

ИНКЛЮЗИВНОЕ ОБРАЗОВАНИЕ

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JOB SATISFACTION AMONGST SPECIAL EDUCATION TEACHERS

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Abstract. *Introduction.* The level of job satisfaction and attitudes of special education teachers towards working with children with disabilities significantly impact the attitudes of trained student teachers. Positive and satisfied special education teachers serve as role models, inspiring and influencing student teachers in a positive way. On the other hand, if special education teachers are dissatisfied or hold negative attitudes, it can discourage student teachers from pursuing a career in special education. Therefore, promoting job satisfaction and positive attitudes among special education teachers is crucial for fostering a supportive environment that encourages student teachers to embrace the challenges and rewards of working with children with disabilities.

Aim. The present study aimed to measure the level of job satisfaction of special education teachers, their attitudes towards working with children with disabilities, and its effect on trained student teachers' attitudes.

Methodology and research methods. The authors developed a questionnaire to measure the level of job satisfaction, and a scale to measure the attitudes towards working with children with disabilities in the sample, validity and reliability were verified. The study sample consisted of 71 special education teachers and 71 teacher students who "receive their training with special education teachers". The degree to which student teachers' attitudes are affected by teachers' satisfaction and their attitudes towards working with children with disabilities was determined using multiple linear regression analysis.

Results. The means and standard deviations were extracted to analyse the results of the study, which appeared at an average level of performance on the "attitudes" scale, as the averages ranged from 2.49 to 4.20 and with arithmetic mean as a whole 3.49.

Stepwise regression method adopted in the study introduced predicted variables into the regression equation stepwise, resulting in two statistically significant predictive models at the significance level $\alpha \leq 0.05$. The first model, involving teacher job satisfaction and student teacher attitudes towards working with children with disabilities, explained 7% of the total variance. The second model, which also considered teachers' attitudes, explained a substantially larger portion of the variance, accounting

for 64% of the total explained variance of the predictive model for student teachers' attitudes towards working with children with disabilities.

Scientific novelty. The findings highlight the significant influence of teacher job satisfaction and attitudes on student teachers' attitudes. The study contributes to understanding of the factors shaping student teachers' perspectives and underscores the importance of promoting job satisfaction and positive attitudes among special education teachers to foster a supportive learning environment.

Practical significance of this study is that it provides valuable insights for the field of special education and teacher training. By examining the job satisfaction and attitudes of special education teachers towards working with children with disabilities and their impact on student teachers, the study informs educational practices and policies. Promoting job satisfaction and positive attitudes among special education teachers is crucial for creating a supportive environment and enhancing teacher training programmes. This knowledge can guide the development of strategies to improve the preparation of future educators and enhance the quality of special education services for children with disabilities. Overall, the study findings contribute to the field and have practical implications for improving educational experiences and outcomes.

Keywords: job satisfaction, attitudes, children with disabilities.

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УДОВЛЕТВОРЕННОСТЬ РАБОТОЙ СРЕДИ ПЕДАГОГОВ СПЕЦИАЛЬНОГО ОБРАЗОВАНИЯ

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Аннотация. *Введение.* Уровень удовлетворенности работой и отношение педагогов в системе специального образования к работе с детьми с ограниченными возможностями здоровья существенно влияют на отношение к работе учителей-студентов. Позитивные и довольные педагоги в системе специального образования служат образцом для подражания, вдохновляя учителей-студентов и оказывая на них положительное влияние. С другой стороны, если педагоги в системе специального образования недовольны или придерживаются негативного отношения, это может отбить у учителей-студентов охоту продолжать карьеру в системе специального образования. Таким образом, повышение удовлетворенности работой и положительное отношение педагогов в системе специального образования имеет решающее значение для создания благоприятной среды, которая побуждает учителей-студентов принимать вызовы и получать удовольствие от работы с детьми с ограниченными возможностями.

Цель. Настоящее исследование было направлено на измерение уровня удовлетворенности работой педагогов в системе специального образования, их отношения к работе с детьми с ограниченными возможностями и его влияния на отношение учителей-студентов.

Методология и методы исследования. Авторы разработали анкету для измерения уровня удовлетворенности работой, а также шкалу для измерения отношения к работе с детьми с ограниченными возможностями в выборке, валидность и надежность которой были проверены. Выборка исследования включала 71 педагога в системе специального образования и 71 студента-учителя, которые проходят обучение у педагогов в системе специального образования. Чтобы узнать, в какой степени на отношение учителей-студентов влияет удовлетворенность педагогов и их отношение к работе с детьми с ограниченными возможностями, был использован множественный линейный регрессионный анализ.

Результаты. Средние значения и стандартные отклонения использовались для анализа результатов исследования, которые проявились при среднем уровне производительности по шкале «отношение», поскольку средние значения находились в диапазоне 2,49–4,20 со средним арифметическим 3,49.

Метод пошаговой регрессии позволил ввести прогнозируемые переменные в уравнение регрессии пошагово, что привело к двум статистически значимым прогностическим моделям на уровне значимости $\alpha \leq 0,05$. Первая модель, включающая удовлетворенность учителей работой и отношение учителей-студентов к работе с детьми с ОВЗ, объяснила 7% общей дисперсии. Вторая модель, которая также учитывала отношение учителей, объяснила значительно большую часть дисперсии, составляя 64% от общей объясненной дисперсии прогностической модели отношения учителей к работе с детьми с ОВЗ.

Научная новизна. Результаты исследования подчеркивают значительное влияние удовлетворенности и отношения педагогов в системе специального образования к своей работе с детьми с ОВЗ на отношение к работе у учителей-студентов. Исследование способствует пониманию факторов, формирующих перспективы учителей-студентов, и подчеркивает важность повышения удовлетворенности работой и позитивного отношения среди учителей специального образования для создания благоприятной учебной среды.

