIVES OF THE STUDY

The objectives of this study were to:

1. Explore the attitude of private special education teachers about teaching profession.
2. Investigate the causes about negative attitude of private special education teachers about teaching profession.
3. Compare the private special education teacher's attitude about teaching profession between schools and universities.
4. Compare the special education teacher's attitude about teaching profession in between public and private sectors.

QUESTIONS OF THE STUDY

The questions of the study were:

1. What is the attitude of private special education teachers about teaching profession?
2. What are the causes about negative attitude of private special education teachers about teaching profession?
3. What is the difference between attitude of special education teachers about teaching profession between schools and universities?
4. What is the difference between the attitude special education teachers about teaching profession in between public and private sectors?

Population of the study

The population of the study consisted of all special education teachers from all institutions of district Lahore.

Sample

The research sample consisted of 320 special education teachers who were teaching in different schools and universities of district Lahore. The researcher was taken these intuitions because these are easily accessible to them. Among 320 special education teachers 185 teachers were from different private institutions and 135 were from public institutions. Form these 185 private special education teachers 155 were from different private schools and 30 were from different private universities. And from 135 public special education teachers 103 special education teachers were from public schools and 32 teachers were from public universities.

Sample Distribution/ Research Sites

The sample of the study taken from following special education intuitions.

Sr#	Name of Institutions	No. of Teachers
1.	National special education center Lahore	38
2.	Aziz jahan begum trust for visually impaired students Lahore	42
3.	Govt. school for blind Allama Iqbal town Lahore.	26
4.	Govt. Shairanwala gate school for blinds Lahore	24
5.	Govt. sunrise school for blinds Lahore	15
6.	University of management and technology Lahore	18
7.	ABA institute state life Lahore	10
8.	Punjab university Lahore	14
9.	GC university Lahore	8
10.	Govt. training college for the teachers of blind Lahore	10
11.	Corner stone school for special needs	25
12.	Bloom field hall school	32
13.	University of Lahore	12
14.	Rising sun school	46

Sampling Technique

In this study, a random sampling approach was adopted. In this form of sampling, the researcher chooses a nearby and conveniently available participant for the study.

The self-made questionnaire developed for the collection of data from the respondents. After the intensive review of literature about attitude of private school teachers about teaching profession. There were 5 factors in questionnaire which contains 24 items.

SR#	FACTORS
1	Satisfaction about profession
2	Satisfaction about available resources for teaching
3	Satisfaction about salary
4	Satisfaction about parents attitude
5	Satisfactions about authorities attitude

DATA COLLECTION

After the development and validation of the questionnaire, the researcher contacted the schools and universities and requested them for data collection. A written permission has taken from the heads of institutions. The researcher visited all selected government and private institutions and gathered data from special education teachers.

DATA ANALYSIS

Collected data was precisely calculated and thoroughly organized to enable it for analysis. The SPSS used for analysis. The demographic variables analyzed by using frequency distribution. Inferential statistic also applied on data. For comparing the difference, Independent sample *t* test used.

Procedure Of the Study

In this study, a quantitative research technique was applied. Furthermore, a survey approach was employed to perform this research. Researcher reviewed related literature about attitude of private school teacher's attitude towards teacher's profession. By using the conceptual framework as a guide, the researcher created a questionnaire that was then validated by several field specialists. The data was obtained from 90 individuals after the questionnaire was developed and validated, and the researcher analyzed reliability, which was .845. The study's participants were all special education instructors from all Lahore district institutions. The respondent was given a four-point scale to answer to (strongly agree, agree, disagree, and strongly disagree). SPSS was used to examine the data. The findings were presented at the last. Conclusions and recommendations were developed based on the key results.

Limitations Of the Study

There existed various factors, which restricted the researcher during the conduction of research. These factors were:

1. Limited no. of special education teachers in private universities.
2. Due to absence of standardized questionnaire researcher used self-developed questionnaire. Therefore, results may be generalize carefully.

Delimitation Of the Study

This study was delimited to intuitions of Lahore only due to time and cost. These are easily accessible to them.

Results Of the Study

Teaching profession is very noblest and kind profession in all over the world. Majority of the teachers agreed that this profession is very prestigious profession. But most of the teachers from private schools and universities responded that either it is highly respectful profession but they face many economical and increased duty hours in this profession. Majority of the public sectors teachers were not satisfied about the available facilities and resources in the institutions. Private sectors get more work and time but their salary packages are not enough to fulfill their needs. Results also showed that as compared to private institutions the salary packages of public schools and universities special education teacher were higher. They are satisfied about their salaries and work burden as compared to the private institutions.

Table 1: Frequency Distribution Gender of the Respondents.

Gender	f	%
Male	130	40.6
Female	190	59.4
Total	320	100

Frequency distribution table 4.1 indicates that out of 320 respondents, 130 (40.6%) special education teachers were male while 190 (59.4%) were female special education teachers.

Table 2: Frequency Distribution according to of type of school.

Type	f	%
Public	135	40.7
Private	185	57.9
Total	320	100

Frequency distribution table 4.1 indicates that out of 320 respondents, 135 (40.7%) special education teachers were from public institutions while 185 (57.9%) were private special education teachers.

