

**YANGON UNIVERSITY OF ECONOMICS
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**THE EFFECT OF JOB SATISFACTION ON RETENTION OF
SPECIAL EDUCATION TEACHERS IN SPECIAL SCHOOLS
IN YANGON**

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EMDevS – 49 (18th BATCH)**

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YANGON**

A thesis submitted in partial fulfillment of the requirements for the Master of
Development Studies (MDevS) Degree

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This is to certify that this thesis entitled “**The Effect of Job Satisfaction on Retention of Special Education Teachers in Special Schools in Yangon**” submitted as partial fulfillment of the requirements for the degree of Master of Development Studies and has been accepted by the Board of Examiners.

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ABSTRACT

Special education offers tailored instruction to students with disabilities in their academic, social, and emotional development, helping them reach their full potential. The study aims to explore the effect of job satisfaction on retention of special education teachers in special schools in Yangon. The objectives are to examine the factors affecting job satisfaction and retention among special education teachers working in special schools in Yangon and to analyze the relationship between job satisfaction and teacher retention. The study used descriptive and regression methods for primary data. The study found that special education teachers exhibit high job satisfaction. A significant strong positive relationship was found between job satisfaction and teacher retention. Work itself, professional development, work conditions, recognition and achievement, and pay and benefits significantly positively affect teacher retention. The study suggests that school leaders should promote a positive attitude toward meaningful work and professional development, and ensure competitive pay and benefits, safe supportive work conditions, and recognition programs. These measures can reduce teacher challenges, increase the satisfied professional teacher workforce, and create a more sustainable learning environment for children with special needs in the special education sector.

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LIST OF ABBREVIATIONS

ABA	Applied Behavior Analysis
ADHD	Attention Deficit Hyperactivity Disorder
APCD	Asia-Pacific Development Center on Disability
ASD	Autism Spectrum Disorder
ASEAN	Association of Southeast Asian Nations
CDC	Centers for Disease Control and Prevention
CESR	Comprehensive Education Sector Review
CP	Cerebral Palsy
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
CWSN	Children with Special Needs
DD	Developmental Delay
DS	Down Syndrome
DSW	Department of Social Welfare
ECDD	Early Childhood Care and Development
GDD	Global Development Delay
IDEA	Individuals with Disabilities Education Improvement Act
IEP	Individualized Education Program
LDs	Learning Disabilities
MAA	Myanmar Autism Association
MDSA	Myanmar Down's Syndrome Association
MOE	Ministry of Education
MSEA	Myanmar Special Education Association
MSWRR	Ministry of Social Welfare, Relief and Resettlement
NCLB	No Child Left Behind
NGOs	Non-Governmental Organizations
PILES	Physical, Intellectual, Language, Emotional, and Social
SDG	Sustainable Development Goal
SPED	Special Education
UNICEF	United Nations Children's Fund
WHO	World Health Organization

CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

In the dynamic landscape of education, developing and keeping a skilled and committed teacher workforce is essential if high-quality special education services are to be offered. As the demand for special education services increases, it is important to take into account how job satisfaction affects teachers' retention in the particular special education context. Children with developmental or behavioral issues who struggle with schoolwork, personal organization, and relationships with adults require special educational needs. These children, also called children with special needs are individuals who have some disability and need special extra assistance and care. UNICEF (2021) report described 240 million children with disabilities worldwide. As per the 2019 Inter-Censal Survey in Myanmar, the disability prevalence rate of Myanmar was 12.8% of the population aged five years and above (Department of Population, 2020). The 'Convention on the Rights of the Child' (CRC) highlights receiving instructional support, healthcare, training, education, and participation for children with disabilities, moreover, the 'Convention on the Rights of Persons with Disabilities' (CRPD) also emphasizes equal human rights and basic freedoms for disabilities, and equal access to education for children with disabilities. World Education Forum (2015) emphasized the importance of inclusive education, to ensure no one is left behind.

There are four primary global ways for participation and education of children with special needs – exclusion, segregation, integration, and inclusion (Hauschild & Htet, 2015). Although inclusive education is acknowledged by Myanmar's National Education Strategic Plan (Singh, 2022), it is not currently progressing in Myanmar due to the political situation and pandemic (Oo & Kawai, 2023). Therefore, special schools offer special education services as a form of segregation and remain important for children with severe disabilities.

Special education teachers are also one of the key stakeholders in training the children with physical, cognitive, and behavioral challenges and teaching academic, social-emotional, and life skills to help them reach their full potential. To effectively maintain qualified special education teachers for the special education demands, it is necessary to highlight the job satisfaction and numerous obstacles of the teachers. In today's world, there are issues of special education teachers' shortage which adversely affects the quality of education and development of children with special needs. Even the developed country, the United States faces a significant shortage of special education teachers due to high turnover rates, recruitment difficulties, the heavy workloads. This poses significant challenges to the continuity and effectiveness of students' learning in special schools (Alignstaffing, n.d.). Special education teachers experience difficulties and stress rather than mainstream teachers. "Teaching" job to children with special needs has a lot of burdens and patience, which is evidenced by exploring the different major types of these children such as physical, developmental, behavioral, and sensory impairments.

On the other hand, the global prevalence of children with special needs is increasing, particularly those with neuro-developmental, or behavioral disorders. Autism, one of the types of children with special needs, has become well-known in recent years, and it affects one in every 100 persons worldwide according to World Health Organization (2023) report, and 1 in 36 children in the U.S. as per the estimation of Centers for Disease Control and Prevention (CDC, 2023). The special education service demand is rising in Myanmar as a result of parents' increasing awareness of the importance of early detection and diagnosis as well as referrals from child neurologists and psychiatrists. The side effects of technology and the COVID-19 pandemic situations negatively influence children's behavior and create additional special needs and care for them.

However, the good thing is that the number of special schools in Myanmar is gradually emerging to support mostly children with neuro-developmental, intellectual, or behavioral disorders such as autism, and ADHD. It remains a challenge having only a handful of professionals who certainly understand and care about these children and offer the accessible special education services everywhere. Children with life-long developmental or behavioral issues such as autism, ADHD, and intellectual impairments rather than sensory impairments have more difficulties in independently surviving in their society. Due to the increasing demand for fulfilling special care for

the children, the adequate of special education teacher workforce is required for effective teaching and development of children with special needs.

Therefore, this study focused on special education teachers, especially those related to children with developmental issues in the special education field. From the perspective of a part of country's development, the job satisfaction and retention of special education teachers are crucial for the effectiveness and sustainability of special education programs at nationwide. Special education teachers provide specialized assistance and quality education to students with diverse needs, enhancing life skills and academic outcomes. Their job satisfaction should be promoted because they are facing with the distinct job-related stress along with the significance changes of social and economic settings of this country. Their job satisfaction can positively impact student outcomes and well-being, foster a supportive learning environment and be more likely to advocate for the safeguarding and inclusive practices and contribute to effective and sustainable policies in the developing country, and additionally, lead to retention ensuring continuity and stability in special education programs, allowing for the accumulation of expertise to provide the children's development and fostering public perception and trust in the special education's ability for the diverse needs of all learners, which is essential for maintaining public support for initiatives and investments for the children with special needs.

Through the job satisfaction of special education teachers, promoting their passions and positive attitudes toward their work, attracting new teachers and enhancing the retention for the best interest of the children with special needs are important in the special education sector. In the case of a higher prevalence rate of children with special needs, teachers' leaving their profession due to job dissatisfaction affects teacher retention and also raises concerns over the development and quality of special education for these children. Exploring job satisfaction and its effect on the retention of special education teachers in special schools in Yangon not only can provide insights into strategies that can inform policy-making and school management strategies, and create a more supportive environment to improve teachers' morale and retain qualified teachers but also contribute to the potential to ensure better continuous learning environment for the development of children with special needs by fostering a stable and satisfied professional teachers workforce.

1.2 Objective of the Study

The objectives are to examine the factors affecting job satisfaction and retention among special education teachers working in special schools in Yangon, and to analyze the relationship between job satisfaction and retention of special education teachers working in special schools in Yangon.

1.3 Method of Study

The study used the descriptive and regression methods based on primary data. The simple random sampling method was applied for selecting the special schools in Yangon. Among the (33) special schools, the sample respondents were (166) special education teachers from the selected (12) special schools. Primary data were collected with structured questionnaires which were distributed to special education teachers by the field survey. Key informant interview was conducted for some required information. The other secondary data was relevant information from literature, journals, articles, and websites.

1.4 Scope and Limitations of the Study

The scope is limited to conducting a study on the effect of job satisfaction on retention of special education teachers in special schools in Yangon, Myanmar. This study mainly focused on (166) special education teachers who are working at special schools, providing children with learning, developmental, and intellectual difficulties in Yangon. The data period was from May to July 2024.

1.5 Organization of the Study

There are five chapters in this study. Chapter one is the introduction with the rationale of the study, objective, method, scope and limitations, and organization of the study. Chapter two is the literature review for special education, job satisfaction and teacher retention. Chapter three shows the overview of teaching in the special education sector in Myanmar. Chapter four presents the survey analysis. The conclusion including findings, and suggestions is mentioned in Chapter five.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the definitions of special education, the concept of job satisfaction and teacher retention in general, including discussions of the theory and importance of teachers' job satisfaction and retention. It then discusses the effect of job satisfaction on teacher retention before discussing the factors influencing teachers' job satisfaction and retention. The chapter concludes with reviews on previous studies of job satisfaction and retention in special education settings and other related studies.

2.1 The Definitions of Special Education

There are numerous definitions of special education over time. The Individuals with Disabilities Education Act (IDEA), created in the U.S. Congress in 1990, defines as follows: special education means "specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including (i) instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings; and (ii) instruction in physical education" (U.S. Department of Education, 2017).

"Children with special needs (CWSN) are those who have some type of disability and require exceptional care and extra help" (Lalit, 2021). Individuals with significant differences in mental, physical, social, or emotional attributes are often considered exceptional in society, which can sometimes cause challenges and impact various social contexts. Educating students in a way that considers their unique differences and special needs is known as "special education, special-needs education, exceptional education, aided education, or SPED". Special education includes training children who deviate physically, mentally, or socially from the norm to a degree that necessitates adaptations in standard educational approaches. It addresses many conditions like cognitive, emotional, behavioral, intellectual, sensory, speech, learning disabilities, gifted children's abilities, and developmental impairments (Ali, n.d).

One of the several key features of special education is that it requires specialized teachers, instructional strategies, and learning settings designed for each student to ensure highly individualized support (Ali, n.d). Therefore, schools that are organized with specialized facilities, resources, and personnel dedicated to meeting the needs of CWSN, without enrolling in the mainstream classes are called special schools (Disabled World, 2022). Special education teachers work with students with physical, mental, emotional or learning disabilities by modifying general education lessons for those with mild to moderate disabilities and teaching basic skills for those with more severe needs (Fikes, 2022).

2.2 The Concept of Job Satisfaction and Teacher Retention

Job satisfaction is one's feelings of fulfillment about their work nature. Employees are satisfied when their needs and interests meet with their jobs. There are multiple definitions of the term 'job satisfaction.' Hoppock (1935) defined job satisfaction as "any combination of psychological, physiological and environmental conditions, which makes a person satisfied his job." Smith et al. (1969) state that feelings experienced are influenced by the disparity between job expectations and actual experiences and the comparison of this disparity to alternative jobs. So, people with higher expectations are more likely to have lower job satisfaction. Locke E. (1976) defined "Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or experience." Purohit (2004) states that job satisfaction is a subset of employees' attitudes toward specific factors, such as work conditions, pay, and job security (Hoppock (1935); Smith et al. (1969); Locke (1976); Purohit (2004), as cited in Azash & Thirupalu, 2017).

"Job satisfaction is an attitudinal construct reflecting one's evaluation of his or her job rather than emotional state" (Ilies & Judge, 2004). Job satisfaction is defined by Bader (1997) as "the degree of satisfaction of the needs of the individual as a result of engaging in that work or occupation." It is consistent with the perspective of Maslow's hierarchy of needs theory, which includes the order of physiological, safety, belongingness, esteem, and self-actualization needs (Tayyar, 2014). If the job fulfills the person's expectations and satisfies him, good reactions and results will be in his workplace and society. Meeting expectations, emotional responses to job conditions, and attitudes toward job characteristics can determine job satisfaction (Luthan (1998), as cited in Azash & Thirupalu, 2017). Muller & Kim (2008) described job satisfaction

in two types: job facet satisfaction, which is feeling about benefits, pay, and resource quality, and global job satisfaction, which is the general feelings of employees (Sahito & Vaisanen, 2016).

Teacher attrition and an inadequate number of new teachers joining the profession are the main causes of teacher shortages (McKee, 2003). Due to the many enrollments of students and retirements of teachers, an insufficient supply of new teachers means a teacher shortage. Among the different factors contributing to the demand for teachers, an apparent amount of increased demand involves an increase in student enrollment and a reduction in pupil-teacher ratio in the breakdown of 2012, 2016, and 2020 in the United States, while preretirement attrition causes the most considerable amount of teacher demand. “Teacher attrition is the act of teachers leaving their current positions for a different teaching position or leaving education completely” (Otto & Arnold (2005), as cited in Jones, 2020). Teacher attrition can be both positive such as moving leadership roles which is acceptable and negative (McKee, 2003). The attrition of teachers who completely abandon the profession is the main concerning part of the teacher shortage.

Retention issues are emerging as the foremost challenges in workforce management for the near future (Irabor & Okolie, 2019). “Teacher retention is described as teachers choosing to remain in their current teaching assignments in the same school” (Billingsley (1993), as cited in Jones, 2020). The “need to prevent good teachers from leaving the job for the wrong reasons” is teacher retention in which the wrong or negative reasons may be the workload, stress or student behavior (Kelchtermans (2017); Williams (2018), as cited in Arthur & Bradley, 2023). For this study, teacher retention is described as SPED teachers’ choosing to remain in special education field or keeping SPED teachers in special education field.

2.2.1 Importance of Teachers’ Job Satisfaction

Several types of research reflect the importance of job satisfaction to employees as well as organizations. Much research evidence highlighted that higher job satisfaction produces positive actions and good performance, and a satisfied one is expected to be more innovative. It also plays a significant role in maintaining the employees’ mental and physical well-being, as well as in ensuring that they are engaged and committed to the job (Tayyar, 2014). It directly influences the employees’ way of thinking, opinion, attendance, efficiency, and engagement (Sahito & Vaisanen, 2016).

Job satisfaction of the teachers can be seen by the achievement of their responsibilities and difficulties, as well as advancement opportunities (Johnson & Johnson (1999), as cited in Kinyua, 2014). According to Tayyar (2014), teachers' job satisfaction is "general and specific positive feelings and attitudes of teachers, related to the needs they expect to be met by their job." In the education sector, job satisfaction affects the outcomes, which are absenteeism, attrition, and retention (Perrachione et al. (2008), as cited in Tayyar, 2014). Teachers' job satisfaction can be beneficial for the students' satisfaction and enthusiasm in their learning situations. This results from satisfied teachers' willingness and passion (Hurren (2006), as cited in Tayyar, 2014).

Special education (SPED) teachers working in special schools have a higher chance of leaving their jobs than mainstream teachers because they face difficulties in teaching children with developmental and behavioral challenges (Katsiyannis et al. (2003), as cited in Major, 2012). Xie & Johns (1995) mentioned that employees with challenging jobs feel more stressed; Emery & Vanderberg (2010) also acknowledged that the emotional effort of SPED teachers working with children with behavioral, intellectual, and physical difficulties is great. Therefore, according to Billingsley (2005), ongoing stress at high levels in the special education field leads to a lack of satisfaction, tension, intention to quit, and attrition (Major, 2012). This points out the significance of job satisfaction in preventing these outcomes. SPED teachers experiencing job-related stress struggle to harmonize their expectations in the workplace. Employees who feel job dissatisfaction have a greater chance of leaving their profession. Individuals who wanted alternative jobs with motivated rewards than the current job were more likely to try to find them (Spector (2008), as cited in Major, 2012).