Практическая значимость исследования заключается в том, что оно дает ценную информацию для области специального образования и подготовки учителей. Изучая удовлетворенность работой и отношение педагогов в системе специального образования к работе с детьми с ОВЗ и их влияние на студентов-учителей, исследование дает информацию об образовательной практике и политике. Повышение удовлетворенности работой и положительное отношение педагогов в системе специального образования имеет решающее значение для создания благоприятной среды и совершенствования программ подготовки учителей. Эти знания могут служить руководством для разработки стратегий по улучшению подготовки будущих педагогов и повышению качества услуг специального образования для детей с ОВЗ. В целом результаты исследования вносят свой вклад в эту область и имеют практическое значение для улучшения образовательного опыта и результатов.

Ключевые слова: удовлетворенность работой, отношение, дети с ограниченными возможностями.

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LA SATISFACCIÓN EN EL TRABAJO ENTRE LOS DOCENTES DE EDUCACIÓN ESPECIAL

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Abstracto. Introducción. El nivel de satisfacción laboral y la actitud de los docentes del sistema de educación especial hacia el trabajo con niños discapacitados influyen sustancialmente en la actitud de los futuros profesionales. Los docentes de educación especial positivos y satisfechos sirven como modelos a seguir, inspirando e influyendo positivamente en los futuros docentes. Por otro lado, si los profesores de educación especial están insatisfechos o mantienen actitudes negativas, esto puede disuadir a los futuros profesores de seguir una carrera en educación especial. Por lo tanto, aumentar la satisfacción laboral y las actitudes positivas entre los maestros de educación especial es fundamental para crear un entorno de apoyo que aliente a los futuros docentes a aceptar los desafíos y el disfrute de trabajar con niños discapacitados.

Objetivo. La presente investigación ha tenido como objetivo medir el nivel de satisfacción laboral de los docentes de educación especial, sus actitudes hacia el trabajo con niños discapacitados y su impacto en las actitudes de los estudiantes de magisterio.

Metodología, métodos y procesos de investigación. Los autores desarrollaron un cuestionario para medir la satisfacción laboral y una escala para medir las actitudes hacia el trabajo con niños con discapacitados en la muestra, cuya validez y confiabilidad han sido probadas. La muestra del estudio incluyó a 71 profesores de educación especial y a 71 estudiantes de profesorado que reciben formación de docentes en educación especial. Se utilizó un análisis de regresión lineal múltiple para examinar en qué medida las actitudes de los futuros docentes están influenciadas por la satisfacción de los docentes en profesión actual y las actitudes hacia el trabajo con niños discapacitados.

Resultados. El método de regresión por pasos permitió que las variables predichas se ingresaran en la ecuación de regresión de manera gradual, lo que dio como resultado dos modelos predictivos estadísticamente significativos en el nivel de significancia $\alpha \leq 0,05$. El primer modelo, que incluye la satisfacción laboral de los docentes y las actitudes de los futuros docentes hacia el trabajo con niños discapacitados, explicó el 7% de la variación total. El segundo modelo, que también tuvo en cuenta las actitudes de los docentes, explicó una porción significativamente mayor de la varianza, representando el 64% de la varianza total explicada en el modelo predictivo de las actitudes de los docentes hacia el trabajo con niños discapacitados.

Novedad científica. Los resultados del estudio resaltan la influencia significativa de la satisfacción y la actitud de los profesores del sistema de educación especial hacia su trabajo con niños que presentan discapacidad sobre la actitud hacia el trabajo de los estudiantes de magisterio. El estudio contribuye a la comprensión de los factores que dan forma a las perspectivas de los futuros docentes y destaca la importancia de aumentar la satisfacción laboral y las actitudes positivas entre los profesores de educación especial para crear un ambiente de aprendizaje positivo.

Significado práctico. La importancia práctica del estudio radica en proporcionar información valiosa para el campo de la educación especial y la preparación docente. Al examinar la satisfacción laboral y las

actitudes de los profesores de educación especial hacia el trabajo con niños discapacitados y su impacto en los estudiantes de magisterio, el estudio proporciona información sobre la práctica y la política educativa. Aumentar la satisfacción laboral y las actitudes positivas entre los docentes de educación especial es fundamental para crear entornos de apoyo y mejorar los programas de preparación docente. Estos conocimientos pueden orientar el desarrollo de estrategias para mejorar la preparación de los futuros docentes y mejorar la calidad de los servicios de educación especial para niños con discapacidad. En general, los hallazgos del estudio contribuyen al campo y tienen implicaciones prácticas para mejorar las experiencias y los resultados educativos.

Palabras claves: satisfacción laboral, actitud, niños con discapacidad.

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Introduction

The level of job satisfaction for special education teachers is a critical consideration because it not only influences their career longevity, but also the quality of their instruction and the academic outcomes for their students. Special education teaching is a profession filled with unique challenges and rewards. It requires specific skills, understanding, patience, and an enduring commitment.

Studies have shown that special education teachers often report high levels of job satisfaction. They cite the ability to make a meaningful difference in the lives of children with disabilities as one of the significant sources of job fulfillment. The relationships they form with their students and the joy they feel when a child makes progress are the factors that keep them passionate about their profession.

However, it is not without its hurdles. The high student-to-teacher ratios, extensive paperwork, and the need to constantly adapt to different disabilities can lead to high stress levels and burnout. It is not surprising, therefore, that job satisfaction levels can sometimes fluctuate. While these teachers find intrinsic satisfaction in their work, they also voice a need for supportive administrative structures, additional resources, and increased respect for their specialised skills to further enhance their satisfaction levels.

