An outline of the professional quality of teachers who teach children with special needs

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Abstract

The term "professional quality of life," sometimes abbreviated as "ProQOL," refers to an individual's evaluation of the positive aspects of his or her working life. This frame may be categorized in two different ways. Compassion Fatigue (CF) is undesirable, yet Compassion Satisfaction (CS) motivates people to feel good about their job and, as a consequence, assist other people. Compassionate fulfillment is one of the most admirable qualities (CS). This study's goal is to get a thorough understanding of ProQOL in the teaching profession for kids with special needs because the great majority of prior research on ProQOL was conducted on health professionals. This quantitative study did not use any type of experimental approach, yet it included the participation of 171 students with special needs educators. The obtained data indicate that teachers of students with special needs have a generally favorable perception regarding the environment in which they work. To provide one illustration: To mention one specific example, this does not always indicate that there are low incidences of STS or burnout. The majority of students with special needs teachers (77%) were operating at a level of burnout that was classified as Medium-High, and the majority of those instructors (72%) also had an STS level that was classified as Medium-High. The study recommended using the appropriate programs that raise the teachers' professional levels to match the requirements of teaching students with special needs.

Keywords: Professional quality, Special needs, Teacher.

Contents

Contribution of this paper to the literature
This study brings innovation in exploring those who work in the field of special education to investigate if they tend to have a positive attitude towards their workplace.

1. Introduction

Professional quality among teachers is very important in regular education and in teaching students with special needs. The vast majority of ProQOL research has been conducted on a variety of medical professionals as it has developed. These specialists were chosen to represent a spectrum of their field. It has been found that the fields of medicine and nursing are considered to be one the greatest importance in terms of the availability of assistance (Babamohamadi, Ahmadpanah, & Ghorbani, 2018). These results were compiled from the findings of several different researchers. This assistance might come in the form of a variety of sick patient care and recovery techniques, as well as initiatives to save the lives of those who require medical treatment.

Because of the high task demands and enormous workloads that they must do, people are considerably more likely to show signs of emotional weariness, which may eventually culminate in burnout and STS symptoms. Buselli et al. (2020) explain even though CS is a component of ProQOL, there is still an extremely limited amount of research done on CS. This is because the majority of research focuses more on CF and how it affects people, even though CF and CS are the perceptions formed by each person about the quality of their professional life.

About the above description, it should be noted that not only individuals who do work in the medical industry have to meet the high requirements of the profession and put in a tremendous amount of work to qualify as a helper. As was said before, there are a variety of professions that are interconnected, and one of those professions is teaching. The concept of "teaching" may also be used to refer to the actual act of imparting knowledge to students (Rob & Rob, 2018). Anasti (2020) explains that in terms of the amount of stress involved in the work, teaching is comparable to other beneficial occupations like law enforcement and social care. Teachers are educated professionals who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students throughout their academic careers which begin from primary school and further goes till secondary school.

This responsibility, the teacher is responsible for a total of six key responsibilities and functions, which are as follows: serving as an information provider, acting as a role model, serving as a facilitator, assessing, and planning, and also producing resources. Those who educate pupils at the level of formal education are not the only ones who can carry out the fundamental tasks and obligations of a teacher, as they have been stated above. Additionally, there is a sector known as special education, which is developed for students who have some degree of difficulty in adhering to the learning process as a consequence of physical, emotional, mental, or social impairments, and/or have the potential for intelligence and remarkable skills. According to Pinto, Baines, and Bakopoulou (2019), students who are classified into this category have the chance to pursue formal education in an institution that is officially recognized as a special school. According to Paseka and Schwab (2020), they also have the choice of attending inclusive schools, which are regular schools but they include children with special needs alongside their conventional student population. These schools are referred to as "inclusive schools."

Several difficulties must be overcome in the field of special education instruction for children who have particular requirements (Fernando, Patrizia, & Tiziana, 2020). Their duties and responsibilities are made more challenging by the fact that they often find themselves in situations in which they must train, nurture, and lead children that need particular care. This presents a unique set of challenges for these individuals. When compared to instructors in other professions, individuals who work in special schools are expected to have much greater levels of endurance and patience than their colleagues in other professions (Into & Gempes, 2018). This is because helping others is very vital since it is necessary to be sincere to comprehend their requirements.