Hence, in order to help SPED teachers address the challenges of their role well and lack of satisfaction if the administration performs ways to consider motivation, these teachers can improve self-efficacy and effectively apply their ability in the teaching job. Creating a suitable work environment forces the teachers to work well with various children with special needs (Abushaira (2012), as cited in Ketheeswaran, 2018). Otherwise, SPED teachers staying engaged with dissatisfaction can leave their jobs and lessen the benefits for children with special needs. When SPED teachers are given a suitable work atmosphere, teamwork opportunities, and general administration support, even though they have difficulties providing services for children with special needs, they are satisfied with their work and will also remain in their current profession (Abina et al., 2022). Teacher job satisfaction can aid in keeping qualified teachers and

ultimately tempt fresh teachers despite factors like retirement and family issues being out of control (O'Shea, 2021). The level of job satisfaction among SPED teachers is critical for sustainable special education and to recognize the human rights of children with special needs (Strydom et al., 2012).

2.2.2 Importance of Teacher Retention

The imbalance of teacher demand and the number of qualified teachers offering a service occurs in different places and fields (Sutcher et al., 2019). Also, in the special education sector, despite the fluctuation of SPED teachers' supply for nearly 30 years, the demand for these teachers has continuously exceeded the supply (Boe, 2006). The need for SPED teachers will increase along with the number of students who need special education services (Cooc & Yang (2016), as cited in Jones, 2020). SPED teacher shortage can be viewed as the inability to supply the demand for these teachers who meet the requirements of being highly qualified teachers by the No Child Left Behind Act of 2001 (NCLB) (Boe, 2006).

The Individuals with Disabilities Education Act (IDEA) ensures children with disabilities receive special education programs, however, the shortage of SPED teachers risks that opportunity (Peyton & Acosta, 2022). Keeping qualified SPED teachers is challenging due to paperwork, low pay, the rising cost of education and specialized training, and classroom management stress. Despite these challenges, dedicated and committed teachers must prioritize quality education and training support for children with special needs (Alignstaffing, n.d.).

SPED teachers provide personalized support to children with special needs by overcoming their frustration and confusion in the classroom. They understand their students' needs and how to individually work with them, ensuring comprehension of teaching materials (Alignstaffing, n.d.). Two-thirds of teachers quit their profession due to job dissatisfaction in the United States (Sutcher et al. (2016), as cited in O'Shea, 2021). New entrants SPED teachers greatly depend on the administration's support for a better understanding of teaching and the concept of special education, however, when they do not receive detailed knowledge and training, they do not feel enough preparation and self-efficacy, as well as leaving their positions is occurred for the teachers with lack of fundamental skills or competencies (Hope (1999); Kilgore & Griffin (1998); Adnot et al. (2016), as cited in Jones, 2020).

According to U.S. National Education Statistics (2020), while children receiving special education programs increased from 6.4 million in the school year 2012 to 7.1 million in the school year 2019, finding and retaining SPED teachers is still challenging. Since SPED teachers offer the service to children with special needs requiring high levels of need and additional assistance, these children are also negatively impacted by teachers' leaving their profession (Billingsley (2004), as cited in Jones, 2020). The shortage of SPED teachers is not just a problem for the special education system but also a direct threat to the well-being and future of children with special needs.

Hence, it is the responsibility of educational leaders to prioritize maintaining qualified teachers, the valuable human resources. SPED teachers collaborate with professionals to address students' complex needs, fostering interdisciplinary collaboration, and enhancing professional development, mentorship, and sharing of best practices, and encouraging a skilled workforce to effectively address the needs of students with special needs. The way to lessen the consequences of leaving their profession is to undertake the encouraged intervention for retention. One of the key considerations determining the teachers' decision to remain in the special education field is job satisfaction. Leadership practices, communication, and cultural norms are also highlighted for job satisfaction and retention (Jones, 2020).

Attracting and maintaining the teachers and supporting them in continuous learning is also vital to improving student success (Darling-Hammond, 2003). School leaders have endeavored to augment the supply of skilled teachers through recruitment strategies like tuition compensation, unusual certification, and teacher apprenticeship programs, while the growing number of children entering schools can be unaddressed (Sutcher et al., 2016). The retention of SPED teachers in their profession plays a crucial role in strengthening the special education sector.

2.3 Effect of Job Satisfaction on Teacher Retention

Job satisfaction plays a vital role in recruiting and attracting SPED teachers to the profession. It provides a win-win-win situation for SPED teachers, children with special needs, and special schools. Job satisfaction brings benefits such as better attitude and motivation, enriched commitment, self-esteem, and social relations for the teachers, decreased absenteeism and turnover, enhanced teamwork and retention for schools, and

also children's learning outcomes and well-being which can contribute to a teacher's decision to stay in this profession.

There is a relationship between job satisfaction and retention (Bolger (2001), as cited in Horrison-Collier, 2013). Understanding the job satisfaction's effect on retention of SPED teachers is crucial because of their unique challenges and stressors. Herzberg (1968) affirms that the motivating and satisfying factors are the elements of satisfaction that increase employee retention. Higher job satisfaction levels are associated with more commitment, higher retention rates, and productivity. Job satisfaction leads to longer employment, resistance to attractive job offers, and making referrals to other people as a great workplace (Irabor & Okolie, 2019). Therefore, the recommendation of SPED teachers who are satisfied with their jobs can attract others to work teaching jobs, and as a consequence, it can also increase the supply of SPED teachers to serve children with special needs and reduce retention issues.

To compliance the requirements in legislation, such as No Child Left Behind (NCLB, 2001) and Individuals with Disabilities Education Improvement Act (IDEA, 2004), schools experiencing the SPED teacher shortage have the responsibility to recruit and keep the teacher supply and also to ensure the teachers with high-quality standards. It increases the duration of pre-service teacher training and also forces the current teachers to take additional courses to meet competency. Depending on the specialty and experience, SPED teachers' employment is different. Because of the diagnosis at earlier ages and medical improvement, the increased number of children with special needs in recent years is expected to continue. The demand for these teachers will be increased by the children with multiple and/or severe disabilities. For example, according to the U.S. Department of Education (2003), children with autistic disorders getting the required services significantly increased from less than 10,000 in 1992 to nearly 65,000 in 2001 (Showers, 2008).

Therefore, these teachers' requirements and teacher demands made them struggle with stress and caused a lack of satisfaction. Research evidence also indicated that these necessities forced teachers to leave their profession, leading to reduced retention and causing a worse shortage (Rosenberg et al. (2004), as cited in Showers, 2008). Teachers who plan to quit are less satisfied with their jobs, and recruiting ones on a temporary basis does not solve the problem of long-term teacher retention (Ebrahimi, 2013). As per Herzberg's two-factor theory, when employees are motivated and content with their jobs, they are unlikely to have any incentive to seek opportunities

elsewhere (Sunderji (2004), as cited in Irabor & Okolie, 2019). The aspects of satisfaction that retain skilled staff are personal satisfaction, feelings of attachment, and achievement of long-term personal goals (Okolie & Omole (2017), as cited in Irabor & Okolie, 2019).

SPED teachers' satisfaction with their jobs decreases attrition, causes positive favorable attitudes, and enhance cooperation, collaboration and job performance for positive student outcomes, however, dissatisfaction has negative effects on teacher retention (Horrison-Collier, 2013). As a consequence, it has negative effects on student achievement, especially SPED teachers' leaving the profession can mostly impact the progress of students with special needs. Job satisfaction has several effects on SPED teachers' retention by improving commitment, morale, performance, relationships, sense of fulfillment, and sense of belonging and support for this field. Hence, job satisfaction not only can enhance the retention of desirable teachers but also can get other benefits for the students and schools.

2.4 Factors Influencing Teachers' Job Satisfaction and Retention

Many studies described measuring factors or dimensions of teachers' job satisfaction. Sahito & Vaisanen (2016) studied six dimensions; workload and responsibilities, development opportunities, monetary and other benefits, supervision, approvals and autonomy, working relationships, and work environments and facilities. Wangari & Orodho (2014) studied SPED teachers' satisfaction by experience, training, compensation, terms of service, and administration support. Job satisfaction of SPED teachers is examined by the influencing factors such as relationship with colleagues, employment stability, personal affairs, career growth, accomplishment, salary and compensation, supervisory support, administration and regulations, the job itself, acknowledgement, responsibility, and working conditions (Kinyua, 2014). Job satisfaction of SPED teachers can be determined by both intrinsic factors such as career growth opportunities and recognition and extrinsic factors such as resources, salary, and work environment (Strydom et al., 2012). Abina et al. (2022) studied the job satisfaction of SPED teachers in terms of job content, promotion, compensation, colleagues, and supervisor.

Herzberg's Two-Factor Theory helped to understand job satisfaction in educational settings (Karimi (2008), as cited in Patricia & Asoba, 2021). This theory is well-known and developed in 1959. Herzberg thought that two dimensions contribute

to the employee's behavior in the workplace. The first dimension is called hygiene factors (extrinsic factors), which means the job dissatisfiers related to: "working conditions, pay and security, company policies, interpersonal relationships, and supervisors." If these factors are poor, the employees are dissatisfied with their job. However, good hygiene factors can prevent dissatisfaction in their work. The second factor, called motivators, motivates the employees to get more performance. These are also called satisfiers (intrinsic factors) that are required for highly satisfied and motivated for the long term. These motivators include: "achievement, recognition, personal growth, responsibility, and work itself" (Daft & Marci, 2022).

Hygiene factors refer to the area of dissatisfaction in which the employees feel a lack of satisfaction, and although the factors like noisy environment, low pay, and poor relationships are corrected, if motivators are absent for them, employees will be at the center scale of neutral. Motivators can lead to a high level of motivation and satisfaction and also produce more performance in their work (Daft & Marci, 2022).

According to this theory, the following factors influencing special education teachers' job satisfaction which are adaptable with the context of the study area are determined in this study -

(i) Pay and Benefit – Ketsela (2017) indicates that pay provides job satisfaction as well as self-esteem according to Bruckner (1998), and higher satisfaction and acknowledgment for teachers will be obtained by higher salary, moreover, other benefits like vacation and retirement must be provided according to Herzberg et al. (1959). According to equity theory, teachers who feel unfairly remunerated for their efforts and struggles may decide to leave the profession in order to address the inequity (Giacometti, 2005).

(ii) Interpersonal Relationships – Positive supervisor-supervisee relationships foster a sense of support and autonomy, which creates a conducive environment for decision-making. Building strong rapport among colleagues can promote and predict job satisfaction in the workplace. Some teachers realize that their relationships with colleagues greatly increase their level of satisfaction in their jobs. Furthermore, the interpersonal relationships between teachers and students, as well as parents, serve as pivotal factors influencing teacher satisfaction (Tayyar, 2014). Parental involvement in their children's education and cultivating a good rapport with teachers can improve both the working environment and influence job satisfaction (Mandal & Dhar, 2023).

(iii) **Work Conditions** – Job satisfaction may be affected by the workplace conditions. A positive working environment is based on some factors, e.g., the comfort of classrooms, proper lighting and temperature, sanitation and availability of required teaching materials and kits, and well-maintained facilities. It is also essential to have access to adequate teaching resources in order to be satisfied with the job. Teachers' satisfaction with their work is enhanced by the availability of adequate teaching resources such as teaching materials, technology, and other resources that support effective teaching as well as a sufficient workload, which is an important organizational concern. When teachers are equipped with manageable workloads and have access to essential teaching materials and technology, it decreases stress and increases job satisfaction (Mandal & Dhar, 2023).

(iv) **Professional Development** – Teachers need continuous learning training to solve problems in managing the classroom, developing the curriculum, and instructing the children in specialized areas. Professional development can increase their personal and professional growth and effectiveness, as well as allow them to exchange their new teaching perspectives with coworkers and learn and create new approaches for instruction and student assessment. Professional development programs which increase human capital can influence job satisfaction and retention in the profession (Njiru, 2014).

(v) **Work Itself** – Work itself is characterized as the level to which a position delivers individuals with engaging tasks, prospects for personal development, and learning opportunities, as well as affording them the responsibility and accountability for achieving results (Robbins et al. (2003), as cited in Tayyar, 2014). People work their best when the work itself engages and stimulates them, provides meaning and purpose, and they feel meaningful, purposeful, and valued for their contributions. Work itself offers intrinsic rewards and promotes job satisfaction and performance (Daft & Marci, 2022). Jobs that are challenging and inspiring, enable employees to utilize their skills fully, and promote their status provide higher satisfaction when individuals find their work stimulating, meaningful, and aligned with their potential (Irabor & Okolie, 2019).

(vi) **Recognition and Achievement** – Teachers' job satisfaction depends greatly on acknowledging and appreciating their achievements and efforts. Teachers' satisfaction levels can be positively affected by organizational procedures recognizing and valuing their diligent efforts, such as rewards, incentives, and public acknowledgment (Mandal & Dhar, 2023). People's preferences vary, with some favoring tangible rewards like

presents, bonuses, or vacations, while others value words of appreciation and public recognition, and others prefer quiet praise of the persons they admire (Daft & Marci, 2022). Teachers experience the highest satisfaction when their students achieve success. Job satisfaction involves workers' sense of accomplishment and fulfillment, directly influencing productivity and personal well-being. It also indicates enthusiasm and a sense of fulfillment (Sahito & Vaisanen, 2016).

Abina et al. (2022) reviewed to determine the effective ways to retain SPED teachers using Maslow's hierarchy of needs theory in which the physiological needs, such as adequate compensation, alternative employment options for financial needs, safety needs, such as adequate resources and support, supportive environment, social needs such as collaborative learning, respectful friendship, self-esteem needs such as emotional well-being, supportive guidance, and self-actualization needs such as freedom of decision, skill development opportunities. This study uses the following factors contributing to special education teachers' retention in terms of the related job expectations, attitude, and emotion -

1. Fair and competitive salary, 2. Specialized skills, 3. Collaboration and teamwork, 4. Support from colleagues and administrators, 5. Appreciation for work, 6. Interest and hobby, 7. Sense of fulfillment, 8. Motivation for children's progress and inclusion, 9. Effective services for children, 10. Awareness, 11. Career advancement, 12. Rewards.

2.5 Reviews on Previous Studies

As the local study, Wai Zin Thu (2020) studied the caregivers' perception on special education in Hlaingtharyar township in Yangon by face-to-face survey to 160 caregivers. The study found the significant association between caregivers' socio-demographics - gender and income and perception on the special education. It highlights how critical it is to ensure equitable opportunities for a high-quality life, free access to education for children with disabilities, and provide intellectual resources for future generations.

As the international studies, Pazim et al. (2021) reviewed special education teachers' job satisfaction in Malaysia and recommended that the welfare of teachers, including job satisfaction, should be prioritized by all relevant parties, including ministries, state education offices, district levels, and schools, to enhance student achievement, teachers' commitment and performance. It highlights school

administrators' crucial role in meeting basic job satisfaction needs, ensuring teachers feel satisfied, and positively impacting students with special needs.

Abina et al. (2022) examined job satisfaction and its effect on the retention of special education teachers in Davao City, Philippines, using a descriptive correlation approach with a purpose sampling technique. The study revealed a significantly high positive correlation between job satisfaction and employee retention among special education teachers and high level of job satisfaction and retention however, it also recommended the areas for improvement in salary, job content, safety needs, physiological needs, and career opportunities, leading to more satisfied teachers, thereby enhancing their retention and performance in the special education field.

Layden et al. (2022) performed an online survey to explore the career intentions of special education teachers working with students with intellectual disability, developmental delay, and autism spectrum disorder. Finding highlights the importance of addressing working conditions to improve retention rates and reduce turnover rates in the special education field. The results found significant differences in career intentions based on demographic factors, highlighting the necessity for targeted retention strategies for underrepresented groups in special education. The study emphasizes the impact of working conditions on teachers' decisions to stay or leave the teaching profession, suggesting that improvements in these areas could help retain teachers.

Ince & Alkalut (2023) determined the teachers' job satisfaction in special education and rehabilitation centers in Turkey by semi-structured interviews. The finding highlights the need to address challenges in special schools to improve job satisfaction and education quality, and teachers express concerns about lesson lengths, materials, paperwork, and lack of parental involvement and awareness. Although teachers were dissatisfied with their institutions, for insufficient student education hours, salary concerns, they showed a positive attitude towards their jobs and working conditions. The study recommended to emphasize the need for adequate wages, benefits, and working conditions to ensure teacher job satisfaction and retention.

Alkayed et al. (2024) studied job satisfaction amongst special education teachers using quantitative approach. The study contributes to the understanding of the factors shaping teachers' perspectives and highlights the importance of promoting job satisfaction and positive attitudes among special education teachers. The findings showed the moderate level of job satisfaction and attitudes. According to the findings,

it recommended enhancing job satisfaction and attitudes of special education teachers can improve competence of teachers, educational practices and policies, leading to better preparation for future educators and higher quality services for children.