In terms of their attitudes towards working with children with disabilities, special education teachers typically exhibit a positive, empathetic, and patient approach. They understand the value of each child's unique learning needs and are committed to creating an inclusive and accommodating learning environment. They perceive each child's potential rather than their limitations, with a focus on strengths and abilities, rather than the disability.

Most special education teachers are motivated by the belief that all children can learn and succeed, given the right environment, resources, and support. They view their role as instrumental in empowering their students to overcome obstacles and reach their full potential. They advocate for their students' rights and push for their inclusion in all areas of the school experience.

That said, it is worth noting that these teachers' attitudes can be influenced by various factors such as the nature and severity of the child's disability, the support

from administration and parents, their level of experience, and ongoing professional development opportunities. Despite the challenges, special education teachers demonstrate a remarkable resilience and commitment to their students, which stems from their profound belief in the importance and value of their work.

Literature Review

Job satisfaction impacts the performance of psychological and occupational workers and, consequently, their commitment and desire to continue the profession [1]. So many definitions have emerged that address several aspects of the concept of job satisfaction. For example, P. Chimanikire et al. [2] identified it as “the quality of work-life that workers go through, and the situation that can be strengthened through the social responsibility programmes implemented by the employer”.

Job satisfaction is defined as the outcome of a set of factors related to the job, which is mainly measured by the individual's acceptance of that work with satisfaction, self-satisfaction, and efficiency in production as a result of the emotional feeling that enables the individual to do his/her work without boredom or distress [3].

Some people identify it through the procedures the employer follows to raise the quality of the institutions' professionals and to what degree these measures positively impact them [4]. On the other hand, other research has focused on the emotional impact, level of enjoyment of work, and workers' positive attitudes towards their work [5, 6, 7]. A person's feeling is positive or negative about the various aspects related to his/her work, and the extent of his/her desire, love, or hatred for the work performed by his/her level of satisfaction with his/her work [8, 9], this is supported by M. Uhl-Bien et al. [10] and R. J. A. Chou & S. A. Robert [11], and they identify job satisfaction through the number of positive impacts people leave on their jobs. So, when we say that a person has high job satisfaction, we mean that they like and appreciate work in general and feel optimistic about it. It is the person's emotional reaction to the job he/she occupies, which occurs by comparing the actual work extracts with the results he/she predicts [12].

According to C. D. Fisher [13], job satisfaction is a kind of general attitude and behaviour that contains two elements, namely the emotional component (feeling and emotion) and the cognitive component (comparison, judgment, and belief). While some mention job satisfaction from two dimensions, internal satisfaction with work, which is the extent of a person's sense of the nature of the job itself, and its tasks; and external satisfaction with work, which indicates a person's understanding of external aspects of work [14].

Others turned to job satisfaction due to a series of motivational reactions to address the need. This chain combines several factors or triggers that influence or drive someone to do it [15].

Factors Affecting Job Satisfaction

Workers' satisfaction is affected by several variables related to location characteristics such as lighting, noise, humidity, heat, health care factors, the

number of hours worked [16, 17]. In addition, M. C. Ellickson & K. Logsdon [18] note that organisations must provide better working conditions for their workers to achieve high job satisfaction levels.

Job satisfaction is also affected by material characteristics, relationships with colleagues and managers, pay satisfaction, job characteristics, opportunities for career advancement, access to promotions, changes in the work environment, and relations with managers and colleagues. A. Tella et al. [19] state that job satisfaction is related to several personal and organisational variables, the most important of which are wages and salary, job characteristics, job security, opportunities for progress and development, obtaining a high social status resulting from the employee's performance of the job he/she performs.

Job satisfaction is affected by the level of trust between the employee and the bosses and his/her awareness that the institution in which he/she works can help him/her achieve his/her personal goals [16]. This is confirmed by M. C. Ellickson & K. Logsdon [18], who indicated the importance of salary, work environment, relationship with co-workers, availability of capabilities and resources, and the opportunities for training and workloads equitable distribution, which significantly affect the workers' job satisfaction.

Positive relationships with colleagues and superiors, a sense of happiness at work performance, and trust between employees and superiors were among workers' most important determinants of job satisfaction [20].

D. Liu et al. [21] indicate three different sources of job satisfaction: internal satisfaction, satisfaction with the nature of relationships with colleagues, and satisfaction with the work environment. According to these visions, job satisfaction is a result of the worker's sense of happiness and pleasure in his/her presence in the work environment, his/her accomplishments through the tasks that he/she provides, the nature of his/her relationships with superiors and colleagues, and the extent of his/her satisfaction with working conditions.

T. D. Morgan [22] summarises the factors into two types of factors that affect job satisfaction, the factors of the internal work environment (Work Environment Variables), such as opportunities for career advancement, relationships with superiors, and work characteristics. In addition to personal factors, people (Personal Variables) such as level of employee satisfaction, empowerment, employee-aware independence, and relationships with superiors and colleagues in the work environment. M. Yavuz [23] notes that job satisfaction is closely related to job security, as people who feel high levels of job security show high levels of job satisfaction. D. Belias [24] and K. K. Waters [25] confirm a negative correlation and statistically significant between low levels of job security and job satisfaction. There is a close correlation between job satisfaction among workers and positive relationships with bosses and colleagues, as these relationships determine the level of psychological and physical comfort among workers. Employees' perceptions of the institution where they work and get paid commensurate with the size of their contributions are among the most influencing factors in job satisfaction [26, 27].

The risk lies in job dissatisfaction among teachers in general and special education teachers by increasing their chances of being left work in the early years, causing a loss of experience and a shortage of cadres required by institutions. J. E. Vittek [28] indicates that the shortage of special education teachers is increasing. The tasks expected from the teacher impose several pressures on them, which may cause them to quit their job more than other professions during the first years of work, as 9.3% of teachers leave their job due to job dissatisfaction.