Table 3. Independent sample *t* test Comparison

Sr. No	Test variable	School type	N	M	S.D	t	Sig.
1	Satisfaction about profession	Public	135	18.314	3.222	-7.085	.337
		Private	185	18.110	4.170		
2	Satisfaction about available resources for teaching	Public	135	5.3203	1.90102	-4.779	.000
		Private	185	6.2564	1.31407		
3	Satisfaction about salary	Public	135	19.2288	6.55337	.434	.000
		Private	185	14.1980	2.38144		
4	Satisfaction about parents attitude	Public	135	31.0915	5.06713	5.566	.037
		Private	185	27.9487	4.20354		
5	Satisfaction about authorities	Public	135	8.2810	1.71854	-.562	.000
		Private	185	9.3932	3.15341		

Table 2 shows the result of independent sample t-test was applied to find out the difference between attitude of public and private institutions teachers about teaching profession. The first indicator was satisfaction about profession which showed that ($t = -7.085$ Sig = .337, Mean_{public} = 18.31, Mean_{private} =18.10), results showed that there is no significant difference in attitude of public and private special education teachers both were equally satisfied about the

profession.. And the second indicator was satisfaction about available resources for teaching which also showed that ($t = -4.779$, $Sig = .000$, $Mean_{public} = 5.32$, $Mean_{private} = 6.26$), the available resources for teaching was better in private school as compared to public institutions. According to the results of third indicator satisfaction about salary ($t = .434$, $Sig = .000$, $Mean_{public} = 19.23$, $Mean_{private} = 14.19$), the results of public special education teachers were better than and private. And opinion of public institutions special education teachers about fourth indicator satisfaction about parents attitude was better as compared private institution special education teachers ($t = 5.566$ $Sig = .037$, $Mean_{public} = 31.09$, $Mean_{private} = 27.94$). The results showed that public institutions special education teachers were more satisfied as compared to private. The fifth indicator was Satisfaction about authorities. Results of this indicator showed the ($t = -.462$ $Sig = .000$, $Mean_{public} = 8.28$, $Mean_{private} = 8.39$), satisfaction of private institution special education teachers were better as compared to public.

FINDINGS AND CONCLUSIONS

The finding of independent sample t test showed that the first indicator was satisfaction about profession which showed that that there is no significant difference in attitude of public and private special education teachers both were equally satisfied about the profession. And the second indicator was satisfaction about available resources for teaching which also showed that), the available resources for teaching was better in private school as compared to public institutions. According to the results of third indicator satisfaction about salary of public special education teachers were better than private. The public institutions special education teachers about fourth indicator satisfaction about parents attitude was better as compared private institution special education teachers The public institutions teachers was better as compared to private. The fifth indicator was Satisfaction about authorities. Results of this indicator showed the ($t = -.462$ $Sig = .000$, $Mean_{public} = 8.28$, $Mean_{private} = 8.39$), perception of private institution special education teachers were better as compared to public.

DISCUSSION

These instructors are employed by the educational system, but their pay, perks, and status are far lower than that of other teachers. If these holes are plugged, we might be able to expect something better in this field. The findings of the survey suggest that the majority of private special instructors are dissatisfied with their pay and working circumstances, indicating that a fundamental change is required to improve learning and teaching quality. According to Forand, S. (2012), over 80% of instructors believe that performance pay would be problematic since it is difficult to relate schoolwork to individual achievement.

The findings of the study also showed that the majority of special education instructors have a favorable outlook on their career. They are extremely enthusiastic about their career and have a true approach toward it. They also stated that they chose this career voluntarily. For learners with exceptional needs, teachers play a critical role in effective teaching and learning. Another study found that teachers' attitudes had a variety of effects on students' success. Instructors with positive views were more likely than teachers with negative attitudes to apply innovations in the classroom and to employ classroom

management approaches and suitable teaching methods that fostered students' autonomy (Di Maggio, N. 2020).

In this study it is also concluded that the resources plays an important role in provision of quality education which are not provided effectively in public institution which leave negative impact on the teaching and learning process in special education institutions. Public special education teachers show negative opinion about the provision of services. Hashim, Ullah, and Khan, 2017; Mprah (2016) showed that same results. It's worth noting that a shortage of teaching and learning tools has been a key impediment to the implementation of inclusive education. As a result, the absence of adequate teaching and learning resources in Ghana continues to be a source of worry, making it hard for students with disabilities to exercise their rights to education (Womling, et, al 2020).

Results also showed that Parents of special need individuals are very conscious about their care and education. They think that as compared to public sectors private intuitions can provide better care and environment for students with special needs. Private special education teachers showed negative perception about parents and authorities attitude. In another research O'Hara, D. (2016), showed that the supply of good student conduct, student motivation, and parental support for student learning is more efficient at private institutions, and instructors' instructional skills are outstanding or very good. These differences may be one of the reasons why parents enroll their special-needs children in private schools. However, if they have a problem meeting all of these expectations and facilitating them, they may act inappropriately with private instructors, which is disrespectful to the teaching profession's dignity.

RECOMMENDATIONS

There are following recommendations are given by researcher such as:

1. Govt. should make some policies that private institutes gave sufficient salary to their teachers that they can fulfil their needs.
2. Govt. should also take check and balance about the timings of private institutions,
3. There is lack of satisfaction of public institution teachers about teaching resources. Well-designed teaching resources should provide in public institutions by govt.
4. Private school teacher is not satisfied about attitude of parents. School administration should take step in this regard.
5. There is lack of public institutions special education teachers on authorities' attitude. Govt. should make laws to give respect to subordinates.

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