There are a number of studies on job satisfaction and retention in the special education field in both developed and developing countries. Also in Myanmar, there are many studies related to the special education with variety of perspectives. Therefore, to inform policy-making and school management strategies for job satisfaction and teacher retention in the special education sector of Myanmar, this study focused job satisfaction and its effect on retention of special education teachers in special schools in Yangon.

CHAPTER III

OVERVIEW OF TEACHING IN THE SPECIAL EDUCATION SECTOR IN MYANMAR

This chapter discusses special education sector in Myanmar and then role and responsibilities of special education teachers. Before discussing the teaching methods for children with special needs, it describes the nature and issues of those children. This chapter finally presents the challenges of special education teachers.

3.1 Special Education Sector in Myanmar

Myanmar is currently experiencing notable shifts in its political, social, and economic settings. Over the past century, Myanmar's special education sector has evolved from limited services by religious groups or charities to a more inclusive system backed by government policies and international frameworks. Myanmar had limited attention to disability issues in the early decades, before the country opened up in 2011. Myanmar's education system primarily targeted mainstream students, with limited services for children with disabilities. Early initiatives included blind and deaf schools. A few other special schools emerged later, but services for children with intellectual and other disabilities were lacking.

The country has to refer to the policy on inclusive education and become interested in education for disabled ones. As the international commitment to children and disabilities' rights and welfare, Myanmar ratified the "Convention on the Rights of the Child (CRC)" in 1991, the "Convention on the Rights of Persons with Disabilities (CRPD)" in 2011, the "Incheon Declaration: Education 2030 - Toward inclusive and equitable quality education and lifelong learning for all" and the "Sustainable Development Goals" in 2015, and also "ASEAN Enabling Masterplan 2025: Mainstreaming the Rights of Persons with Disabilities" in 2018. The 1993 Child Law officially recognized the rights of children with disabilities to education, laying the groundwork for future policies promoting their integration into mainstream schools. Law on the Rights of Persons with Disabilities was also enacted in 2015, focusing on

the right to access equal education for people with disabilities (UNICEF, 2016).

Following political changes in 2010 and 2011 government changes, a conference on education and health sector development was held in 2012 to review social sector development, recommending a comprehensive review of these sectors (Rwehera, 2017). The Comprehensive Education Sector Review (CESR) was launched in 2012 to address challenges in Myanmar's education, including inadequate teacher training, resource constraints, ineffective school management, and incomplete policies for Early Childhood Development, Non-Formal Education, and inclusive education (Ministry of Education (MOE), 2012). The National Education Strategic Plan (2016-2021) was also developed to inform the development of the education sector, committing a shift towards inclusive practices for all children, including those with disabilities.

In addition, the 2014 National Education Law in Myanmar regulates education provision for children with disabilities, such as visually impaired, hearing impaired, mentally disabled, and diverse learners in the category of special education needs, more specifically, according to Article 37, special education programs are designed to give children with disabilities specialized instruction (Myanmar Law Information System, n.d.), but the Law was amended in 2015 to mention the inclusive education and improve special education (Oo & Kawai, 2023). Enacted in February 2014, the Early Childhood Care and Development (ECCD) Policy focuses on the services offered by DSW or other organizations, including the private sector (Ministry of Education, 2014). NGOs and civil society organizations in Myanmar are advocating for an inclusive education system for every child in a rapidly changing educational environment (Waite, 2015). The provisions of the Child Rights Law (2019) are also followed to operate.

National Education Conference for children with intellectual disabilities was also successfully held two times in 2016 and 2019. The National Committee on the Rights of Persons with Disabilities has developed a five-year strategic plan for 2022-2027 to produce teachers and provide practical strategies and teaching aids for the development of persons with disabilities and vocational training centers for young adults. Perhaps because the MOE is in charge of mainstream education and the MSWRR is in charge of special education for children with disabilities, the Law lacks a clear definition of inclusive education and protection for children with disabilities rights in regular schools (Eden Centre for Disabled Children Organization, 2015). Currently, inclusive education is not progressing in Myanmar to be in line with

Sustainable Development Goal 4 (SDG 4) - quality education due to the political situation and pandemic (Oo & Kawai, 2023). Hence, Myanmar's special education sector consists of both special schools and efforts to promote inclusive education. Special education promotes inclusive classrooms by accepting more children with disabilities and ensuring teachers' understanding, ultimately leading to an inclusive society.

As per the 2019 survey of the Ministry of Population, 12.8% of the population possess one of the six disabilities- hearing impairment: 2.4%, visual impairment: 6.3%, difficulties in walking: 5.4%, difficulties in communication: 1.6%, difficulties in concentrating/ remembering: 4.4%, difficulties in self-care: 1.9% - meaning almost 6 million people (five years and older) have one or more disabilities (Department of Population, 2020). The Ministry of Education's report describes that enrollment of children with disabilities in primary, middle, high schools, and special schools were 9738, 11536, 47, and 1450 children, respectively (Waite, 2015). Public special schools that provide visual and hearing difficulties of children and training for young disabled people are run under Department of Social Welfare (DSW) of the Ministry of Social Welfare, Relief and Resettlement (MSWRR). However, children with intellectual disabilities have less access to education than children with disabilities in physical, visual, and sensory because of the community's negative views, discrimination, inaccessible resources and facilities, and difficulties in teachers even though they are able to learn the curricula in the regular school.

In the past, children with disabilities were often regarded as worthless and seen as a curse to their families and society. Myanmar people's misconceptions or beliefs about children with intellectual disabilities that previous wrongdoings are what caused a person's disability to be born, still cause the parents and caregivers to experience stress and strain, and prevent children from being sent to school. In the surroundings closely involved with these children, they are understood as children with barriers to learning and development who require special care to accommodate their unique needs through difficult learning styles. The terms 'special needs' and 'special education' have become widespread due to the awareness of intellectual disabilities in the community and the gradually growing number of children with Down Syndrome and Autism in Myanmar although all types of people with disabilities are covered and concerned with under these terms.

3.1.1 Importance of Special Education and Special Schools

The global prevalence of children with special needs (CWSN) is growing, particularly those with neuro-developmental or behavioral disorders like autism and ADHD. Autism, one of the types of CWSN, is gradually becoming well-known in Myanmar. There is a lack of reliable statistical data for the number of CWSNs especially intellectual disabilities in Myanmar. However, special education service demands in Myanmar are on the rise due to parents' growing awareness of early detection and diagnosis, as well as referrals from child neurologists and psychiatrists. As early intervention can help these children's development progress, special schools with more technical resources and specialized instructions play an important role in helping the children receive effective teaching methods early. Public and private elementary and pre-primary schools can accept and teach children with intellectual impairments who are partially and slightly dependent on others (mild level). In some special schools for CWSN, Physiotherapists, Speech Language Pathologists, Occupational Therapists, and Behavior Therapists who are subject matter specialists collaborate in training to make children's learning more comfortable and to reduce special requirements.

On the other hand, inclusive education, especially for children with disabilities, requires equal classroom participation despite negative attitudes toward individuals with special needs, highlighting the need for special education programs and policies. For disabled or gifted children, special classes are important because they enable adapted learning and build confidence. Several barriers to the inclusion of CWSN in mainstream schools are financial constraints hindering access to education, negative attitudes from educators, inadequate guidance from the MOE on disability inclusion, accessibility issues with school infrastructure and transportation, a lack of specialized skills and networks within mainstream schools, centralized curriculum and assessment systems failed to accommodate individual student needs, and teacher-focused teaching practices rather than child-centered, all of which exacerbate inclusion challenges (Eden Centre for Disabled Children Organization, 2015).

The four main global methods of participation and education for CWSN are exclusion, segregation, integration, and inclusion. Children with disabilities often lack access to formal or non-formal education in many countries, including Myanmar; only those with mild impairments receive educational options. Segregation allows children, mainly disabled ones who are unfit in mainstream schools, to be sent to special education schools, making the transition challenging to the mainstream. Integration

involves allowing children with disabilities to join mainstream education, provided they adhere to strict rules; otherwise, they are transferred to special schools, often requiring additional training and rehabilitation. Inclusion promotes diversity and removes barriers to education and social participation, where children of all abilities learn together in the same classrooms. Teachers with an inclusive approach recognize individual learning styles and provide varied optimal support, ideally accessing a network of resources to assist each child effectively. Myanmar is still in a challenging situation when implementing inclusive education (Hauschild & Htet, 2015).

Therefore, to smoothly transfer the children to mainstream as the inclusion, special education sector plays an important role as the special schools perform the early intervention for the children and provide special education to address their special requirements. Special education is crucial for disabled children to ensure progress and potential exploration through quality educational structures and classroom rules with the required teachers. During the pandemic and political situations, Myanmar Basic Education Home channel, streaming learning content, also promoted home-based learning for CWSN by introducing webinars and public awareness articles about how to support and teach CWSN at home (Oo & Kawai, 2023).

DSW under MSWRR is readily accessible and accountable for providing services to persons with disabilities, including special schools facilitated education for CWSN (Hauschild & Htet, 2015). DSW provides institutional care services for various age groups and types of disabilities, operating eight different types of schools, including two schools for hearing problems in Yangon and Mandalay, two for visual problems in Yangon and Sagaing, two for disabled children in Yangon and Mandalay, a Disabled Care Centre in Yangon, and a school for adult disabled people in Yangon, while the others are managed by NGOs (Ministry of Social Welfare, Relief and Resettlement, n.d.). The special schools provided by government for children with visual and hearing impairments have been running steadily for many years, but it is important to emerge more special schools that can provide special care, training, and education for the increasing intellectual disabilities because special schools possess the necessary human and technical resources to train CWSN while mainstream schools lack these resources and teachers handled these kinds of children.

Therefore, private special schools, private rehabilitation centers, and private vocational special training schools are being established following the Rules for the Rights of Persons with Disabilities (2017). An application for school establishment

must be included in compliance with the requirements such as school name, location, type of school and area, contact phone number and mail, type of disabilities, number of students, teachers and their skill level, school period and schedule, type of curriculum and structure of administration committee, and submitted to DSW. The DSW's responsible officer usually conducts inspections for compliance with specified regulations, including safety conditions. In addition to public special schools, private special schools are opened in Yangon, Mandalay, Naypyidaw and in some states/regions for CWSN in Myanmar.

3.1.2 Governmental Organizations and Associations

Under the Ministry of Social Welfare, Relief and Resettlement, the Department of Social Welfare (DSW) implements disability services and other social welfare services focusing on preventative measures, community support, and social development. The DSW provides a wide range of social welfare services, including Children and Youth Welfare, Rehabilitation of Disabled Persons, Early Childhood Care and Development through both direct and indirect ways. The Department of Rehabilitation also prioritizes peace, ethnic affairs, and human rights through rehabilitation programs for individuals with disabilities, as well as those affected by natural and manmade disasters and other types of cases (Myanmar National Portal, 2018).

Special schools of DSW for young disabled children, opening in Yangon and Mandalay, receive children with intellectual disabilities and physical disabilities between the ages between six and eighteen. In addition to teaching daily living activities, social environment, and pre-vocational skills, children who can read literature are taught primary education, while non-literate children are taught by the special education system.

The Myanmar Down's Syndrome Association (MDSA), founded in 2015 by parents of Down's syndrome children, has a dedicated working committee actively involved in various initiatives. MDSA supports persons with Down's syndrome and their families by providing guidance on nurturing and upbringing, disseminating information about job opportunities, educational, social, and medical services, organizing social events, establishing training schools and vocational training centers, and protecting individuals from violence, abuse, neglect, and exploitation. Since 2006, World Down Syndrome Day in Myanmar has been observed annually on March 21,

which aims to raise public awareness about Down's syndrome. MDSA organized dental and hearing examinations for people with Down syndrome in partnership with Yangon Eye Hospital and Deaf School, recommended eyeglasses, and administered any necessary care (Nan Su Yi Myo, 2019).

The Myanmar Autism Association (MAA) supports parents and the next generation of people with ASD, advocating for the state, institutions, and public, acting as the sole entity representing ASD in Myanmar (Asia-Pacific Development Center on Disability (APCD), 2020). There were only a few schools in the Yangon catering to autistic children with limitations. Two parents attended the 1st ASEAN Autism Workshop and Congress in Bangkok as representatives from Myanmar advocated for the formation of an autism association in Myanmar to access technical support from abroad. In 2011, parents of autistic children formed Myanmar Autism Association (Yangon). The World Autism Awareness Day ceremony in Myanmar was first held on April 2, 2011, with overwhelming participation from the autism community. In 2014, the government formally acknowledged MAA (Myanmar Autism Association, n.d.).

MAA aims to integrate people with autism into society, providing equal opportunities and support, reduce social barriers, and empower individuals with autism through specialized education, therapies, and increased awareness. The MAA works towards this goal through a wide range of activities, such as the annual Awareness Day, seminars with local and international experts, the publication of informational materials, the operation of daycare centers focused on interventions, advocacy for school programs, public awareness talks, and youth club activities. The MAA plans to launch future programs to support and advance individuals with autism in Myanmar, including opening an Autism Home, establishing a Youth Center, and collaborating with the Ministry (APCD, 2020). MAA also engaged in the Autism Mapping Project from 2018 to 2019, which promotes autism rights and empowerment across ASEAN regions through policy recommendations, awareness events, and collaboration with the APCD. MAA also organizes workshops or training sessions by inviting consultants and other therapists. Currently, MAA is opening the daycare center and youth club for CWSN.

The Myanmar Special Education Association (MSEA) was founded in 2015, and in partnership with the relevant Ministries, it seeks to develop special education curricula that will be taught in Education Colleges and Universities under the Ministry of Education, Pre-School Teachers Training under the DSW, and other relevant

undergraduate and diploma programs under the Ministry of Health and Sports. DSW, the University of Wolverhampton (UK), With Love All Things Are Possible Charity (UK), and MSEA jointly open special education teacher training courses. The courses include communication and literacy, promoting inclusive practice, autism spectrum disorders and inclusion, learning disabilities, cerebral palsy, behavior management, and so on. MSEA, in cooperation with MASHAV Carmel Training Center, Isreal, with the support of the Embassy of Isreal in Yangon, Myanmar, held a “methods in special education” webinar and also held special education webinars in collaboration with Fullerton College, California. MSEA also accepts private special schools as member of the association with the specified criteria to perform the proper process and welfare of intellectual disabilities, support the services and quality of special schools and the needs of the special education sector unitedly, promote these schools’ dignity and monitor their ethics and regulations.

3.2 Role and Responsibilities of Special Education Teachers

Special education teachers are the trainers for a wide range of children with special needs to improve cognitive skills and control behaviors and emotions to enable them to survive independently in daily life. They work with students with disabilities by offering specialized instruction and assistance to overcome learning challenges and attain social, emotional, and academic achievements. SPED teachers play a crucial role in supporting students with disabilities, with students’ needs assessment, individualized education planning, differentiated instruction, behavior management, and collaboration with professionals to develop tailored education plans, implementing effective teaching strategies to meet student’s diverse learning styles, and overseeing the assistants. They also provide collaborative partnerships, individualized therapies, specialized education, and behavioral support to assist children in developing social skills and self-control, as well as creating a supportive learning environment for their overall growth and academic achievement. Therefore, SPED teachers are valuable human resources who are taking the first step for the benefit of the children in order to minimize disruptions in learning environments and build a safeguarding inclusion and development for these children.

SPED teachers can communicate and encourage the parents or caregivers to train continuously their children at home with patience for the benefit of the children’s development as well as can share their knowledge about special education and explain

the importance of monitoring the child's developmental milestones to become more awareness in the community. Experienced teachers who accomplished the courses about special education offer home-based learning services for CWSN, with their unique skills to ensure equal access to quality education and address the diverse learning requirements of the children. SPED teachers need hard skills like lesson planning and classroom management, as well as soft skills like communication, stress management, problem-solving, and empathy, to adapt their teaching to individual children's needs. Self-reflection is essential in teaching practice, allowing teachers to meet the children's individual needs and build strong relationships and organization skills fostering an optimal learning environment for student engagement and success. SPED teachers require creativity, adaptability, high intuition, calming, detail-oriented, even-tempered, deadline-oriented, and a good sense of humor to create innovative teaching methods, positive learning experiences, and good collaboration with general education teachers, other professionals, and parents. Above all, genuine love and kindness towards children are fundamental for success in this noble profession.