Several studies have sought to uncover [29, 8, 9] the relationship between job satisfaction to several variables, the most important of which are efficiency, self-efficacy, and psychological burning. These studies were concerned with job satisfaction effect on the employee. However, this study aimed to reveal the effect of job satisfaction on teachers' attitudes and students expected to be new teachers in these institutions. The study aimed to know the level of job satisfaction and attitudes of special education teachers towards working with individuals with disabilities and to know the impact of this on the attitudes of student teachers by answering the following research questions:

- What is the level of job satisfaction and special education teachers' attitudes towards working with children with disabilities?
- To what degree do the teachers' job satisfaction levels and attitudes contribute to student teachers' attitudes towards working with children with disabilities?

The Problem of the Study

Although there are many attitudes related to work, job satisfaction is the most important phenomenon that has received considerable attention from behavioural scientists and since the primary driver of individuals' motivation to perform the work is the degree of satisfaction with work. The more returns and benefits an individual get from his/her job, the greater his/her enthusiasm for making an intense effort in his/her job performance. The teacher is one of the main pillars in the educational process, and he/she practises a social profession with many demands. It is one of the professions that are associated with a high level of work pressure, which in turn affects the degree of job satisfaction due to the importance of the role that special education teachers play in caring for students with special needs and the importance of stability. This study came to answer the following questions:

- What is the level of job satisfaction and special education teachers' attitudes towards working with children with disabilities?
- To what degree do the teachers' job satisfaction levels and attitudes contribute to student teachers' attitudes towards working with children with disabilities?

The Importance of the Study

The significance of this study stems from the following:

- Know the level of job satisfaction among special education teachers.
- Explain teachers' attitudes towards working with students with special needs.

– Know the effect of the special education teachers' attitudes on their trainee students' attitudes.

Procedural Definition:

– Job satisfaction is the degree an individual obtains through applying the study tool.

– Students with disabilities: It is a group of students who suffer from various disabilities (mental, learning difficulties, autism, etc.), and they need particular services from teachers and specialists who have special skills and competencies to deal with them, being heterogeneous groups.

Previous Studies

H. Almasri [30] examines the level of job satisfaction among the employees of the Bureau of Statistics, Planning and Development in Sindh, Government of Sindh. The office was chosen at random from among the departments not affiliated with the General Secretariat that often had complaints against policies that discriminated in favour of the Secretariat's employees and resented the departments and branch offices. These reservations provided the authors with insight into the matter. Job aspects such as job security, behaviour of direct supervisors, recognition, interpersonal relationships, workload, career growth, and wages/compensation were the factors that employees showed satisfaction with. While working conditions, feelings of achievement and government policies were found to be unsatisfactory factors, the results of the study are likely to provide a guide for other government departments in understanding the various aspects of job satisfaction in government sector departments and acting in this regard.

The study by D. Priya et al. [31] aimed to try to understand how employee participation is related to his/her job satisfaction. The study sample consisted of 123 teachers in the city of Chennai, and the study used the scale of employee engagement and the scale of job satisfaction. The study reached a set of results, the most important of which are: there is a positive relationship between employee engagement and job satisfaction; the results also indicated that women are more engaged and satisfied at work than men.

G. Baluyos, H. Rivera & E. Baluyos [32] conducted a study aimed at identifying the relationship of teachers' job satisfaction with their job performance in the Philippines. To achieve the objectives of the study, the researchers used the descriptive correlative survey method. The tool consisted of a two-axis questionnaire: the job satisfaction measure, and the job performance commitment measure. The study sample consisted of 104 principals and 313 teachers. The results of the study showed that the level of job satisfaction for teachers and their job performance was high, and there was an impact of the level of job satisfaction for teachers on their job performance.

M. Bhatti et al's study [33] aimed to develop a framework for a better understanding of the role of the psychological diversity climate, human resource man-

agement practices, and personality traits (the Big Five) in job satisfaction and the performance of a multicultural workforce, the study found a number of results are that managers should adopt diversity practices to improve the climate of psychological diversity among the multicultural workforce. It also found the importance of training on diverse cultures and the importance of adopting unbiased performance evaluation systems for faculty members and performance in multicultural environments. Managers should keep openness to culture and sociability while selecting faculty to work in multicultural environments as well as highlighting HRM practices and those organisations must adopt multicultural environments and culturally diverse job performance and ensure that the organisation follows fair organisational policies and procedures and that everyone is included in the work environment.

C. Calkins et al. [34] discussed the issue of faculty members leaving their positions or institutions and that it leads to negative consequences for both higher education institutions and the students they serve. Research and training for new faculty members may be costly and time-consuming. Additionally, it has been shown that student persistence is positively influenced by strong student-faculty interactions, which is difficult to achieve if faculty turnover is high, this study targeted full-time faculty members in the United States to measure their intent to leave their academic positions. The study found that morale is a strong indicator of intention to leave work, while satisfaction was a stronger indicator of intention to leave the academy.

M. A. Khan [35] analysed the impact of human resources (HR) practices on the employee's job performance under the influence of mediating in job satisfaction. 300 faculty members from six public sector universities answered the self-management questionnaire. The results come from both descriptive statistics and inferential statistics. Confirmation factor analysis (CFA) was performed using structural equation modeling (SEM) to obtain the study results. This study has concluded that human resource practices: recruitment, selection, training, development, performance evaluation and compensation have a direct and significant impact on employee job performance through job satisfaction among university faculty members. In addition, if attention is given to human resource practices by policy makers, this leads to improved job performance for employees.

O. Atiyat's study [36] aimed to identify the level of psychological burnout among teachers of students with hearing impairment in Riyadh. The study results indicated a high psychological burnout among the sample members.