Special education for students with different characteristics from those who take benefit from mainstream educational services. It is a complement to educational services that are organized according to the individual's needs and aim at maximizing the individual's chances of independent survival (Rob & Rob, 2018). We must stress to find answers to the questions of who has special education, what special education services they use, and where these services are provided. To provide an appropriate education for people with special needs, it is necessary to prepare an appropriate environment according to the type, degree, and needs of the disability. Poorly soundproofed, noisy, and dark areas are detrimental to the educational atmosphere (Alkhawaldeh & Khasawneh, 2022). As a result, while creating surroundings, people with special needs must be considered. At the same time, qualified buildings where teachers work efficiently and special education is well organized play an important role in the quality of educational delivery (Paseka & Schwab, 2020).

It is crucial to offer special education services to those who need them and to assess if these programs are appropriate for young children's requirements. Teachers with information and generalization skills are needed to provide effective educational services in special education centers, educational institutions designed according to the type, level, and needs of individuals, educational programs with appropriate goals, and experiential learning materials to acquire skills and information. Acquire it along with other resources and use them functionally. To provide this, you must include the Special Education Services application (Babamohamadi et al., 2018). However, there are questions about how special education is made available to individuals and whether it is suitable for children's needs. They are the teachers who provide these people with special education. In this regard, research has been conducted nationally and internationally to identify the problems teachers face during their teaching and to develop recommendations for resolving these problems. Each of these studies identifies different issues associated with each level of special education services. The purpose of this study is to identify problems related to the supply of teaching materials, program structure, and overall problems of physical condition, behavior, and learning characteristics of school personnel and students, and to improve the quality of special education services. We need to understand how instructors feel about the difficulties they encounter with these challenges to improve teachers' effectiveness and deliver more thorough and effective educational services.

In addition, research studying ProQOL with a sample of teachers of children with special needs focuses a larger emphasis on the CF component than on the CS component. This is because CF is more likely to be a factor in ProQOL.It has been demonstrated that certain traits are associated with high levels of stress and burnout in teachers

who work with students who have special needs. These characteristics include the results of students who do not pay attention, students being academically incompetent, and students acting aggressively toward one another in the classroom. Other research results explain why highly sensitive and compassionate instructors of children with special needs are also more likely to experience second-transmission stress (STS). This is a result of the fact that empathy is one of the key factors that might contribute to someone experiencing prolonged stress (Khasawneh, 2020).

On the other hand, it is still challenging to find research that examines computer science topics from the perspective of students with special needs in the teaching profession. This is true even though the quality of a person's work life should not only be assessed in terms of the negative factors that have an impact on it but also in terms of the positive factors that have an impact as well (Khasawneh, 2021). This is something that has to be taken into consideration. The purpose of this study is to define the professional quality of life (ProQOL) in the teaching profession for students' point of view who have special needs. This description aims to characterize the two components of ProQOL known as CS and CF more explicitly. The background material that is supplied here will serve as the basis for the research.

Special education has evolved from professional clinical preparation in a residential setting to an enterprise that now lacks clear conceptual boundaries. We highlight significant patterns and connections between teacher quality and preparation while exploring these conceptual changes. Significant concerns have been expressed about the conceptual model of special education teacher quality and teacher education organization as a result of developments in teaching and learning research. Current research offers some hints of the possibilities (Buselli et al., 2020).

Prior research has looked at the demands and quality of education in many different fields. Vermunt, Vrikki, van Halem, Warwick, and Mercer (2019) investigated the impact of lesson study (LS) on the quality of teacher learning. It is based on longitudinal and transverse data from her 214 first-grade instructors who participated in her three rounds of data collecting. Results showed that classroom learning had a positive effect on teachers' semantic and application-oriented learning and a negative effect on problematic learning. Inexperienced teachers showed the greatest benefit in meaning-based learning. This paper advances our theoretical understanding of teacher learning by providing evidence for the mechanisms by which professional development influences teacher learning.

Praetorius, Klieme, Herbert, and Pinger (2018) explored the key aspects of educational quality that previous research has shown to predict student outcomes. The study evaluated two newly developed observational formats for psychometric quality. In the first study, N = 10 experienced mathematics teachers participated in shadowing sessions and short instructional videos of sequences that are rated at five different time points. As part of our training, we examined the consistency and accuracy of our observational evaluations. 10 previously trained math teachers rated instructional videos from Pythagorean studies. The study examined the validity of the grading construct. Overall, the results demonstrate that the newly developed observation sheet successfully assesses educational quality based on three basic dimensions.