Special education teachers adapt to various settings with unique aids and tools and a well-determined learning plan to ensure students with special needs fully understand information. They cooperate with parents and other important stakeholders, such as therapists to develop Individualized Education Programs (IEPs), monitor student progress, and ensure necessary services for CWSN. As a daily task, they also have paperwork to inform the parents about the records, such as activities they teach and behaviors and health conditions of children in the school. Moreover, they patiently care for and teach the children who are not able to carry out personal hygiene independently. SPED teachers are cautious about the safety of the children in outside extracurricular activities like shopping, sports and excursions. They always ensure that proper accommodations and support are in place to prevent any accidents or incidents. They follow personal hygiene protocols like nail trimming to prevent injury or harm to CWSN.

Indeed, special schools are fundamental workplaces for becoming qualified and experienced SPED teachers who work across all age groups and settings, providing insight into the challenges faced by the children and being aware of different teaching strategies. Therefore, SPED teachers are required to engage in continuous professional development to stay update of best practices and legal requirements, thereby enhancing their teaching methods and empowering students with special needs.

3.2.1 Capacity Building for Special Education Teachers

In partnership with University of Wolverhampton, ‘The Charity with love all things are possible’, and MSEA offers a training program for SPED teachers. SPED teachers from private special schools in Myanmar have completed the first two levels of the eight-level training program. Consequently, the MSEA initiated pre-level 1 basic courses for teachers from the DSW, and Department of Basic Education to solve the challenges in accessing level 1 (teacher’s training) and level 2 (training of trainers). Additionally, in 2018, some SPED teachers and leaders underwent social education and leadership course at Australia’s Flinders University (Waite, 2015). Subsequently, professors and students from Flinders University conducted workshops on Leadership and Management, as well as Design and Evaluation for workplace and other teaching methods in Yangon in July 2018. Since the establishment of MSEA, it has successfully fostered around 1500 trainees from teacher training and training of trainers in 14 states and regions.

Currently, DSW is still opening the SPED teacher training. Diploma course for “Early Childhood Care and Development” is also offered in Yangon University of Education. Some private special schools invite local or foreign experts to organize workshops or trainings in order to enhance the expertise and capacity of their teaching staff. Moreover, for the novice teachers in the special education field, the special schools recruit them as volunteers based on their attitude, interest, and patience during the probation period, and then they are delivered the pre-level courses for the assistant position. SPED teachers who completed the level-1 course do well assessment for the children in combination with their experience in the workplace. Online free courses and webinars with professional and experienced trainers that anyone can study is another way to aid CWSN in accessing special education anywhere and promoting the emergence of more special education teachers.

3.3 Nature and Issues of Children with Special Needs

Children with special needs face unique challenges and require specialized assistance. The PILES, or Physical, Intellectual, Language, Emotional, and Social, are vital five areas for a child's growth, well-being, preparing them for adulthood challenges, and for a resilient adulthood. Thus, understanding the nature of their development conditions is essential for addressing their special educational needs, providing appropriate interventions, and ensuring their holistic development. IDEA of

U.S. categorizes disability into (13) groups: Traumatic Brain Injury, Hearing Impairment, Orthopedic Impairment, Emotional Disturbance, Learning Disabilities, Multiple Disabilities, Mental Retardation, Other Health Impairment, Visual Impairment, Speech or Language Impairment, Developmental Delay, Autism, and Deaf-Blindness (U.S. Department of Education, 2018). The majority of children enrolled and educated in special schools in Myanmar typically have conditions such as Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Down syndrome, Cerebral Palsy (CP), Global Development Delay (GDD), and Learning Disabilities. If the child's knowledge and skills decrease or disappear after one year of age, parents or caregivers should see a pediatrician or therapist for a checkup. Laboratory tests cannot detect whether the child is the one with special needs or not. Pediatricians and therapists can only verify the children's development condition.

Autism Spectrum Disorder (ASD) or autism is a neurodevelopmental disability characterized by challenges to social skills, verbal and nonverbal communication, and repetitive behaviors. The prevalence of ASD is 1 in 100 people worldwide (World Health Organization, 2023). Since 2000, there has been gradually increased in the number of children with autism in Myanmar. Boys are more likely than girls to have autism. The condition of these children cannot be cured by taking medicine and normal injections. ASD-related characteristics include avoiding eye contact, not responding to names, lacking facial expressions, limited interactive play, minimal gestures, disinterest in shared interests, non-engagement in pointing out interesting things, obliviousness to others' emotions, reluctance to join group play, absence of pretend play, reluctance to perform or engage in expressive activities, insistence on ordered arrangements, repetitive speech or phrases (echolalia), rigid toy play patterns, fixation on object parts, sensitivity to minor changes, obsessive interests, adherence to specific routines, flapping hands, swaying body, or making circles with oneself, and exhibiting unusual reactions to sensory stimuli. Many individuals with ASD often exhibit additional related traits, such as delayed language, movement, or cognitive abilities, hyperactivity, impulsivity, inattention, epilepsy, unconventional sleeping and eating patterns, gastrointestinal problems like constipation, sudden loud laughter, not feeling pain, peculiar emotional responses, heightened anxiety or stress, and either diminished or excess of fear responses. Their characteristics or behaviors are also different from each other. Some can live independently, while others are completely dependent on someone

else in their lives (CDC, 2024). ASD has a major influence on a child's long-term adjustment, academic performance, interpersonal relationships, and adult career; nevertheless, with proper and practical training, these children can make incredible achievements. No one may not know the reason for this exactly, but heredity may be complications during childbirth, infections before and after birth, autoimmune, and brain and neurological diseases. Recent findings for the possible reasons for autism include environmental pollution and genetic mutation.

Attention Deficit Hyperactivity Disorder (ADHD) is a common childhood neurodevelopmental disorder characterized by attention issues, impulsive behaviors, and excessive activity, often diagnosed in childhood and lasting into adulthood. While it is common for children to experience occasional difficulties with focus and behavior, those with ADHD typically face these challenges, experiencing persistent symptoms that can significantly impact their academic performance, home life, and social interactions. Symptoms may include frequent daydreaming, forgetfulness, restlessness, excessive talking, careless mistakes, impulsivity, difficulty with self-control, challenges with turn-taking, and interpersonal conflicts. Research into the origins and risk factors of ADHD highlights genetics as a prominent influencer alongside brain injury, environmental exposures, alcohol and tobacco use, premature birth, and low birth weight. However, some findings do not provide claims that high sugar intake, excessive TV watching, parenting styles, or poverty are primary causes of ADHD (CDC, 2024).

Down syndrome (DS) is a condition where a person has an extra chromosome altering the brain and body development in an infant, causing mental and physical problems. Typical physical characteristics of DS encompass a flattened facial profile, upward-slanting almond-shaped eyes, a short neck, small ears, protruding tongue, small hands and feet, distinctive iris spots, a single palm crease, occasionally curved pinky fingers, diminished muscle tone or lax joints, and shorter stature in both childhood and adulthood (CDC, 2024). Children with DS frequently struggle with learning issues such as poor vision, hearing, fine motor skills, and auditory memory, short attention, and trouble with sequencing.

Cerebral Palsy (CP) is a common motor disability in childhood, characterized by abnormal brain development or damage, affecting muscle control, posture, and movement. CP symptoms vary among individuals, with severe cases requiring specialized aids or lifelong assistance and mild cases causing slight walk abnormalities

without support, often accompanied by conditions like intellectual disability, seizure disorders, sensory impairments, spinal alterations, or joint complications (CDC, 2024).

Developmental Delay (DD) affects one area of development, leading to global developmental delay due to significant delays in multiple areas. A child fails to meet expected milestones, indicating slower learning of specific abilities compared to their peers. DDs affect a child's cognitive, social, emotional, speech, and motor skills. A child with delays in these areas may struggle with problem-solving, interpreting social signals, adapting to routine modifications, speaking and understanding words, coordinating small and large muscles, and so on. If there is a significant delay in two or more of these developmental areas, the child may experience a global developmental delay (GDD). Early intervention can help children with DDs and GDDs, including improving motor skills and speech comprehension, addressing social challenges and memory issues, and understanding consequences. Genetics, environmental factors like low birth weight, premature birth, oxygen deprivation, toxins, inadequate nutrition, health issues like chronic ear infections or vision problems, and severe trauma can contribute to increase the risk of developmental delay (Cleveland Clinic, 2023).

Learning Disabilities (LDs) impact the brain's processing of information, affecting acquisition, organization, retention, understanding, and usage. They range from mild to severe and do not affect intelligence. Learning poses unique challenges for those with LDs. However, their IQ is either average or above average. LDs are typically discovered early in school, but some may not be diagnosed until adulthood. Dyslexia, dysgraphia, and dyscalculia are learning disorders that disrupt brain processing of written words, spelling, letter recognition, rhyming, and word decoding, hinder the conversion of thoughts into written language, leading to difficulties with handwriting legibility, pencil grip, writing speed, and cause difficulties in reading, writing, and understanding numerical concepts. A learning disability is a gap between a child's academic potential and their actual performance. A learning disability can be indicated by behavioral symptoms such as school avoidance, class reluctance, assignment avoidance, and negative self-talk, affecting a child's self-esteem and behavior. Researchers are identifying learning disabilities as a combination of genetic and environmental factors, often coexisting with conditions like depression, anxiety, ADHD, and bipolar disorder (Cleveland Clinic, 2024).

Some CWSNs often face receptive and expressive language difficulties, food allergies, environmental factors like lighting, smell, and noisy, avoidance tasks, and

overstimulation or anxiety, all of which can contribute to confusion, frustration, and severe behavioral issues such as self-injury, aggressiveness, tantrums, and destructiveness. CWSNs experience challenges when accessing healthcare services because some do not know how they feel about their health, and doctors lack expertise in dealing with and treat them.

In Myanmar, CWSN face discrimination, ignorance of their voices, lack of their rights, and negative attitudes due to societal attitudes and limited environmental accessibility. The problem is the disabling surroundings, which include poorly designed infrastructure, few job prospects, social exclusion, discrimination, and inaccessible transit, such as a lack of parking spaces, steps, lifts, and few sign language accessibility and interpreters.

Especially among children with intellectual disabilities, some who have mild symptoms can continue learning the subject-related education, but some who have severe symptoms are usually trained to survive independently in their lives or receive pre-training in the workplace for adults. In the cases of children with mild special needs who are able to join at public schools, they experience barriers of insufficient of teachers' skills and understanding, centralized curriculum and resources not adapted to their needs, bully of same-aged children and discrimination of some parents who do not like them together with their children in the same class. Unfavorable family economic status and some parents' negative opinions and shaming of the existence of these children cause the loss of rights for the development of CWSN. Throughout the COVID-19 period, because of the disruption of their typical patterns or routines and adaptation to new environments and restrictions, it had been challenging for CWSNs to fulfill their willingness and control behaviors according to their nature. Some children's positive behavior and development are reduced as they cannot receive specialized support for continuous learning during this period.

3.4 Teaching Methods for Children with Special Needs

Forms of special education include specialized teaching techniques, special materials, and special facilities. Specialized teaching techniques must take into account a definite pattern of organization (structured teaching), removing barriers to learning and delivering improvements in partnership. Structured teaching may be creating a physical structure that helps children understand what activities will be performed in which places (e.g., place for story time, snack time, circle time, etc.), using the schedule

to understand the to-do list and completed tasks, using work system which indicates a task with step by step by the child on his/her own, and using visual structure in activities. In removing barriers to their learning, a suitable physical environment such as wheelchair access, appropriate furniture, a specialized learning environment to choose the right materials, correct fonts for visuals, teaching aids size or methods, and a positive social environment without peers' discrimination, teasing, and bullying must be created. Various kinds of stakeholders, such as clients and families, special education teachers, physiotherapists, child psychiatrists, etc., in Myanmar must cooperate with each other to deliver improvements in partnership for the benefit of the children with special needs. Special materials such as adapted books, picture symbols, multi-sensory materials, social stories, and speech and language boards can help students with visual, cognitive, social, and language disorders improve reading skills and social interactions.

Types of CWSN can only be checked and confirmed by experts such as pediatricians and psychiatrists and are not defined by teachers in the special schools. The in charge of special schools just identifies the special needs or care for the children by observation and assessment before enrolling them in special schools, and then makes the plan for the curriculum to meet the needs of the children. There are many teaching methods for these children, known as therapies in the special education field.

There are common types of therapy in special schools in Myanmar. Speech and language therapy improves language comprehension, expression, and speech production mechanics while focusing on articulation, volume, pitch, rhythm, and pausing. Social skills therapy helps individuals with autism or communication disorders become more socially competent and more adept communicators by focusing behavioral interventions for positive interaction and emotional management. Social stories aid children with autism and ADHD in learning appropriate social behavior by outlining setting details, typical events, and expected behaviors, supporting their social integration and improvement. Occupational therapy helps children and youth participate in full activities to promote physical and mental well-being and quality of life through school work, play, leisure, daily living activities, sleep, health management, social interactions, and work preparation, enhancing skill development to overcome barriers and holistic development.

Physiotherapy, sensory integration, play therapy, and floor-time therapy are interventions used to restore movement, enhance sensory processing, and foster emotional connections. Art therapy offers a creative outlet for organizing feelings and

thoughts, music therapy encourages emotional expression to overcome learning obstacles, and dance movement therapy provides physical challenges to enhance sensory integration. Relaxation techniques like deep breathing, mindfulness, muscle relaxation, guided imagery, and meditation can be used alongside other therapies to manage anxiety, stress, insomnia, trauma, and anger in children.

Hydrotherapy or aquatic treatment helps CWSN become more mobile and coordinated and have better sensory processing by using the physical, cognitive, and emotional benefits of water. It improves social skills and self-esteem through engaging and encouraging group sessions. Implementing hydrotherapy calls for experienced therapists, specially designed programs, and strict safety precautions to ensure safe and successful treatment. Moreover, special schools in Myanmar also use Applied Behavior Analysis (ABA), which promotes positive behavior change and skill acquisition in CWSN and focuses on social skills, communication, hygiene, self-care, and cooperative behaviors. ABA uses the reinforcement principle to encourage positive behaviors by using rewards, reducing maladaptive ones through structured intervention plans, and promoting skill development, independence, and social integration.

SPED teachers must recognize signs of emotional disturbances to prevent reactivity in other children. Identifying emotions and finding a “calm spot” can help children avoid tantrums and flare-ups by gradually focusing on unrelated distractions. Calming techniques like vestibular stimulation (e.g., swinging, bouncing), vigorous exercise, and deep pressure (e.g., firm hugging) help release high excitement levels and promote relaxation for the CWSN with severe behavioral issues. Individualized Education Programs (IEPs) are also developed for each child before training the children. Before creating an IEP, teachers observe children’s behaviors, interests, and responses and assess their strengths and shortcomings. Assessment, Evaluation and Programming System (AEPS) tool is usually used among various assessment tools. Individualized learning needs, short-term goals, long-term goal, learning plan, progress record and outcome evaluations are generally determined by IEPs. IEP is an essential plan of services and interventions for CWSN, and also adaptable based on the child’s learning skill, and expectations.

3.5 Challenges of Special Education Teachers

Special education teachers face various challenges in their profession. Dealing with children's behavioral issues is challenging due to the variability of behavior. Tantrums can be triggered by simple events or without obvious reasons, making it difficult for teachers to prevent and manage effectively. These incidents can disturb the classroom, create a chaotic environment, and escalate to multiple students, further complicating the situation. Assessing children's learning growth and achievements can be challenging because of very wide learning demands, requiring specialized assessment tools and strategies to effectively measure their progress. SPED teachers are particularly careful in modifying their lesson plans and teaching methods to fit each student's individual learning preferences and skills. Insufficient teachers and resources, as well as limited support from the administration, lead to frustration and demotivation. Incorporating technology into their lesson plans might be difficult since they might not have access to the right tools or training on how to use technology in the classroom. Time constraints frequently restrict the amount of specialized instruction and assistance to the children while managing the children's behaviors. SPED teachers frequently face practical situations that require quick thinking and the application of their training knowledge. Even with their preparedness, individuals can face enormous unanticipated challenges in the classroom, like behavioral problems or unique learning demands.

Continuous learning and skill enhancement are essential for effectively addressing the diverse needs of students with disabilities, yet relevant training programs and resources are scarce for teachers. SPED teachers often face challenges in engaging and communicating parents' negative attitudes and misconceptions to implement the teaching strategies effectively, promote student success, and create an inclusive learning environment. The lack of society's awareness weakens the efforts of teachers to promote children's safety and development, and they also encounter parental misunderstandings that obstruct collaborative efforts for the children's progress. SPED teachers often experience stress and burnout due to the emotional and physical demands of lesson planning, classroom management, and individualized student support. Their mental and emotional well-being can be affected by their job nature, which can result in stress.