The study of F. Abu Zaid [37] aimed to reveal job satisfaction among teachers in deaf schools in Gaza City. Unfortunately, the research results showed low job satisfaction among special education teachers.

J. Westhuizen [38] conducted a study aimed at revealing the job satisfaction of teachers working in special education schools in South Africa. To achieve the objectives of the study, the researcher used the descriptive correlative survey method, and the tool consisted of a one-axis questionnaire: the job satisfaction measure, and the study sample consisted of 101 male and female teachers of special education, and the results of the study showed that there is an average level of job satisfaction

among the members of the study sample, and the results indicated that there were no statistically significant differences between the members of the study sample, according to the variables of educational qualification, experience and gender.

Methods and Tools

The Study Sample

The study sample consisted of 71 teachers of special education and 71 teachers of students receiving training in special education institutions where special education teachers work for these students. The sample was as follows:

Gender: 88.7% of the respondents were female, while 11.3% were male.

Years of experience in teaching children with disabilities: 9.9% had less than one year of experience, 36.6% had between one and five years of experience, 21.1% had between five and ten years of experience, 14.1% had between ten and fifteen years of experience, and 18.3% had 15 years or more of experience.

Scientific qualification: 2.8% of the respondents had a Tawjihi or below qualification, 29.6% had a diploma, 63.4% had a bachelor's degree, and 4.2% had a master's degree.

Age: 38.0% of the respondents were between 20 and 25 years old, 18.3% were between 26 and 29 years old, 35.2% were between 30 and 39 years old, and 8.5% were between 40 and 49 years old.

Table 1 shows the distribution of the sample members according to personal variables.

Table 1
 Distribution of sample individuals according to personal variables

Variable	Level	Frequency	Percentage
Gender	Female	63	88.7
	Male	8	11.3
	Total	71	100.0
Years of experience in teaching children with disabilities	Less than one year	7	9.9
	From one year to less than 5 years	26	36.6
	From 5 to less than 10 years	15	21.1
	From 10 – less than 15 years old	10	14.1
	15 years and over	13	18.3
	Total	71	100.0
Scientific qualification	Tawjihi and below	2	2.8
	Diploma	21	29.6
	Bachelor	45	63.4
	Master	3	4.2
	Total	71	100.0
Age	From 20–25 years	27	38.0
	From 26–29 years	13	18.3
	From 30–39 years	25	35.2
	From 40–49 years	6	8.5
	Total	71	100.0

Table 1 shows the following:

1. 63 female teachers (88.7%) and 8 male teachers (11.3%).
2. The highest percentage of the sample's distribution according to the variable years of experience in teaching children with disabilities (36.6%) for the number of years of experience (from one year to less than five years), while the lowest percentage (9.9%) of the number of years of experience (less than a year).
3. The highest percentage of the sample's distribution according to the variable of the educational qualification reached 63.4% for the educational qualification (Bachelor's degree), while the lowest percentage (2.8%) for the educational qualification (Tawjihi and below).
4. The highest percentage of the sample population distribution according to the age variable reached 38.0% for the age group 20–25 years, while the lowest percentage (8.5%) was for the age group (40–50 years).

Study Tools

To achieve the study aims, a tool was used to measure the level of job satisfaction among special education teachers and a tool to measure the attitudes of special education teachers and student teachers towards working with children with disabilities. The Brayfield Roth Job Satisfaction Index [39] was relied upon as a modifier by P. D. Warner [40], after translating it, presenting it to ten arbitrators to verify its validity and suitability Jordanian environment. The tool reliability was verified by the test-retest method, and by calculating Cronbach's alpha coefficients, the tool thus consisted of 25 items, ranging from strongly agree to strongly disagree. As for the attitudes scale, the researchers prepared a tool to measure special education teachers' and student teachers' attitudes towards working with children with disabilities. Again, the researchers verified the indications of their validity and reliability. Thus, the final version of the tool consisted of 25 items; the answers ranged from strongly agree to strongly disagree.

Indications of the Validity and Reliability of the Tools

The test-retest method was used to ensure the reliability of the study tools by distributing the study tool to a survey sample consisting of 40 teachers and students from outside the study sample twice for a period of two weeks and extracting the Pearson correlation coefficient between their two-time estimates on the dimensions of the study tools. The Cronbach's alpha equation was applied to the respondents' answers in the first application of all items of the study tools, as shown in Table 2, which shows the reliability and the Pearson correlation coefficients.

Table 2
Reliability coefficients (Cronbach's alpha) and Pearson's correlation coefficients
for dimensions of study tools

Domain	Cronbach's alpha	The correlation coefficient between the application
Teachers' attitudes	0.75	0.87**
Teacher job satisfaction	0.74	0.92**
The teacher tool as a whole	0.77	0.92**
The student tool as a whole	0.71	0.87**

** Statistically significant at the significance level ($\alpha \leq 0.01$)

* Statistically significant at the significance level ($\alpha \leq 0.05$)

Table 2 shows the following:

1. The reliability coefficients (Cronbach's alpha) for the dimensions of the study tools ranged from 0.71 to 0.77, which are high for application purposes.
2. All values of the Pearson correlation coefficients method are statistically significant at the significance level $\alpha = 0.05$, indicating the application reliability.

Correction of the Scale

To correct the scale, a five-degree Likert scale was adopted to measure attitudes and job satisfaction, as the answer was given the following: very high (5 degrees), high (4), neutral (3), low (2), and very low (1). The scale was reversed for the items that have a negative meaning, and the means were judged as follows:

- Low – from 0 to 1.33.
- Average – from 1.34 to 2.67.
- High – from 2.68 to 4.00.