Supriyanto et al. (2020) investigated the findings of various technologies applied and used in counseling services by school counselors during the COVID-19 pandemic. The research method uses the case study method and qualitative descriptive method, and a total of 20 postgraduate teachers worked as school counselors in different islands of Indonesia. The research instrument used an open-ended questionnaire distributed via Google Forms media and descriptive qualitative data analysis. According to research, the most popular substitutes for online counseling services during the COVID-19 pandemic are asynchronous and technologically based synchronous media. Asynchronous media on platforms like WhatsApp, Facebook, Instagram, or other social media and synchronous media on platforms like Zoom, Webex, Google Meetings, or Hangouts may be used to solve issues and maximize student potential. Recommendations for school counselors to adapt quickly in an age of counseling service disruption and technology. The next piece of advice for governments is to manage the welfare of teachers and students.

Osborne et al. (2019) reported a survey of professional development programs to improve the ability of elementary school teachers to engage students in evidence-based discussions. Three versions were compared using a quasi-experimental approach. Version A - 1-week summer internship with 2 weeks summer internship and 8 follow-up days (4 times a year), version B without an internship, and version C - 3rd-year revision of version A. Every teacher was filmed twice a year and the videos were rated using an instrument that measures discourse quality. All versions have greatly improved the way teachers facilitate conversations in the classroom. Neither the internship nor the revised program had any additional effect. The impact on this region is debatable.

2. Methods

This inquiry did not involve any experiments; instead, it used a quantitative technique. People who worked in educational institutions, either as teachers or instructors, volunteered to take part in this study. In this inquiry, the type of sample that was used did not depend on probability; more specifically, it was a sampling approach that goes by the name of convenience sampling. In all, there were 171 people, ranging in age from 20 to 60 years old, who volunteered to take part in the research. The participants were handed a ProQOL questionnaire that had thirty statement items, and they were asked to complete the questionnaire. We shall go deeper into and examine the ProQOL questionnaire in the research instrument sub-chapter. The ProQOL measuring device was used in this specific experiment that was carried out. The ProQOL is divided up into three distinct subscales, which are referred to as CS, Burnout, and STS. Because each of the subscales has ten statement questions, the total number of statement items that can be found in the ProQOL is thirty.

3. Results and Discussion

There was a total of 171 participants in the survey; 34 of them were men, making up 20% of the total, while the other 137 participants made up the remaining 80% of the sample size. In addition, the information gathered about the ages of the participants indicated that 59% of participants were between the ages of 20 and 34, while 41% of participants were between the ages of 35 and 59. It was found that 80% of the total participants hold a bachelor's degree or above in the field of education. The remaining 20% of participants came from a wide range of educational backgrounds and had degrees ranging from a high school diploma to a doctorate.

When compared to ratings for burnout and job satisfaction (STS), teachers who work with students have special needs and they have a professional quality of life. This is the case when looking at STS (CS). If you are a teacher of such students who have special needs and you have a high CS score, it is quite probable that you have a reasonably positive outlook regarding the professional future that lies ahead of you. This is because the goal of the CS was to determine whether respondents were satisfied with the path they were taking in their separate jobs. (Sax et al., 2022). People who have high CS scores are not only able to demonstrate that they are capable of experiencing positive emotions, but they also demonstrate that they are content with the career path that they have chosen for themselves. This is because high CS scores are directly correlated with job satisfaction. When people can help other people, it boosts their confidence and makes them feel good about themselves. According to Ford and Nichols (2019), work and the environment in which it is performed may provide personal joy, and this can be another source of pleasure in a person's life.

The results of the categorization table indicate that the majority of cases of CS and CF (burnout and STS) are classified as Moderate. This is the case for the vast majority of cases. This is the case for each of these predicaments. According to Portoghese et al. (2020), it is not adequate proof that burnout and STS levels would be low just because the average score on the customer satisfaction survey is excellent when looking at data from the past. According to the findings of this study, approximately 77% of teachers who work with children who have special needs are at a level of burnout that is classified as Medium-High, and 72% of these teachers also have a level of STS that is classified as Medium-High. In addition, 77% of instructors who work with special needs students have STS levels that are categorized as Medium-High.

These two sets of numbers may be explained by the fact that educators who work with children, who have special needs are constantly interacting with children (Billingsley & Bettini, 2019). According to the results of this research, the extent to which a person values their own CS and CF is a key factor in determining the degree of job satisfaction that they report experiencing. And how an individual reacts to the knowledge that he or she has gained from their job experience is a significant component in deciding the type of relationship that exists between these two facets (Belwalkar, Vohra, & Pandey, 2018).