The COVID-19 pandemic had significantly impacted SPED teachers. The transition to online learning, barriers of accessibility and technology, and adapting IEPs have all made it challenging for teachers to provide personalized support for children

remotely. Parents of CWSN were expected to fill the role of teachers, often without the necessary training or support. This increased the burden on families and contributed to further stress. SPED teachers had to provide guidance and resources to help parents support their children's learning at home. The routines and structured environments of CWSN were disrupted, and their social and emotional well-being were negatively impacted due to the pandemic. SPED teachers had to find new ways to provide this essential support remotely during COVID-19; moreover, beyond the pandemic, they take time to correct and reshape children's behavior habits.

CHAPTER IV

SURVEY ANALYSIS

This chapter describes the survey profile, design, and analysis results of data obtained from questionnaires. It includes descriptive information, correlation, and regression results, accompanied by figures for the notable findings.

4.1 Survey Profile

The study focuses on the Yangon region which is one of the places with the most services, resources, and opportunities for education. There are many special schools in Yangon rather than in other states/regions in Myanmar for special education services to individuals with special needs. Among them, for children with learning, developmental, and intellectual difficulties, there are (33) private and non-governmental special schools in Yangon, (13) in Mandalay, and one to two special schools in some states/regions including Naypyidaw in Myanmar.

Private and non-governmental special schools in Yangon are Aurora special education preschool, Aye Yait Tharyar special education teaching and learning centre, Baby Genius special needs training center, Balance Applied Behavior Analysis center, Cornerstone special education center. Crystal Talent, Down Syndrome Association, Eden Centre for Disabled Children, Essential day care special need, Flowers special education & physiotherapy centre, Future Stars therapeutic training center for special needs children, Golden Hope child care & Physio, Green Life physiotherapy and therapeutic training center, Guiding Star, Happy Learners preschool, Happy special education centre, Ingynn special education center, La Won Thit special education and training centre, Learning Atelier, Light House learning centre, Little Aces pre-school and special education centre, Living Water learning center, Moe training school, Montessori children's house, Myanmar Autism Association day care center, New World therapeutic training centre, Royal Flowers special education & physiotherapy centre, Shining Flowers education center, Success special education center, Sweet Heart special education training center, Target Time special education center, Teacher

Khine special education center, and The Light daycare centre for special needs (Soe Lin Htun, 2022). The survey was carried out in (12) out of those (33) special schools providing mainly children with learning, developmental, and intellectual difficulties in Yangon.

4.2 Survey Design

The survey was designed to study the effect of job satisfaction on retention of special education teachers in special schools in Yangon and to implement the objectives: to examine the factors affecting job satisfaction and retention and to analyze the relationship between job satisfaction and retention of special education teachers working in special schools in Yangon.

A cross-sectional study was conducted based on the simple random sampling of special schools in Yangon with primary data survey collection. The target population is special education teachers in private and non-governmental special schools providing children with learning, developmental, and intellectual difficulties in Yangon. The survey was carried out in (12) selected special schools in Yangon, and according to Cochran's sampling method, the sample respondents were (166) SPED teachers for this study.

Data were collected by distributing the structured questionnaires in the field from May to July 2024. The questionnaire is constructed in four separate sections. The first section is the demographic data of SPED teachers. It consists of age, gender, marital status, education, work experience, and monthly salary. The second section is about the job satisfaction factors of SPED teachers by a five-point Likert scale. The third section is about SPED teachers' job satisfaction and retention status by a five-point Likert scale. The fourth section includes challenges and suggestions of SPED teachers. Some information was obtained from the key informant interview and the secondary data.

Regarding data analysis for survey data collection, descriptive statistics were calculated. Moreover, the Pearson Correlation test was used to assess the relationship between job satisfaction and retention of SPED teachers, and the Regression test for the effect of job satisfaction on retention.

4.3 Analysis of Survey Results

This study is concerned with findings based on correlational studies. This section describes an analysis and interpretation of the survey results with statistical methods. To measure the construct validity, if KMO measure of sampling adequacy is greater than or equal 0.50 (Kaiser & Rice, 1974) and Bartlett's test of sphericity is significant ($p < 0.05$) (Bartlett, 1951), the sample data was adequate, acceptable and suitable for factor analysis. In this study, KMO for variables of job satisfaction and retention was 0.839 and 0.877 respectively, and significant values were 0.00.

Cronbach's Alpha was conducted to assess the data's internal consistency and reliability. For cut-off points for reliability, the alpha value for high reliability is 0.70-0.90, for moderate reliability is 0.50-0.70, and for low reliability is 0.50 and below (Hinton et al., 2004). In this study, Cronbach's Alpha of six factors: pay and benefits, interpersonal relationships, work conditions, professional development, work itself, and recognition and achievement were 0.709, 0.857, 0.756, 0.836, 0.744, and 0.649 respectively. A Cronbach's Alpha was .896 with a total of 20 item questions for facets of job satisfaction, .849 with 8 item questions for general job satisfaction, and .899 with 12 item questions for retention, thus the questionnaires were found to be a high level of internal consistency (reliability).

4.3.1 Demographic Characteristics of Respondents

In Table (4.1), it expresses the demographic which includes age, gender, marital status, educational qualification, work experience, and monthly salary. It can be seen that the majority of the respondents, 79.5%, were (132) female teachers and 20.5% were (34) male teachers. In terms of age group, most of the respondents, 57.8% were from 20-30 years, the second most respondents, 21.1% belonged to 31-40 years age group, 8.4% belonged to under 20 years age group, 6.6% were from 41-50 years, and 6.0% were from 51 years and above. 80.7% of respondents were single and 19.3% were married. The highest proportion of the respondents, 64.5% have obtained a Bachelor's degree, 33.1% are Undergraduate, and the lowest proportion, 2.4% have achieved a Master's degree.

Table (4.1) Demographic Characteristics of the SPED Teachers

Demographic Characteristics	Frequency	Percentage
Total	166	100%
Gender		
Male	34	20.5%
Female	132	79.5%
Age Group		
Under 20 years	14	8.4%
20-30	96	57.8%
31-40	35	21.1%
41-50	11	6.6%
51 years and above	10	6.0%
Marital Status		
Single	134	80.7%
Married	32	19.3%
Educational Qualification		
Undergraduate	55	33.1%
Graduate (Bachelor)	107	64.5%
Graduate (Master)	4	2.4%
Experience as SPED teacher		
Less than 1 year	9	5.4%
1 year – < 3 years	68	41.0%
3years – < 5years	33	19.9%
5 years and above	56	33.7%
Monthly Salary		
Less than 200,000 MMK	4	2.4%
Between 200,000 and 300,000 MMK	57	34.3%
Between 300,001 and 400,000 MMK	43	25.9%
Between 400,001 and 500,000 MMK	39	23.5%
More than 500,000 MMK	23	13.9%

Source: Survey Data, (2024)

Among the respondents, 33.7% had the highest experience as SPED teachers (5 years and above), 5.4% had the lowest experience (Less than 1 year), 41.0% had experience of 1- < 3 years and 19.9% had experience of 3- < 5 years. Regarding the monthly salary of the respondents, they are classified into five groups. Most of the respondents, 34.3% had a monthly salary between 200,000 to 3000,000 MMK, 25.9% had between 300,001 to 400,000 MMK, 23.5% had between 400,001 to 5000,000 MMK, 13.9% had more than 500,000 MMK, and only 2.4% of the respondents had less than 200,000 MMK.

4.3.2 Factors Influencing Job Satisfaction of SPED Teachers

To find out the first part of the objective concerned examining the factors affecting job satisfaction among special education teachers working in special schools in Yangon, a five-point scale is used to indicate how satisfied or dissatisfied respondents were with each of the 20 items from 'very dissatisfied' to 'very satisfied', and agree or disagree with each of the 8 items on a five-point scale from 'strongly disagree' to 'strongly agree' for general questions.

(1) Pay and Benefits

The findings of Table (1) as shown in Appendix B reveal that for the current salary, only 7 respondents (4.2%) were very satisfied, 71 respondents (42.8%) were satisfied and 20 respondents (12.0%) were not satisfied among the respondents. Regarding the other benefits like sick leaves, holidays, or allowances, 22 respondents (13.3%) were very satisfied, 101 respondents (60.8%) were satisfied and only 2 respondents (1.2%) were not satisfied among the respondents. For the salary corresponding to work proportion, only 12 respondents (7.2%) were very satisfied, and 121 respondents (72.9%) were satisfied.

Table (4.2) Descriptive Statistics of ‘Pay and Benefits’

N	Description	Respondents	Mean	Std. Deviation
1	How satisfied are you with your current salary?	166	3.39	0.75
2	How satisfied are you with the benefits (holiday, sick leaves, allowances) that you receive from work?	166	3.86	0.64
3	How satisfied are you with the salary corresponded to your work proportion?	166	3.87	0.51
Overall Mean			3.71	

Source: Survey Data, (2024)

According to Table (4.2), the SPED teachers’ level of satisfaction in terms of ‘Pay and Benefits’ is high with a mean of 3.71. This result shows the efficient pay and benefit system. The data shows that teachers are more satisfied with other benefits rather than the pay and benefits they receive from work. Moreover, teachers are relatively satisfied with the salary corresponded to work proportion. The moderate level of satisfaction with their current salary with a mean value of 3.39 indicates that while teachers may not be totally dissatisfied, many perceive that their salary could be better.

(2) Interpersonal Relationships

In Table (2) as shown in Appendix B, the findings show that for supervision and guidance, 37 respondents (22.3%) were very satisfied, and 90 respondents (54.2%) were satisfied. For relationships with coworkers, 27 (16.3%) were very satisfied, and 97 (58.4%) were satisfied. For collaboration and communication of parents, 110 (66.3%) were satisfied and only 6 respondents (3.6%) were not satisfied.

Table (4.3) Descriptive Statistics of ‘Interpersonal Relationships’

N	Description	Respondents	Mean	Std. Deviation
1	How satisfied are you with the supervision and guidance of your senior teachers?	166	3.99	0.68
2	How satisfied are you with your relationships with coworkers?	166	3.91	0.64
3	How satisfied are you with the collaboration and communication of parents of students?	166	3.63	0.56
Overall Mean			3.84	

Source: Survey Data, (2024)

According to Table (4.3), the SPED teachers’ level of satisfaction in terms of ‘Interpersonal Relationships’ is high with a mean of 3.84. Although the lowest mean score is 3.63 indicates that there may be challenges or areas for enhancement in communication and collaboration with parents, data indicates that the teachers are highly satisfied with all items - supervision and guidance of seniors, relationship with coworkers, and collaboration and communication of parents. This results from the promotion of special schools for teamwork and communication among teachers, and collaboration with parents for the best interest of the child.

(3) Work Conditions

In Table (3) as shown in Appendix B, the findings show that for the physical work environment, 11 respondents (6.6%) were very satisfied, 96 respondents (57.8%) were satisfied, and only 4 respondents (2.4%) were not satisfied. For extracurricular activities, 24 (14.5%) were very satisfied, and 103 (62.0%) were satisfied. Regarding teaching resources and equipment, 16 (9.6%) were very satisfied, 92 respondents (55.4%) were satisfied and only 4 respondents (2.4%) were not satisfied. For the current workload in terms of teaching plans and other paperwork, 13 (7.8%) were very satisfied, 94 (56.6%) were satisfied and only 2 respondents (1.2%) were not satisfied. For

interactions with students with diverse needs, 40 (24.1%) were very satisfied, and 95 (57.2%) were satisfied.

Table (4.4) Descriptive Statistics of ‘Work Conditions’

N	Description	Respondents	Mean	Std. Deviation
1	How satisfied are you with the physical work environment, including your classroom and common areas?	166	3.69	0.63
2	How satisfied are you with the extracurricular activities outside classroom arranged for the students’ wellbeing?	166	3.91	0.61
3	How satisfied are you with teaching resources and equipment?	166	3.72	0.67
4	How satisfied are you with your current workload in terms of teaching plans and other paperwork?	166	3.71	0.62
5	How satisfied are you with the interactions with students with diverse needs?	166	4.05	0.65
Overall Mean			3.82	

Source: Survey Data, (2024)

According to Table (4.4), the SPED teachers’ level of satisfaction in terms of ‘Work Conditions’ is high with a mean of 3.82. The data shows that teachers are highly satisfied with the interactions with students, extracurricular outside activities, teaching resources and equipment, their current workload, and physical work environment. The highest mean score is 4.05, which shows that the teachers are highly satisfied with the various matters and conditions to interact with students, even if the students have many kinds of needs and behaviors. The mean score of 3.69 for physical work environment is relatively lower compared to other areas, hoping for improvement due to some limitations in the physical workspace such as suitable facilities and wide school space.

Overall, this results from special schools’ arrangement for adaptable teaching plans and resources, classroom management with allocated tasks, activities, or events for children's development as the form of good manageable conditions for teachers.

(4) Professional Development

In Table (4) as shown in Appendix B, the findings reveal that in terms of certification courses, 22 respondents (13.3%) were very satisfied, 101 respondents (60.8%) were satisfied, and only 2 respondents (1.2%) were not satisfied. Regarding the contribution of in-service training and workshops, 24 (14.5%) were very satisfied, and 97 (58.4%) were satisfied. For training opportunities to help teaching career goals, 53 (31.9%) were very satisfied, and 72 (43.4%) were satisfied.

Table (4.5) Descriptive Statistics of ‘Professional Development’

N	Description	Respondents	Mean	Std. Deviation
1	How satisfied are you with the certification courses that help you in the workplace?	166	3.86	0.64
2	How satisfied are you with the contribution of in-service trainings and workshops to your continuous learning and skill enhancement?	166	3.87	0.63
3	How satisfied are you with training opportunities help your teaching career goals?	166	4.07	0.75
Overall Mean			3.94	

Source: Survey Data, (2024)

According to Table (4.5), the SPED teachers’ level of satisfaction in terms of ‘Professional Development’ is high with a mean of 3.94, which found that participants view these programs as beneficial and supportive in their professional roles. The data shows that teachers are highly satisfied with all each item related to professional development. A higher mean score of 4.07 implies that training opportunities available

to support their teaching career goals are highly regarded and effectively align with their professional aspirations. When compared to other training opportunities and workshops, which may provide more hands-on, practical learning opportunities, the lower satisfaction score, 3.86 may be caused by the perception that certification courses are less instantly useful or more theoretical.

Overall, respondents are satisfied that result from having opportunities to earn certifications and support teaching career goals, and participation in further training and workshops to improve their skills. Special schools usually organize the knowledge sharing session internally or by inviting specialists, and send the teachers to some training.

(5) Work Itself

In Table (5) as shown in Appendix B, the findings show that for a sense of purpose and meaning in their work, 50 respondents (30.1%) were very satisfied, and 98 respondents (59.0%) were satisfied. For seeing their students’ progress, 98 (59%) were very satisfied, and 56 (33.7%) were satisfied. Regarding their responsibility for enhancing inclusive environment and achievement for students, 48 (28.9%) were very satisfied, and 94 (56.6%) were satisfied.

Table (4.6) Descriptive Statistics of ‘Work Itself’

N	Description	Respondents	Mean	Std. Deviation
1	How satisfied are you with a sense of purpose and meaning in your work as a special education teacher?	166	4.19	0.61
2	How satisfied are you with seeing your students’ progress?	166	4.52	0.63
3	How satisfied are you with the responsibility for enhancing inclusive environment and achievement for students?	166	4.14	0.64
Overall Mean			4.29	

Source: Survey Data, (2024)

According to Table (4.6), SPED teachers’ level of satisfaction in terms of ‘Work Itself’ is very high with a mean of 4.29. The data shows that teachers are highly satisfied with a sense of purpose and meaning in their work, seeing their students’ progress, and their responsibility in creating inclusive classroom environment for children. Among them, highest mean score of 4.52 reflects that teachers experience a great deal of happiness and fulfillment when they witness tangible results from the students’ development. This results from the job interest or hobby as well as awareness of the importance of special education from the school-related stakeholders.