Results

It includes the presentation of the study results, which aims to identify the measurement of job satisfaction and attitudes among teachers of children with disabilities and its impact on student teachers' attitudes. This will be done through an answer to the study questions.

Results related to the first question: what is the level of job satisfaction and attitudes of special education teachers towards working with children with disabilities?

To answer this question, the mean and standard deviations were extracted from the sample members' responses to the "attitudes scale" items, Table 3 illustrates this.

Table 3
 Means and the standard deviations of the respondent's responses to the "attitudes" scale items in descending order according to the arithmetic mean

Rank	N	Item	Means	Standard deviations	Rating
1	23	Working with these children makes me happy	4.20	0.94	High
2	18	A requirement for working with children with disabilities is compassionate	4.10	1.12	High
2	20	My training for children has had a positive impact on me	4.10	1.04	High
4	24	I have enough patience to work with these children	4.03	0.99	High
5	1	Working with children with disabilities is very stressful	3.82	0.83	High
6	12	Working with these kids makes you laugh often	3.37	1.03	Moderate
7	10	Working with these children is positively different from working with children without disabilities	3.25	1.05	Moderate
8	11	Working with children with disabilities makes you provocative	3.21	0.94	Moderate
9	8	The training of these children achieves little compared to the fatigue exerted	3.01	1.04	Moderate
10	14	These children rarely feel the feelings of others	2.96	0.90	Moderate
11	21	These kids do much disgusting behaviour that makes me hate working sometimes	2.92	0.97	Moderate
12	22	Sometimes I feel worthless because of my work	2.90	0.83	Moderate
13	2	This group is a burden on society	2.82	0.85	Moderate
14	13	Experience proves that these children do not respond to training	2.80	0.79	Moderate
14	15	The outputs of working with these children are not equal to the value of the effort spent	2.80	0.80	Moderate
16	7	The team working with these kids is a waste of time	2.77	0.48	Moderate
17	4	Keeping these children at home reduces the economic cost	2.72	0.85	Moderate
18	6	Whether or not these students receive training is the same	2.70	0.49	Moderate
19	3	Educating these students has no benefit for society	2.69	0.60	Moderate
19	5	Training these children will not help them depend on themselves	2.69	0.65	Moderate
21	19	Working with children, in general, bothers me	2.68	0.98	Moderate
21	25	It is rare for children to respond to reinforcers	2.68	0.50	Moderate
23	16	These children rarely feel tired of their teacher	2.63	0.80	Moderate
24	17	strategies often do not help in controlling the behaviour of these children	2.61	0.55	Moderate
25	9	The nature of working with these children affects my mood negatively	2.49	0.84	Moderate
The "attitudes" scale as a whole			3.08	0.31	

It appears from Table 3 that the means for the responses of the sample members for the "attitudes scale" ranged from 2.49 to 4.20; item 23 "Working with these children makes me happy" ranked first with an average of 4.20 with high rating. In contrast, item 9 "The nature of working with these children affects my mood negatively" ranked last with a mean of 2.49 and an average score, and the mean for the scale as a whole of 3.08 with moderate rating.

Table 4

Mean and standard deviations of the respondent’s responses to the items of the “job satisfaction” scale, in descending order according to the arithmetic mean

Rank	N	Item	Means	Standard deviations	Rating
1	2	I feel excited while busy	4.01	1.01	High
2	5	I look happier than my colleagues at work	3.82	1.11	High
3	4	I often force myself to work	2.70	0.90	Moderate
4	1	I rarely feel joy while working	2.66	0.92	Moderate
5	8	I often regret that I worked in this field	2.65	0.81	Moderate
5	10	The nature of my work negatively affected my life	2.65	0.79	Moderate
7	3	If not for the salary, I would not have continued to work	2.56	0.82	Moderate
8	9	I get frustrated because of my work	2.54	0.71	Moderate
9	6	Sometimes I feel incompetent because of the challenges posed by working with these children	2.51	0.56	Moderate
10	7	I am not satisfied with my job performance	2.48	0.61	Moderate
The scale of “job satisfaction” as a whole			3.15	0.35	

It appears from Table 4 that the means for the sample members’ responses on the items of the “job satisfaction” scale ranged from 2.48 to 4.01, item 2 “I feel excited during my preoccupation with work” ranked first with a mean 4.01 and high ranking. By contrast, item 7 “I am not satisfied with my job performance” came in the last rank, with a mean of 2.48 and with moderate rating, and the mean for the scale as a whole 3.15 with moderate rating.

Results related to the second question: What is the degree of the level of teachers’ job satisfaction and attitudes in the teachers’ attitudes towards working with children with disabilities?

We extracted the means and the standard deviations of the teachers’ answers sample on the “job satisfaction” scale and attitudes towards working with children with mental disabilities, and the responses of the students of the sample of teachers’ students on the scale of attitudes of children with disabilities, according to the variable of the workplace. To reveal the predictive power of the predicted variable predictor, multiple linear regression analysis was used by entering predictive variables into the regression equation stepwise method, as in Table 5.

Table 5

Results of testing the regression hypotheses of the predicted variable and its multiple correlation coefficients and the amount of its interpretation according to the Stepwise method of the variables predicted by the regression equation of the total sample

The predicted outcomes	Sub-form	R	R ²	Modified R ²	The standard error of the rating	Change statistics	
						Calculated “F”	Sig
Attitudes of student teachers towards working with children with disabilities	1 ^a	0.27	0.07	0.06	0.37	5.39	0.02
	2 ^b	0.80	0.64	0.63	0.23	109.39	0.00
(A) predictors: (constant gradient); job satisfaction among teachers							
(B) predictors: (constant gradient); job satisfaction, teacher attitudes towards working with children with disabilities							

From Table 5, it is clear that the predictive model for independent variables (predictive: job-teacher satisfaction) and the predicted variable (attitudes of student teachers towards working with children with disabilities) was statistically significant at the level of significance $\alpha \leq 0.05$, with a relative effect, explaining 7% of the overall explained variance of the predictive model (dependent: attitudes of student teachers towards working with children with disabilities), as shown in Table 4, the predictive model for independent variables (predictive: teacher job satisfaction, teacher attitudes towards working with children with disabilities) and predicted (dependent: teacher-student attitudes towards working with children with disabilities). It was statistically significant at the significance level $\alpha \leq 0.05$, with relative effect, explaining 64% of the overall explanatory variance of the predictive model (dependent: attitudes of teacher students towards working with children with disabilities).