An individual's degree of satisfaction with their work-life may be affected by a combination of two factors, neither of which can be evaluated in a vacuum without taking into account the other (Möhring et al., 2021). At least three of the most important contexts are the environment of the person, the environment of the customer, and the environment in which the job is performed (Lee & Tang, 2018; Martínez, Leaniz, Herrero Crespo, & Gómez López, 2018). The interaction between these three factors will play a part in deciding how each individual considers the relevance of their CS and CF in contrast to one another, and this will play a role in determining how each person views the significance of their CS and CF.

Table 1. STS Kruskal-Walli's test and teaching duration.

STS				
Teaching duration/Day	N	Mean rank	Chi–square	Sig
2–3 Hours	8	66.25	9.297	0.026
4–5 Hours	43	72.71		
6–7 Hours	68	98.99		
8–9 Hours	52	83.04		

Table 1 presents the results of the Kruskal-Walli's test and indicates that there is a statistically significant difference between STS teachers and non-STS teachers in terms of the amount of time spent teaching each day. This difference is statistically significant if H = 9.297 and p = 0.02, where 0.05 is the cutoff for statistical significance. In this setting, the amount of time spent in teaching is determined not only by the working environment but also by the degree to which the teacher (as an individual) and his or her students (as a group) engage with one another. In other words, the amount of time spent teaching is not only influenced by the working environment but also by the degree to which the students interact with one another (clients) (Bruno & Dell'Aversana, 2018). Many industry professionals believe that the occurrence of CF symptoms in an individual may be linked to the individual's participation in relationships with other people that are characterized by a high degree of interdependence and empathy (Nißen et al., 2022).

Table 2. CS Kruskal-Wallis test and income satisfaction level.

STS				
Teaching duration/day	N	Mean rank	Chi–square	Sig
2–3 hours	8	66.25	9.297	0.026
4–5 hours	43	72.71		
6–7 hours	68	98.99		
8–9 hours	52	83.04		

Table 2 indicates that there is a significant difference in CS in terms of the degree of income satisfaction. The value of H = 8.688, p = 0.034 was less than 0.05, indicating that there was a significant difference in CS. The fact that the value of H was lower than 0.05 made it feasible to arrive at this conclusion. The amount of money a teacher receives or makes is an extrinsic element that significantly affects how pleased they are with their profession as a teacher. (Kizildag, 2021).

Hopefully, future researchers will be able to analyze ProQOL in a variety of industries and professions, to produce research results that are not only developed but they are more extensive in scope. In the future, it is anticipated that research on ProQOL will be able to link several internal factors, particularly individual psychological aspects such as personality tendencies or emotional intelligence, to obtain a more in-depth understanding of the dynamics relating these factors to CS and CF aspects. This will allow for a more complete comprehension of the relationships between these factors and the aspects of CS and CF (Alharbi, Jackson, & Usher, 2019).

In addition, Radianti, Majchrzak, Fromm, and Wohlgenannt (2020) explain the possibility of learning how linked components interact with one another may be examined by doing more extensive research. As a result, in the future, references to CS and CF will not only be restricted to the discussion of theoretical constructs, but they will also be used as a reference when devising plans or offering advice for people, organizations, and institutions that are connected. Because of this, in the future, discussions about CS and CF will not be restricted to only being theoretical entities. To make the continual improvement of the aspects that contribute to the positive aspects of the overall quality of life for professionals.

4. Conclusion

From the results of the research that we were going through previously, it is reasonable to deduce the following conclusion: Those who work in the field of special education tend to have a positive attitude toward the environment in which they work. They feel that the job of a teacher working with kids has special needs and the ability to give constructive contributions (CS) and benefit other people. This belief is based on the fact that they believe the position can aid others. However, despite this, it is challenging to exclude the possibility of feeling burnout and STS. The findings showed that 72% of ABK educators also worked at a Medium-High level of STS and that around 77% of ABK educators were operating at a Medium-High level of burnout. The viewpoint of an individual's professional quality of life is formed by a range of situations, all of which are related to one another. These variables all work together to define the individual's perspective. This interpretation is what makes up the working professional's quality of life. Even though CS and CF are two traits that couldn't be more different from one another, they are comparable to the two sides of a coin and will never stop coexisting. How an individual takes in and makes sense of the world around them is the single most important factor in determining how fulfilled they feel in their professional lives. The study recommends the importance of raising the teachers' professional qualities. It is important to design a specific training program that focuses on the traits of teachers who deal with students with special needs. The report also makes recommendations on how educational decision-makers might use the findings to improve teaching initiatives that meet the requirements of both instructors and students.

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