(6) Recognition and Achievement

In Table (6) as shown in Appendix B, the findings reveal that for the recognition received from principals, 22 respondents (13.3%) were very satisfied, and 121 respondents (72.9%) were satisfied. For acknowledgment and appreciation received from parents, 11 respondents (6.6%) were very satisfied, and 108 respondents (65.1%) were satisfied. Regarding handling the stress themselves, 16 respondents (9.6%) were very satisfied, 98 respondents (59.0%) were satisfied, and only 3 respondents (1.8%) were dissatisfied.

Table (4.7) Descriptive Statistics of ‘Recognition and Achievement’

N	Description	Respondents	Mean	Std. Deviation
1	How satisfied are you with the recognition you receive from principal for your contributions and efforts?	166	3.99	0.52
2	How satisfied are you with the acknowledgment and appreciation you receive from parents of your students?	166	3.78	0.55
3	How satisfied are you with handling the job stress yourself?	166	3.77	0.64
Overall Mean			3.85	

Source: Survey Data, (2024)

According to Table (4.7), the SPED teachers' level of satisfaction in terms of 'Recognition and Achievement' is high with a mean of 3.85. The data indicates that teachers are highly satisfied with recognition and acknowledgment received from principals and parents, and handling stress themselves. The lower mean score of 3.78 for appreciation of parents rather than principal recognition, shows that teachers may feel that parents could show them more gratitude or support for their efforts. Moreover, with the lowest mean score of 3.77, there may be some challenges, particularly in terms of stress management for teachers' achievement.

This results from teachers' performing effective teaching methods and outcomes by using their skills and knowledge even in high-stress job settings, as well as rewards of school leaders for the efforts, leading to satisfaction with recognition and achievement.

(7) Job Satisfaction of Special Education Teachers

In Table (7) as shown in Appendix B, the findings reveal that for satisfied as special education teachers, 47 respondents (28.3%) strongly agreed, and 101 respondents (60.8%) agreed. For doing a good job for children with special needs, 58 respondents (34.9%) strongly agreed, and 108 respondents (65.1%) agreed. Regarding administration support, 25 respondents (15.1%) strongly agreed, and 114 respondents (68.7%) agreed. For value and appreciation of contribution, 18 respondents (10.8%) strongly agreed, and 109 respondents (65.7%) agreed.

For training improving teaching job, 60 respondents (36.1%) strongly agreed, and 106 respondents (63.9%) agreed. Regarding fair compensation, 28 respondents (16.9%) strongly agreed, and 101 respondents (60.8%) agreed, but only 2 respondents (1.2%) disagreed. Considering this job for career, 39 respondents (23.5%) strongly agreed, and 86 respondents (51.8%) agreed, but only 3 respondents (1.8%) disagreed. Encouraging friends to take this job, 37 respondents (22.3%) strongly agreed, and 103 respondents (62.0%) agreed. Nearly 90% of the SPED teachers stated satisfaction with their jobs in general.

Table (4.8) Descriptive Statistics of ‘Job Satisfaction’

N	Description	Respondents	Mean	Std. Deviation
1	Overall, I am satisfied with my job as special education teacher.	166	4.17	0.60
2	I do a good job for individuals with special needs.	166	4.35	0.48
3	I feel supported by the administration to work effectively.	166	3.99	0.56
4	I feel valued and appreciated for my contribution.	166	3.87	0.57
5	The training helps improve my teaching job.	166	4.36	0.48
6	I feel that my compensation is fair for the work I do.	166	3.93	0.65
7	I would consider this job if I had to resume my career.	166	3.97	0.73
8	I would encourage my good friend to apply for my job if he is interested.	166	4.07	0.61
Overall Mean			4.09	

Source: Survey Data, (2024)

According to Table (4.8), with a mean score of 4.09, most SPED teachers generally satisfied with their jobs, leading to a strong foundation for retention. As per three highest mean values, highly effective training initiatives, feelings of capable in supporting CWSN, a positive experience in their roles are highlighted for job satisfaction.

(8) Summary of Special Education Teachers' Job Satisfaction

Table (4.9) Mean Percentage of Responses for the Six Factors of Job Satisfaction

Job Satisfaction Factors	Dissatisfaction	Satisfaction
Pay and Benefits	4.4%	67.1%
Interpersonal Relationships	1.2%	72.5%
Work Conditions	1.2%	70.4%
Professional Development	0.4%	74.1%
Work Itself	0.0%	89.2%
Recognition and Achievement	0.6%	75.5%

Source: Survey Data, (2024)

Table (4.9) shows the mean percentage for the related contributions of the six factors to the overall job satisfaction levels of SPED teachers. The chart shows high satisfaction levels across all factors, indicating a positive outcome, with the majority of respondents expressing satisfaction in each category. Work Itself is most highly contributed to satisfaction, with a mean percentage (89.2%), followed by Recognition and Achievement (75.5%), then Professional Development (74.1%). Mean percentage for factors moderately influencing job satisfaction was Interpersonal Relationships (72.5%), Work Conditions (70.4%), and Pay and Benefits (67.1%). However, Pay and Benefits contribute to dissatisfaction, with the highest mean percentage (4.4%) among all factors.

Table (4.10) Summary for Descriptive Statistics of 'Job Satisfaction'

Description	Mean	Std. Deviation
Pay and Benefits	3.71	0.51
Interpersonal Relationships	3.84	0.55
Work Conditions	3.82	0.45
Professional Development	3.94	0.59
Work Itself	4.29	0.51
Recognition and Achievement	3.85	0.44
Job Satisfaction	4.09	0.41

Source: Survey Data, (2024)

According to the summary data of Table (4.10), the level of satisfaction with the SPED teacher's work itself was high with the highest mean score of 4.29 among the factors. SPED teachers experience intrinsic motivation for their significant outcomes on students with special needs, and observing students' progress, regardless of the small achievement, can be a source of immense fulfillment, finding high satisfaction. Most respondents were highly satisfied with professional development which had the second highest mean score of 3.94. Teachers find diverse professional development opportunities that align with their interests and needs and are highly beneficial for career advancement, resulting in increased satisfaction.

Satisfaction with recognition and achievement has the third-highest mean score of 3.85. Job satisfaction is also influenced by achievements like the successful implementation of IEPs, which have a positive impact on student's progress, and acknowledgment from principals or school administrators, which boosts the morale of SPED teachers. Satisfaction with interpersonal relationships has the fourth-highest mean score of 3.84. SPED teachers benefit from collaborative relationships with seniors and coworkers, and positive communications with parents. With a mean score of 3.82, good working conditions, such as suitable resources, a flexible and safe workplace, contribute to job satisfaction. SPED teachers are satisfied with the pay and benefits with the lowest mean score of 3.71 compared to other factors. With an overall mean score of 4.09, SPED teachers exhibit a high degree of job satisfaction.

(9) Regression Result of Factors Influencing Job Satisfaction of SPED Teachers

To find out the objective concerning examining the factors affecting job satisfaction among special education teachers working in special schools in Yangon, a multiple regression analysis was carried out to investigate the association between the six independent variables and the dependent variable (job satisfaction).

Table (4.11) Regression Analysis for Factors Influencing Job Satisfaction

Model	Unstandardized Coefficients		Beta	t	Sig.	
	B	Std. Error				
1	(Constant)	.080	.168		0.474	.636
	Pay and Benefits	.264	.032	.326	8.198	.000 ***
	Interpersonal Relationships	.006	.034	.008	0.170	.865
	Work Conditions	.148	.044	.162	3.391	.001 ***
	Professional Development	.151	.034	.216	4.471	.000 ***
	Work Itself	.276	.037	.342	7.385	.000 ***
	Recognition and Achievement	.173	.041	.184	4.206	.000 ***
	R Square	.797				
	Adjusted R Square	.789				
	F value	104.115 ***				

a. Dependent Variable: Job Satisfaction

Notes. *** at 1% level, ** at 5% level, * 10% level of significance

Source: Survey Data, (2024)

According to Table (4.11), the unstandardized coefficient for the Pay and Benefits factor is .264, indicating that for each unit increase in pay and benefits, job satisfaction is expected to increase by .264 units. Since ($p\text{-value} = .000 < .05$), Pay and Benefits significantly affect job satisfaction. The unstandardized coefficient for the Interpersonal Relationships factor is .006, indicating that one unit increase in interpersonal relationships leads to an increase in job satisfaction by .006 units, but ($p\text{-value} = .865 > .05$), therefore this factor does not significantly affect job satisfaction. The unstandardized coefficient for Work Conditions factor is .148, one unit increase in work conditions results in a .148 unit increase in job satisfaction with ($p\text{-value} = .001 < .05$) which means that Work Conditions significantly affect job satisfaction.

The unstandardized coefficient for the Professional Development factor is .151, demonstrating that for a unit increase in professional development, job satisfaction will be increased by .151 units. Since ($p\text{-value} = .000 < .05$), Professional Development significantly affects job satisfaction. The unstandardized coefficient for the Work Itself

factor is .276, indicating that one unit increase in work itself results .276 unit increase in job satisfaction, with ($p\text{-value} = .000 < .05$), therefore Work Itself significantly affects job satisfaction. Recognition and Achievement factor has coefficient of, .173 which means that for each unit increase in recognition and achievement, job satisfaction is expected to increase by .173 units. Since ($p\text{-value} = .000 < .05$), Recognition and Achievement significantly affect job satisfaction.

The independent variables included in this model can explain approximately 79.7% of the variability in job satisfaction with $R^2 = .797$, $F(6, 159) = 104.115$, $p < .01$. Pay and Benefits, Work Conditions, Professional Development, Work Itself, and Recognition and Achievement among six variables are statistically significant affecting to job satisfaction.

4.3.3 Factors Influencing Retention of SPED Teachers

To study the second part of the objective concerned examining the factors affecting retention among special education teachers working in special schools in Yangon, a five-point scale is used to indicate how agree or disagree respondents were with each of the 12 items from 'strongly disagree' to 'strongly agree'.

In Table (8) as shown in Appendix B, exploring why the teachers want to remain in this profession, the finding showed that the majority (53.0%) of respondents agree or strongly agree the reason that their salary is fair and competitive. Most respondents (80.2%) agree or strongly agree that they are willing to possess specialized skills to support the children. When responding to the reason for collaboration and teamwork in their workplace, (71.1%) of respondents agree or strongly agree. Most respondents (65.0%) agree or strongly agree that they receive support from colleagues and administrators. A majority (68.6%) feel appreciated for their work, indicating positive recognition in the workplace.

A high percentage (77.1%) agree or strongly agree that their job aligns with their interests and hobbies. An overwhelming majority (85.5%) find a sense of fulfillment in their work. The (81.3%) of respondents agree or strongly agree with the reason for motivation for children's progress and inclusion. Most respondents (84.3%) also agree or strongly agree that they believe in effective services for children. (81.9%) respondents will remain in this profession due to feeling to be aware and informed about these children. (66.8%) respondents will remain in this profession due to having

opportunities for career advancement while (57.8%) of respondents agree or strongly agree to stay due to the rewards they receive.

Table (4.12) Descriptive Statistics of ‘SPED Teacher Retention’

N	Description	Respondents	Mean	Std. Deviation
1	Fair and competitive salary	166	3.56	0.63
2	Specialized skills	166	3.94	0.60
3	Collaboration and teamwork	166	3.78	0.61
4	Support from colleagues and administration	166	3.69	0.69
5	Appreciation for work	166	3.78	0.62
6	Interest and hobby	166	4.02	0.70
7	Sense of fulfillment	166	4.11	0.63
8	Motivation for children’s progress and inclusion	166	4.02	0.68
9	Effective services for children	166	4.10	0.66
10	Willingness for awareness	166	4.08	0.68
11	Career advancement	166	3.75	0.68
12	Rewards	166	3.57	0.66
Overall Mean			3.87	

Source: Survey Data, (2024)

According to Table (4.12), the SPED teachers’ level of retention overall is relatively high with a mean of 3.87. Most respondents have a high mean score for the reasons of Sense of fulfillment (Mean: 4.11), Effective services for children (Mean: 4.10), Awareness (Mean: 4.08), Motivation from student progress (Mean: 4.02), and Interest and hobby (Mean: 4.02), reinforcing the high retention. Then, compared to other factors, Specialized skills (Mean: 3.94), Appreciation for work (Mean: 3.78), Collaboration and teamwork (Mean: 3.78), Career advancement (Mean: 3.75), Support from colleagues and administrators (Mean: 3.69) are the reasons moderately contributing to decisions to remain in this profession. Fair and competitive salaries and rewards have slightly lower mean values (Mean: 3.56 and Mean: 3.57) compared to

other factors. High scores in fulfillment, motivation, awareness, and effective services indicate that intrinsic incentives and willingness for student wellbeing are more influencing to remain in this field.

4.3.4 The Relationship between SPED Teachers' Job Satisfaction and Retention in Their Profession

In order to address the objective of analyzing the relationship between job satisfaction and retention of special education teachers working in special schools in Yangon, a two-tailed Pearson correlation coefficient was used to calculate the bivariate correlation of the data. The resulting correlation matrix is shown below.

Table (4.13) Correlation between SPED Teachers' Job Satisfaction and Retention

	Job Satisfaction	Teacher Retention
Job Satisfaction	.	
Teacher Retention	.745**	.

Note. **. Correlation is significant at 0.01 level (2-tailed).

Source: Survey Data, (2024)

Salkind (2016) stated that the strength of correlation between 0.6 to 0.8 is strong relationship. According to Table (4.13), SPED teachers' job satisfaction and retention in their profession was found to be a statistically significant, strong, positive correlation, $r = .75$, $N=166$, $p < .01$), which shows that improving job satisfaction among SPED teachers is likely to lead to higher retention rates.

4.3.5 The Effect of Job Satisfaction on Retention of SPED Teachers

To find out the effect of job satisfaction on teacher retention among SPED teachers, simple linear regression test was used.

Table (4.14) Regression Analysis for the Effect of Job Satisfaction on Retention

Model		Unstandardized Coefficients		Beta	t	Sig.
		B	Std. Error			
1	(Constant)	.308	.250		1.233	.219
	Job Satisfaction	.911	.064	.745	14.313	.000 ***
	R Square	.555				
	Adjusted R Square	.553				
	F value	204.851 ***				

a. Dependent Variable: Teacher Retention

Notes. *** at 1% level, ** at 5% level, * 10% level of significance

Source: Survey Data, (2024)

As seen in Table (4.14) when analyzing the overall job satisfaction as an independent variable in the regression test, the R^2 value of .555 revealed that approximately 55.5% of the variation in teacher retention can be explained by job satisfaction variation, with $F(1, 164) = 204.851, p < .001$. The unstandardized coefficient of job satisfaction is .911, showing for one unit increase in job satisfaction, teacher retention is expected to increase by .911 units. This result shows that job satisfaction has a positively significant effect on teacher retention, with $B = .911, t = 14.313, p < .01$. Higher job satisfaction leads to SPED teachers' higher retention.

In addition, the following Table (4.15) describes the coefficients to find out the extent to which the influence of each six facets of job satisfaction on teacher retention by multiple regression analysis. This regression analysis provides detailed insights into the most critical areas to retain the teachers, enabling the implementation of targeted interventions.

Table (4.15) Regression Analysis for Job Satisfaction Factors Predicting Teacher Retention

Model		Unstandardized Coefficients		Beta	t	Sig.
		B	Std. Error			
1	(Constant)	.170	.252		0.675	.501
	Pay and Benefits	.152	.048	.173	3.151	.002 ***
	Interpersonal Relationships	-.061	.052	-.075	-1.182	.239
	Work Conditions	.181	.065	.183	2.771	.006 ***
	Professional Development	.200	.051	.261	3.931	.000 ***
	Work Itself	.300	.056	.341	5.354	.000 ***
	Recognition and Achievement	.156	.062	.153	2.532	.012 **
	R Square	.615				
	Adjusted R Square	.600				
	F value	42.251 ***				

a. Dependent Variable: Teacher Retention

Notes. *** at 1% level, ** at 5% level, * 10% level of significance

Source: Survey Data, (2024)

According to Table (4.15), the unstandardized coefficient for the Pay and Benefits factor is .152, indicating that for each unit increase in pay and benefits, teacher retention is expected to increase by .152 units. Since (p-value = .002 < .05), Pay and Benefits significantly affect retention. The unstandardized coefficient for the Interpersonal Relationships factor is -.061, indicating that one unit increase in interpersonal relationships leads to a decrease in teacher retention by .061 units, but (p-value = .239 > .05, therefore this factor does not significantly affect retention.