In addition to the above, unstandardised regression weights, standard regression weights, and calculated (v) values for predictive variables (independent: teacher job satisfaction, teacher attitudes towards working with children with disabilities) were calculated with the predicted variable (dependent: attitudes of student teachers towards children with disabilities) according to the method of entering predictors into the predictive model (Stepwise), as in Table 6.

Table 6
 Unstandard weights and standard weights of predicted variables (predicted student attitudes towards children with disabilities) for the overall sample

The predictor	Subform	Predictors	Standard weights		Standard weights	Calculated t value	Statistical significance	Covalent statistics	
			B	Standard error	B			Redundancy	Coefficient of contrast amplification
Student teachers' attitudes	1	(Gradient constant)	2.10	0.44		4.76	0.00		
		Teacher job satisfaction	0.33	0.14	0.27	2.32	0.02	1.00	1.00
Student teachers' attitudes	2	(Gradient constant)	-1.02	0.41		-2.52	0.01		
		Teacher job satisfaction	0.48	0.09	0.39	5.33	0.00	0.98	1.03
		Teacher attitudes towards working with children with disabilities	0.85	0.08	0.77	10.46	0.00	0.98	1.03

It is clear from Table 6 that the results of the predictive models were as follows:

A. The results of the first predictive model: if the teacher's job satisfaction increases by one standard unit (standard deviation), then teacher-student attitudes increase by 0.33 from the standard unit; note that the predicted variable was statistically significant at $\alpha \leq 0.05$.

The regression equation for predicting (B) weights for the first predictive model's explanatory purposes is:

$$Y = 2.10 + 0.33x_1$$

Whereas:

X1: Refers to teachers' job satisfaction.

Note that the standard regression equation for predictive purposes is:

$$Z = 0.33 Z_1$$

Whereas:

z1: It symbolises job satisfaction for teachers.

B. The results of the second predictive model are as follows: if the teacher's attitudes towards working with children with disabilities increase by one standard unit (standard deviation), then teacher-student attitudes increase by 0.85 from the standard unit. It is noteworthy that the predicted variable was statistically significant at the level of $\alpha \leq 0.05$. In addition, the model also reveals that the more significant the job satisfaction of teachers with one standard unit (standard deviation), the (teacher-student attitudes) increases by 0.48 from the standard unit. The predicted variable in this case was also statistically significant at the significance level $\alpha \leq 0.05$.

The regression equation for predicting B weights for the explanatory purposes of the second predictive model is:

$$Y = -1.02 + 0.85X_1 + 0.48X_2$$

X1: It symbolises teachers' attitudes towards working with children with disabilities.

X2: symbolises the job satisfaction of teachers.

Note that the standard regression equation for predictive purposes is:

$$Z = 0.85z_1 + 0.48 z_2$$

z1: Attitudes of teachers towards working with children with disabilities.

z2: job satisfaction for teachers.

The following diagrams illustrate the relationship between the effect of teachers' job satisfaction and their attitudes towards working with children with mental disabilities on teachers' attitudes towards working with children with disabilities, according to study data.

Discussion

The current study aimed to reveal the level of job satisfaction and attitudes of special education teachers towards working with children with disabilities and the degree to which workers contribute to student teachers' attitudes. The results of the study showed that both the level of job satisfaction and teacher attitudes to-

wards working with children with disabilities at an intermediate level; this result is consistent with the results of previous studies that aimed to check the level of job satisfaction among teachers [23]. The study of M. Platsiedou & I. Agaliotis [29] also showed that teacher satisfaction is at an intermediate level, explicitly concerning the working conditions variable. The results of a study conducted in Sri Lanka by K. Ketheeswaran [41] showed that teachers' level of job satisfaction is moving towards the middle.

Although the results of previous studies consider that the average job satisfaction level represents a reasonably acceptable level, researchers in this study look at this result and interpret it in the light of two points of view first. Certainly, teachers are not completely satisfied with their work with children with disabilities. The evidence for this is that the results of the level of job satisfaction are not high. The other point of view: the probability that teachers' level of real job satisfaction is very low. However, participants avoided the low rating for fear of informing others of their evaluation, especially those who work in the private sector and for fear of appearing as a complainant, although their feeling of frustration and lack of motivation to work may violate that estimate, and according to statistical theories that respondents tend to appreciate the response to working with the media, especially if they feel that the contents of the paragraph may confuse them [42]. However, the participants know that the management does not see their institution's responses, that the data is used for scientific research purposes, and that their names are not required.

The dependence on the first view in interpreting the results is undoubtedly correct, which includes that the participants do not feel high or full job satisfaction, require the need to strengthen the factors that contribute to raising the level of job satisfaction, management must realise that job satisfaction for teachers is a direct reflection of a set of work-related variables that include the type and nature of management, institutional climate [39, 43], level of support provided, whether from colleagues or from management, it should also be aware that the consequences of positive job satisfaction are not only related to the teacher, but also extend to have a direct impact on the type and quantity of outputs that the institution seeks to achieve, it also contributes to reducing costs and the level of loss incurred by the institution, as the results of several studies [44, 45, 41] showed that high job satisfaction of teachers enhances their stay for a more extended period of time in the organisation, which means not losing experiences and not needing training new teachers and their loss again.