The unstandardized coefficient for Work Conditions factor is .181, one unit increase in work conditions results in a .181 unit increase in teacher retention with (p-value = .006 < .05) which means that Work Conditions significantly affect teacher retention. The unstandardized coefficient for the Professional Development factor is .200, indicating that for each unit increase in professional development, teacher

retention is expected to increase by .200 units. Since (p-value = .000 < .05), Professional Development significantly affects retention.

The unstandardized coefficient for the Work Itself factor is .300, indicating that one unit increase in work itself results .300 unit increase in teacher retention, with (p-value = .000 < .05), therefore Work Itself significantly affects retention. Recognition and Achievement factor has coefficient of, .156 which means that for each unit increase in recognition and achievement, teacher retention is expected to increase by .156 units. Since (p-value = .012 < .05), Recognition and Achievement significantly affect teacher retention.

The independent variables included in this model can explain approximately 61.5% of the variability in teacher retention with $R^2 = .615$, $F(6, 159) = 42.251$, $p < .01$. Pay and Benefits, Work Conditions, Professional Development, Work Itself, and Recognition and Achievement among six variables have statistically significant effects on teacher retention.

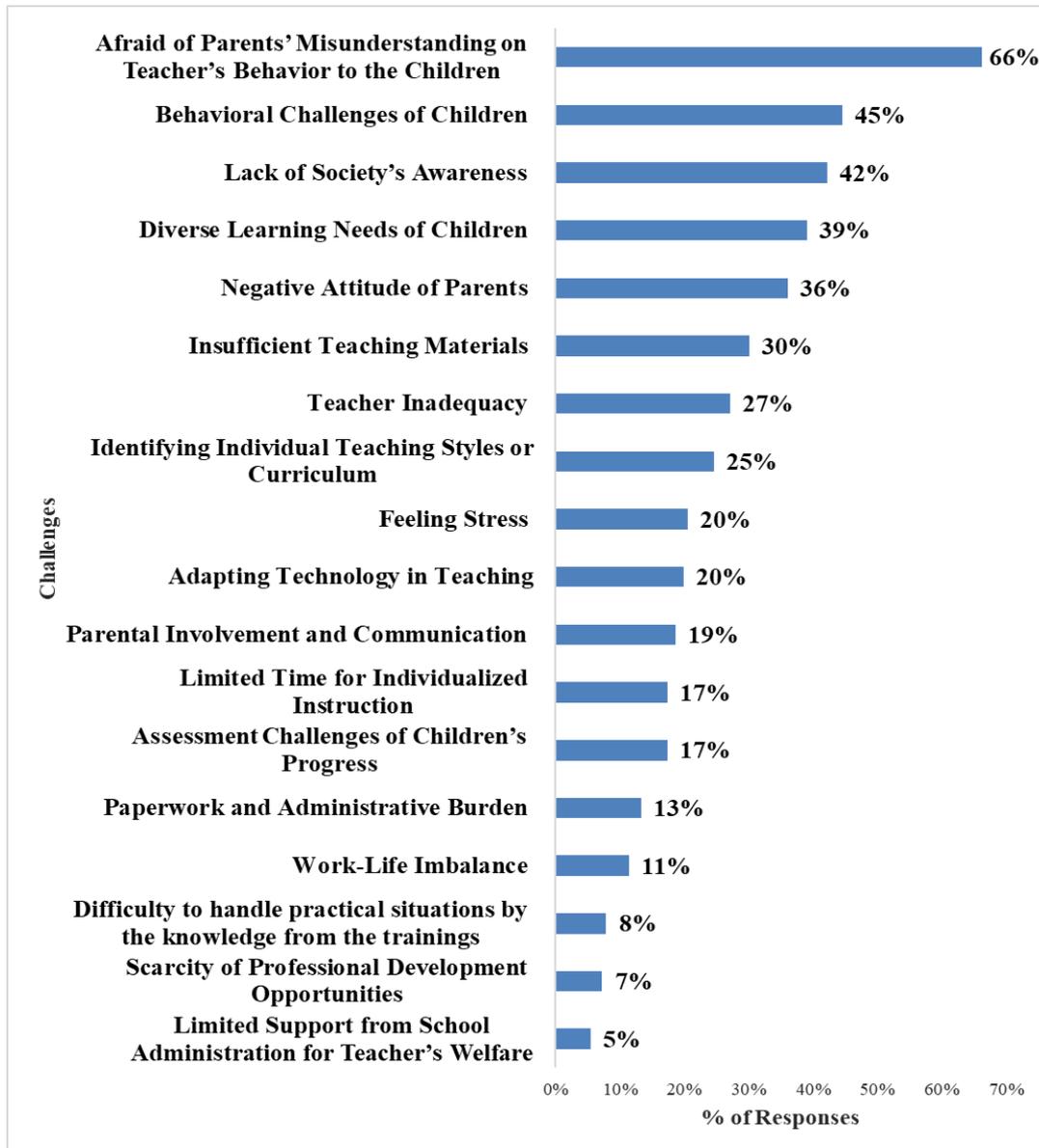
According to Ozili (2023), a value of R square higher than 0.5 is acceptable in social science research especially when most explanatory variables are statistically significant. Thus, this model has a strong explanatory power in predicting teacher retention. As a result, the model can be expressed as follows in the equation:

Teacher Retention = .170 + .152 Pay and Benefits - .061 Interpersonal Relationships + .181 Work Conditions + .200 Professional Development + .300 Work Itself + .156 Recognition and Achievement.

4.3.6 Challenges and Suggestions of Special Education Teachers

The following survey results can also provide help implementation of strategies to improve SPED teachers' job satisfaction and retention in their profession in another way.

Figure (4.1) SPED Teachers' Responses for Challenges of Their Profession



Source: Survey Data, (2024)

As shown in Figure (4.1), as the top most challenges, two-thirds of total respondent fear parents misunderstanding their behavior towards children. This may be unclear communication and no mutual understanding between teachers and parents leading to concerns about how their actions are perceived. The second biggest challenge, behavioral issues of children, is faced by nearly half of the respondents and 42% of respondents reported a lack of society's awareness as the third biggest challenge. These may be hindering the efforts of SPED teachers struggling with ensuring their students receive the same opportunities for social interaction, extracurricular activities, and integrate CWSN into mainstream classes and society.

39% of respondents find it difficult to meet the diverse learning needs of children. It can be challenging to manage the large range of disabilities in special education. Parents' negative attitudes are experienced by 36% of the respondents. There are not enough teaching materials, according to about one-third of the respondents. Limited funding or insufficient supply chains may lead to a scarcity of specialized resources needed for successful special education. 27% of the respondents feel teacher inadequacy in the workplace.

Table (4.16) Descriptive Statistics of 'SPED Teachers' Suggestions for Job Satisfaction and Retention'

Description	Respondents	Mean	Std. Deviation
Reasonable workload	166	2.47	0.50
Positive school culture	166	2.48	0.56
Specialized graduate program	166	2.50	0.57
Opportunities for career advancement/promotion	166	2.61	0.49
Competitive salary	166	2.71	0.45
Activities for de-stress	166	2.72	0.50
Awareness programmes among stakeholders (parents/community)	166	2.75	0.44
Considering teacher suggestions in developing teaching plan	166	2.78	0.41
Administration support	166	2.79	0.41
Recognition and appreciation	166	2.80	0.40
Effective mentoring and supervision	166	2.83	0.38
Safe work environment	166	2.89	0.32
Effective safeguarding policy for children and teachers	166	2.89	0.31
Adequate resources and facilities	166	2.93	0.26

Source: Survey Data, (2024)

Table (4.16) shows the mean score for the importance of some suggested items of SPED teachers for job satisfaction and retention in this profession. As the study used a three-point Likert scale for 'less important', 'moderately important', and 'very important', and all mean values are above 2.33 of the moderate interpretation score, the results show that all items are highly important which means these suggested items should be taken into account for enhancing job satisfaction and retention in special education sector.

CHAPTER V

CONCLUSION

This chapter discusses the findings from data analysis and suggestions based on the survey data about the job satisfaction and retention of SPED teachers working in special schools in Yangon. In addition, this finding explores the SPED teachers' challenges in the workplace and suggestions to promote job satisfaction and retention. This study gives suggestions to get more job satisfaction and increase the retention of SPED teachers.

5.1 Findings

In the demographic information of 166 respondents, most SPED teachers were in the age group 20-30 years, and most were female and single. The majority of SPED teachers in the respondents are graduates with a Bachelor's degree, most respondents had between 1 and < 3 years of experience and had a salary between 200,000 and 300,000 MMK per month.

The overall job satisfaction score indicates a high level of job satisfaction among respondents. SPED teachers show high satisfaction in both intrinsic factors - work itself, professional development, recognition and achievement, and extrinsic factors - interpersonal relationships, work conditions, and pay and benefits. This might be due to special school administration and leaders' allowing the teachers to perform their work well by offering structured curricula, supportive interactions, teamwork, career growth and skill enhancement, some recognition programs, well-equipped job settings and cooperative workplace culture towards better improvements for CWSN. These interventions can also boost teacher morale and job satisfaction. A positive work condition can lead to reduced stress, increased productivity, and higher satisfaction. Pay and Benefits factor has the lowest mean score compared to other factors, but further attention in this area is needed to be improved. SPED teachers might think that their pay and benefits are reasonable and it may be considered as not fully meeting expectations due to current economic situation of the country. On the other hand, SPED

teachers find intrinsic motivation and satisfaction from the nature of work by making a significant impact on students' lives, seeing progress, experiencing personal growth, and achievement.

Moreover, multiple regression result for factors most influencing job satisfaction shows that work itself, pay and benefits, recognition and achievement, professional development, and work conditions have significant positive effects on job satisfaction. However, interpersonal relationships contribute as a non-significant factor. In other words, while there may be a positive correlation, it may not be the most influential factor for job satisfaction. As per Herzberg's theory, it is a type of hygiene (extrinsic) factor that only assists in minimizing dissatisfaction. Stress and burnout of the nature of work may also be the limitations of interpersonal relationships and overall job satisfaction.

According to the finding of the highest level of agreement in the decision to stay in their current profession, SPED teachers are highly motivated and dedicated to CWSN, despite the challenges they face, demonstrating a remarkable level of retention with professional efficacy and belief in the value of societal contributions. As the most contributing reasons to stay in this profession, they find immense fulfillment in this work, confidence in the effectiveness of targeted support to enhance student outcomes, which reinforces their self-efficacy and retention, desire for awareness raising for societal change and the children's progress and inclusion and their interest or hobby.

According to the correlation result, this study has demonstrated that as SPED teachers' job satisfaction increases, they are more likely to remain in their profession. This study is in line with the findings of previous research of Abina et al. (2022) which stated it is more likely that SPED teachers who are content with their work, despite its challenges, will continue working with CWSN. In this study, intrinsic-related satisfaction factors had a stronger positive correlation with retention when compared to extrinsic-related factors. These findings align with Hancer & George's (2003) study that the major source of satisfaction was intrinsic job satisfaction (Park & Johnson, 2019).

According to the regression result, job satisfaction is a critical factor for teacher retention. Schools and educational leaders aiming to improve retention rates should focus on enhancing job satisfaction among teachers. As per multiple regression result using the facets approach, nearly all aspects - work itself, professional development, work conditions, recognition and achievement, and pay and benefits have the most significantly positive effects on teacher retention. However, a non-significant factor

indicates that satisfied interpersonal relationships may help teachers endure challenging work environments, but they may not necessarily provide to stay in this profession in the long run. Teachers may experience limitations of administration support, communication and guidance, or a negative school culture.

In conclusion, job satisfaction is a key factor for increasing teacher retention as job satisfaction and retention of SPED teachers are significantly and positively correlated. Retention of SPED teachers is most driven by intrinsic factors of satisfaction and improving extrinsic factors can further support the school's efforts for teacher retention. This study highlights the importance of forming a satisfactory workplace that promotes teacher retention by focusing on effective tactics in the influential five areas. These findings provide a clear roadmap for the most effective SPED teacher retention with initiatives focusing on perceiving meaningful jobs, creating professional growth, improving working circumstances, acknowledging efforts and outcomes, and competitive salary and benefits.

5.2 Suggestions

Special education teachers' job satisfaction is important for teachers' productivity of better outcomes for enhancing students' life skills and achievements, fostering a supportive learning environment, advocating for inclusive practices, and contributing to policies in developing countries, moreover, can drive their retention to support continuity and stability of special education programs.

Thus, it is important to examine several factors influencing the job satisfaction of SPED teachers. As a result, 'Work itself' is the most crucial area for job satisfaction and suggests that SPED teachers need to find their job duties and obligations interesting and satisfying along with the sense of fulfillment that comes from the meaningful tasks. It recommends that this kind of emotional perception can make them proud of themselves, fulfill their high motivation and satisfaction, and also spread to new teachers to increase job satisfaction. 'Pay and benefits' is the second highest satisfaction area and providing immediate extrinsic benefits. Educational leaders should regularly review and adjust salary structures, offer incentives like performance bonuses, and provide other allowances like transportation and hostel costs for teacher well-being.

Formal recognition like awards, public acknowledgments, appreciation events, and frequent performance appraisals are essential strategies to stay motivated and satisfied with their jobs. Recognizing both small and significant achievements can

reinforce feelings of appreciation and success among teachers. Even with a high level of satisfaction for professional development, there is always room for career advancement and job satisfaction. Continuous learning opportunities, advanced degrees, mentorship programs, and training and workshops should be more organized for SPED teachers to stay updated, enhance skills and knowledge, be more confident in their work, and achieve job satisfaction.

‘Work conditions’ is also a critical influencing factor to enhance job satisfaction. Providing SPED teachers with adequate resources, maintaining facilities, a conducive teaching environment, and effective workload management strategies including additional support staff, and flexible scheduling should be implemented.

The demand for special education services in Myanmar is increasing, but there is a scarcity of professionals and insufficient teacher supplies. This study has some suggestions to enhance teacher retention by considering the facets of job satisfaction significantly influencing the retention of SPED teachers. Better support and implementation for these facets can also achieve teacher retention in this special education sector.

As the most prioritized aspects, SPED teacher retention can be facilitated by work itself. Teachers should be encouraged to set and achieve personalized goals for their students by highlighting the impact of their work. School leaders should provide teachers the opportunities for leadership roles, allow participation in curriculum and classroom management decisions, and allow flexibility in teaching methods to meet the children’s needs, enabling more engaging and meaningful work. Fostering teachers’ positive attitude toward children with special needs and the effective services for these children should be considered by raising awareness about the success stories and the capabilities and potential of children with special needs, and promoting inclusive education, encouraging a sense of purpose, work engagement and retention.

Professional development, one of the most critical aspects, can improve teachers’ abilities, feel more competent and confident, and increase self-efficacy in their profession. It can promote motivation, skill improvement, and career advancement, which increases the likelihood of teachers to stay in this profession. Clear career advancement pathways should be conducted through leadership programs, specialized certifications, and further education.

Maintaining a safe workplace is essential to teacher retention. Special schools should establish classroom health and safety regulations, provide administrative

support and reasonable workloads, and ensure teacher well-being through wellness initiatives and psychosocial supports to prevent stress and burnout, help teachers deal with the particular difficulties in their work and produce efficient outcomes. Special educational institutions and leaders can establish mentorship programs to assist less experienced teachers, share best practices, and promote the skills and knowledge of teachers. Employing paraprofessionals can help reduce challenges and provide more assistance.

Incentives and recognition programs, and the contentment of successful outcomes by overcoming difficulties give better support for motivation and retention. Implementing incentive programs to recognize and reward SPED teachers' accomplishments regularly based on their performance and efforts, including tangible and intangible rewards such as Teacher of the Month awards, bonuses, allowances, and public recognition in meetings should be performed.

With regular adjustments for pay scales, SPED teachers should be persuaded and retained by competitive pay and extensive benefits that reflect teachers' expertise and dedication. Teachers should be provided adequate pay and benefits to meet a person's basic needs, no matter how teachers work for the children with special needs with well-intentioned and genuine love in the special education sector. Although SPED teachers may feel that their pay and benefits are acceptable, more needs to be done to better support their welfare and financial requirements.

As the additional result of the study, considering the challenges of SPED teachers' profession can provide positive work conditions and teacher retention. Challenges of most SPED teachers should be addressed through parent education programs, safeguarding policies and clear guidelines for handling the situations, specialized training and access to behavioral therapists, societal campaigns highlighting special education's importance and teachers' contributions, collaboration between teachers, parents, and specialists for developing IEPs, utilizing adaptive teaching resources, conflict resolution training, and parental involvement programs. These measures can understand the procedures and ethics of special education, prevent parents' misunderstandings, enhance teachers' effectiveness, reduce stress, and provide resources and a supportive environment in dealing with difficulties of children's behavior outside the classroom and the diverse learning needs of children.