The current study aimed to reveal one of the factors that may affect, positively or negatively, the attitudes of student teachers towards working with children with disabilities and the fact that the level of job satisfaction among the teachers to whom the student teachers will receive their training represents the outcome of a set of variables related to the workplace. The study sought to reveal its impact on student teachers' attitudes by answering the research question. How much did the level of job satisfaction and teachers' attitudes contribute to teachers' attitudes to-

wards working with children with disabilities? To answer this question, the multiple linear regression was performed using a method (Stepwise). The results showed an effect of the level of job satisfaction and attitudes of special education teachers on the teachers expected to join work soon. The study results showed that the attitudes of the student teacher, who received training with a special education teacher, are affected by the teacher's level of satisfaction and attitudes. If the teacher's job satisfaction increases by one standard unit (standard deviation), then student-teacher attitudes increase by 0.33, and if the teachers' attitudes towards working with children with disabilities increase by one standard unit (standard deviation), then the teacher-student tendencies increase by 0.85 from the standard unit, which means that attention must be paid to both job satisfaction and attitudes of teachers during service. The importance of choosing a suitable, stimulating, and favourable climate for pre-service training for special education teachers and the impact of this on their attitudes to work with children with disabilities. Thus, student teachers' attitudes serve as a mirror that reflects the attitudes and satisfaction of special education teachers who will act as the mentor from whom the student-teacher will receive his/her first experience in his/her training field. The results showed that the attitudes of the student teachers were significantly affected.

This is explained by one of two things. The first is that the level of teacher job satisfaction represents the outcome of a set of variables related to the workplace. If the outcome is positive, their attitudes will be positive, and if they are low, they will be low. This result reflects the importance of preparing for special education teachers before service and even before the end of the last years of study at the university, particularly during the field training period and their enrollment in the training site, as it will be their first opportunity to identify the nature of their future work with children with disabilities. This result indicates the importance of the level of job satisfaction and their attitudes to work with children with disabilities as an issue that is not only related to the teacher alone but extends to have an impact on new teachers, where many student teachers announced their unwillingness to work in the field of special education after the end of their training period in the last academic year at the university, which represents the only fundamental practical aspect in special education programmes [46, 47], this causes a shortage of special education teachers enrolled in work [28]. The Extraordinary Children Board indicated that 40% of new teachers in special education leave their work in the first five years [43], where the excellent preparation before service will reduce the opportunity for new teachers to leave their place of work in the early years, and stakeholders must attach importance to teachers expected to work by pre-preparing them before service. In addition, studies focus on the importance of a mentor providing support to new teachers and the importance of teacher training during the service on the needs of new teachers [44]. Several studies recommend that more studies are needed to investigate factors that affect the performance of special education teachers at work [48].

Conclusion

In conclusion, the study provides insights into the attitudes of student teachers towards working with children with disabilities and their job satisfaction. The results show that working with these children can bring happiness to teachers, while the nature of the work can affect their mood negatively. Moreover, the study reveals that teacher job satisfaction and attitudes towards working with children with disabilities have a significant effect on teacher-student attitudes towards working with children with disabilities. The predictive models highlight the importance of both teacher job satisfaction and attitudes towards working with children with disabilities in shaping these attitudes. The findings provide important implications for teacher training and professional development programmes to enhance job satisfaction and positive attitudes towards working with children with disabilities, ultimately leading to improved outcomes for these children.

Limitations and Generalisability of the Study

While this study sheds light on the attitudes of special education teachers and their effect on student teachers' attitudes, there are several limitations to consider. First, the study was conducted in Jordan and, therefore, may not be generalisable to other countries or cultures. Differences in the education system, societal attitudes towards people with disabilities, and teacher training programmes may affect the results. Second, the sample size was relatively small, consisting of only 71 special education teachers and 71 student teachers. A larger sample size would provide a more accurate representation of the population and increase the generalisability of the findings. Third, the study relied on self-report measures, which may be subject to bias and may not accurately reflect participants' true attitudes and behaviours. Finally, the study only measured job satisfaction and attitudes towards working with children with disabilities. Future research could consider other factors, such as workload and support from administration, which may also impact special education teachers' job satisfaction and their effect on student teachers' attitudes.

Application of Results

The findings of this study can be applied in several ways to improve the training of special education teachers and student teachers. By recognising the importance of special education teachers' job satisfaction and attitudes towards working with children with disabilities, teacher training programmes can focus on developing these skills and attitudes in future teachers. Additionally, administrators can work to create a supportive work environment that promotes job satisfaction and addresses any concerns or challenges that special education teachers may face. Finally, by understanding the impact of special education teachers' attitudes on student teachers, teacher training programmes can develop strategies to help student teachers overcome any negative attitudes or beliefs towards working with children with disabilities. Overall, this study provides valuable insights into the attitudes of special education teachers and their effect on student teachers, and highlights the need for continued research and support in this area.

Recommendations

We recommend the following:

- To raise the competence of special education teachers academically and professionally by attaching them to continuous training courses to keep pace with the new developments in teaching and training disabled people;
- To carry out studies on the impact of job satisfaction on special education teachers' psychological and social adjustment, especially new ones;
- To carry out studies that include other variables such as salaries and material incentives, opportunities for growth and development, work environment, and means of transportation and their impact on new teachers' job satisfaction;
- To adopt an effective educational policy towards providing appropriate training for student teachers, and to make sure that the student teachers receive their university field training in institutions concerned with the job satisfaction of their teachers; and
- To provide a supportive environment that encourages work with a positive atmosphere promoting a feeling of happiness and satisfaction while being and working within the institution.

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