Special education teachers require a comprehensive approach involving public and private schools, government, associations, and NGOs to enhance job satisfaction

and retention. Special schools should implement strategies to create a more fulfilling and satisfying job for SPED teachers and encourage their decision to stay in this profession through encouraging a positive attitude, regular communication, specialized teacher training, access to professionals, effective IEP development, interesting learning opportunities, and fostering strong partnerships with parents and the community. SPED teachers who are satisfied with their job can also attract new teachers for the special education field by highlighting the importance of this job.

The related Ministries or Departments should collaborate on more training programs, global conferences, cultural exchange programs with foreign universities, introduce innovative practices, and establish technology partnerships with related associations and NGOs to improve SPED teachers' skills. This can also promote the cooperation of general education teachers to stay committed to children's inclusive environment. By adopting international standards and technologies, SPED teachers will have a broader view of special education services and career growth, leading to increased retention for more benefits to the special education sector in the long run.

The policymakers play a crucial role in promoting special education through public awareness campaigns, inclusive policies, skill enhancement programs, teachers' voices involvement, and community engagement, emphasizing special education in National Education Law and continued efforts to promote inclusive education in Myanmar to align with the SDG - 4. Only then will SPED teachers be able to enthusiastically and smoothly operate special education services for children with special needs.

Future research should continue to identify influencing factors that can enhance SPED teachers' satisfaction and retention in different special education settings and study the challenges of special education teachers and school administrators through qualitative studies for more understanding to provide help emerging and retaining more teachers in the special education sector.

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APPENDICES

Appendix A

SURVEY QUESTIONNAIRE

The main purpose of the questionnaire is to collect data for the research titled “The Effect of Job Satisfaction on Retention of Special Education Teachers in Special Schools in Yangon” as part of my academic research study for Master of Development Studies at Yangon University of Economics. Your cooperation in answering to the following inquiries will be extremely helpful to my research. All the information collected is used only for this research’s purpose and the answers provided by you are confidential and anonymous. Thank you in advance for your participation in this research.

SECTION A - Demographic Profile

Please make a tick with (√) for each of the following.

1. Gender

Male

Female

2. Age

Under 20 years

20 to 30 years

31 to 40 years

41 to 50 years

51 years and above

3. Marital Status

Single

Married

Other

5. Educational Qualification

- Undergraduate
- Graduate (Bachelor)
- Graduate (Master)

6. How long have you worked for this special school?

- Less than 1 year
- 1 year – < 3 years
- 3years – < 5years
- 5 years and above

7. Monthly Salary

- Less than 200,000 MMK
- Between 200,000 and 300,000 MMK
- Between 300,001 and 400,000 MMK
- Between 400,001 and 500,000 MMK
- More than 500,000 MMK

SECTION B - Influencing Factors on SPED Teachers' Job Satisfaction

Instruction for completing the questionnaire. Please think about your current job and assign a level of satisfied (or dissatisfied) for each one of the following situations described below.

Please make a tick with (√) to each statement using 5-point Likert scale -

1 = Very Dissatisfied 2 = Dissatisfied 3 = Neutral

4 = Satisfied 5 = Very Satisfied

No.	Statements	1	2	3	4	5
Pay and Benefits						
1.	How satisfied are you with your current salary?					
2.	How satisfied are you with the benefits (holiday, sick leaves, allowances) that you receive from work?					
3	How satisfied are you with the salary corresponded to your work proportion?					
Interpersonal Relationships						
4.	How satisfied are you with the supervision and guidance of your senior teachers?					
5.	How satisfied are you with your relationships with coworkers?					
6.	How satisfied are you with the collaboration and communication of parents of students?					
Work Conditions						
7.	How satisfied are you with the physical work environment, including your classroom and common areas?					
8.	How satisfied are you with the extracurricular activities outside classroom arranged for the students' wellbeing?					

9.	How satisfied are you with teaching resources and equipment?					
10.	How satisfied are you with your current workload in terms of teaching plans and other paper work?					
11.	How satisfied are you with the interactions with students with diverse needs?					
Professional Development						
12.	How satisfied are you with the certification courses that help you in the workplace?					
13.	How satisfied are you with the contribution of in-service trainings and workshops to your continuous learning and skill enhancement?					
14.	How satisfied are you with training opportunities help your teaching career goals?					
Work Itself						
15.	How satisfied are you with a sense of purpose and meaning in your work as a special education teacher?					
16.	How satisfied are you with seeing your students' progress?					
17.	How satisfied are you with the responsibility for enhancing inclusive environment and achievement for students?					
Recognition and Achievement						
18.	How satisfied are you with the recognition you receive from principal for your contributions and efforts?					
19.	How satisfied are you with the acknowledgment and appreciation you receive from parents of your students?					
20.	How satisfied are you with handling the job stress yourself?					

SECTION C - SPED Teacher Job Satisfaction and Retention

Instruction for completing the questionnaire. Please assign a level of agreement (or disagreement) for each one of the following situations described below.

Please make a tick with (√) to each statement using 5-point Likert scale -

1 = Strongly Disagree 2 = Disagree 3 = Neutral

4 = Agree 5 = Strongly Agree

Job Satisfaction

No.	Statements	1	2	3	4	5
1.	Overall, I am satisfied with my job as special education teacher.					
2.	I do a good job for individuals with special needs.					
3.	I feel supported by the administration to work effectively.					
4.	I feel valued and appreciated for my contribution.					
5.	The training helps improve my teaching job.					
6.	I feel that my compensation is fair for the work I do.					
7.	I would consider this job if I had to resume my career.					
8.	I would encourage my good friend to apply for my job if he is interested.					

Teacher Retention

No.	Statements	1	2	3	4	5
1.	I want to stay in this career because of fair and competitive salary.					

2.	I want to stay in this career because I have willingness to develop specialized skills for diverse needs of children.					
3.	I want to stay in this career because school actively promotes collaboration and teamwork among stakeholders in special education.					
4.	I want to stay in this career because I feel supported by colleagues and administrators in dealing with the challenges and stress in the job.					
5.	I want to stay in this career because I feel appreciated for my work in the special education sector.					
6.	I want to stay in this career because work nature is matched with my interest/ hobby.					
7.	I want to stay in this career because I feel a strong sense of fulfillment working in the special education sector.					
8.	I want to stay in this career because of motivation for positive outcomes for children's progress and inclusion.					
9.	I want to stay in this career because of the confidence in the effectiveness of the special education programs and services.					
10.	I want to stay in this career because I have willingness to do awareness in society for the children with special needs.					

11.	I want to stay in this career because of having career advancement opportunities.					
12.	I want to stay in this career because of getting rewards of performance (gift/ award/ bonus).					

SECTION D – Challenges and Suggestions

Instruction for completing the questionnaire. Please make a tick with (√) to each statement.

1. What are the challenges experienced in your work as a special education teacher? You can do multiple choices in the following.

- Diverse Learning Needs of Children
- Behavioral Challenges of Children
- Afraid of Parents’ Misunderstanding on Teacher’s Behavior to the Children
- Assessment Challenges of Children’s Progress
- Identifying Individual Teaching Styles or Curriculum
- Limited Time for Individualized Instruction
- Adapting Technology in Teaching
- Insufficient Teaching Materials
- Paperwork and Administrative Burden
- Teacher Inadequacy
- Difficulty to handle practical situations by the knowledge from the trainings
- Scarcity of Professional Development Opportunities
- Parental Involvement and Communication
- Limited Support from School Administration for Teacher’s Welfare
- Negative Attitude of Parents
- Lack of Society’s Awareness
- Work-Life Imbalance
- Feeling Stress
- Other

2. Please rate and suggest the important factors to improve the job satisfaction and retention of special education teachers in this career related to children with special needs?

No.	Statements	Less Important	Moderately Important	Very Important
1.	Safe work environment			
2.	Opportunities for career advancement/ promotion			
3.	Specialized graduate program			
4.	Adequate resources and facilities			
5.	Recognition and appreciation			
6.	Reasonable workload			
7.	Competitive salary			
8.	Effective safeguarding policy for children and teachers			
9.	Administration support			
10.	Positive school culture			
11.	Awareness programmes among stakeholders (parents/community)			
12.	Effective mentoring and supervision			
13.	Considering teacher suggestions in developing teaching plan			
14.	Activities for de-stress			

3. Do you have any other comments or suggestions that the special schools could improve the job satisfaction and retention of special education teachers in this career related to children with special needs?

Thank you for participation.

Appendix B

Table (1) Responses to Items in ‘Pay and Benefits’

N	Items	VD	D	N	S	VS
1	How satisfied are you with your current salary?	0 (0%)	20 (12.0%)	68 (41.0%)	71 (42.8%)	7 (4.2%)
2	How satisfied are you with the benefits (holiday, sick leaves, allowances) that you receive from work?	0 (0%)	2 (1.2%)	41 (24.7%)	101 (60.8%)	22 (13.3%)
3	How satisfied are you with the salary corresponded to your work proportion?	0 (0%)	0 (0%)	33 (19.9%)	121 (72.9%)	12 (7.2%)

Source: Survey Data, (2024)

Note: (VD = Very Dissatisfied, D = Dissatisfied, N = Neutral, S = Satisfied, VS = Very Satisfied)

Table (2) Responses to Items in ‘Interpersonal Relationships’

N	Items	VD	D	N	S	VS
4	How satisfied are you with the supervision and guidance of your senior teachers?	0 (0%)	0 (0%)	39 (23.5%)	90 (54.2%)	37 (22.3%)
5	How satisfied are you with your relationships with coworkers?	0 (0%)	0 (0%)	42 (25.3%)	97 (58.4%)	27 (16.3%)
6	How satisfied are you with the collaboration and communication of parents of students?	0 (0%)	6 (3.6%)	50 (30.1%)	110 (66.3%)	0 (0%)

Source: Survey Data, (2024)

Note: (VD = Very Dissatisfied, D = Dissatisfied, N = Neutral, S = Satisfied, VS = Very Satisfied)

Table (3) Responses to Items in ‘Work Conditions’

N	Items	VD	D	N	S	VS
7	How satisfied are you with the physical work environment, including your classroom and common areas?	0 (0%)	4 (2.4%)	55 (33.1%)	96 (57.8%)	11 (6.6%)
8	How satisfied are you with the extracurricular activities outside classroom arranged for the students’ wellbeing?	0 (0%)	0 (0%)	39 (23.5%)	103 (62.0%)	24 (14.5%)
9	How satisfied are you with teaching resources and equipment?	0 (0%)	4 (2.4%)	54 (32.5%)	92 (55.4%)	16 (9.6%)
10	How satisfied are you with your current workload in terms of teaching plans and other paper work?	0 (0%)	2 (1.2%)	57 (34.3%)	94 (56.6%)	13 (7.8%)
11	How satisfied are you with the interactions with students with diverse needs?	0 (0%)	0 (0%)	31 (18.7%)	95 (57.2%)	40 (24.1%)

Source: Survey Data, (2024)

Note: (VD = Very Dissatisfied, D = Dissatisfied, N = Neutral, S = Satisfied, VS = Very Satisfied)

Table (4) Responses to Items in ‘Professional Development’

N	Items	VD	D	N	S	VS
12	How satisfied are you with the certification courses that help you in the workplace?	0 (0%)	2 (1.2%)	41 (24.7%)	101 (60.8%)	22 (13.3%)
13	How satisfied are you with the contribution of in-service	0 (0%)	0 (0%)	45 (27.1%)	97 (58.4%)	24 (14.5%)

	trainings and workshops to your continuous learning and skill enhancement?					
14	How satisfied are you with training opportunities help your teaching career goals?	0 (0%)	0 (0%)	41 (24.7%)	72 (43.4%)	53 (31.9%)

Source: Survey Data, (2024)

Note: (VD = Very Dissatisfied, D = Dissatisfied, N = Neutral, S = Satisfied, VS = Very Satisfied)

Table (5) Responses to Items in ‘Work Itself’

N	Items	VD	D	N	S	VS
15	How satisfied are you with a sense of purpose and meaning in your work as a special education teacher?	0 (0%)	0 (0%)	18 (10.8%)	98 (59.0%)	50 (30.1%)
16	How satisfied are you with seeing your students’ progress?	0 (0%)	0 (0%)	12 (7.2%)	56 (33.7%)	98 (59%)
17	How satisfied are you with the responsibility for enhancing inclusive environment and achievement for students?	0 (0%)	0 (0%)	24 (14.5%)	94 (56.6%)	48 (28.9%)

Source: Survey Data, (2024)

Note: (VD = Very Dissatisfied, D = Dissatisfied, N = Neutral, S = Satisfied, VS = Very Satisfied)

Table (6) Responses to Items in ‘Recognition and Achievement’

N	Items	VD	D	N	S	VS
18	How satisfied are you with the recognition you receive from principal for your contributions and efforts?	0 (0%)	0 (0%)	23 (13.9%)	121 (72.9%)	22 (13.3%)
19	How satisfied are you with the acknowledgment and appreciation you receive from parents of your students?	0 (0%)	0 (0%)	47 (28.3%)	108 (65.1%)	11 (6.6%)
20	How satisfied are you with handling the job stress yourself?	0 (0%)	3 (1.8%)	49 (29.5%)	98 (59.0%)	16 (9.6%)

Source: Survey Data, (2024)

Note: (VD = Very Dissatisfied, D = Dissatisfied, N = Neutral, S = Satisfied, VS = Very Satisfied)

Table (7) Responses to Items in ‘Job Satisfaction’

N	Items	SD	D	N	A	SA
1	Overall, I am satisfied with my job as special education teacher.	0 (0%)	0 (0%)	18 (10.8%)	101 (60.8%)	47 (28.3%)
2	I do a good job for individuals with special needs.	0 (0%)	0 (0%)	0 (0%)	108 (65.1%)	58 (34.9%)
3	I feel supported by the administration to work effectively.	0 (0%)	0 (0%)	27 (16.3%)	114 (68.7%)	25 (15.1%)
4	I feel valued and appreciated for my contribution.	0 (0%)	0 (0%)	39 (23.5%)	109 (65.7%)	18 (10.8%)

5	The training helps improve my teaching job.	0 (0%)	0 (0%)	0 (0%)	106 (63.9%)	60 (36.1%)
6	I feel that my compensation is fair for the work I do.	0 (0%)	2 (1.2%)	35 (21.1%)	101 (60.8%)	28 (16.9%)
7	I would consider this job if I had to resume my career.	0 (0%)	3 (1.8%)	38 (22.9%)	86 (51.8%)	39 (23.5%)
8	I would encourage my good friend to apply for my job if he is interested.	0 (0%)	0 (0%)	26 (15.7%)	103 (62.0%)	37 (22.3%)

Source: Survey Data, (2024)

Note: (SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree)

Table (8) Responses to Items in ‘SPED Teacher Retention’

N	Items	SD	D	N	A	SA
1	Fair and competitive salary	1 (.6%)	1 (.6%)	76 (45.8%)	80 (48.2%)	8 (4.8%)
2	Specialized skills	0 (0%)	1 (.6%)	32 (19.3%)	109 (65.7%)	24 (14.5%)
3	Collaboration and teamwork	1 (.6%)	0 (0%)	47 (28.3%)	104 (62.7%)	14 (8.4%)
4	Support from colleagues and administration	1 (.6%)	5 (3.0%)	52 (31.3%)	95 (57.2%)	13 (7.8%)
5	Appreciation for work	0 (0%)	1 (.6%)	51 (30.7%)	98 (59.0%)	16 (9.6%)
6	Interest and hobby	0 (0%)	0 (0%)	38 (22.9%)	86 (51.8%)	42 (25.3%)
7	Sense of fulfillment	0 (0%)	0 (0%)	24 (14.5%)	99 (59.6%)	43 (25.9%)
8	Motivation for children’s progress and inclusion	0 (0%)	3 (1.8%)	28 (16.9%)	98 (59.0%)	37 (22.3%)
9	Effective services for children	0 (0%)	1 (.6%)	25 (15.1%)	96 (57.8%)	44 (26.5%)

10	Willingness for awareness	0 (0%)	1 (.6%)	29 (17.5%)	91 (54.8%)	45 (27.1%)
11	Career advancement	1 (.6%)	2 (1.2%)	52 (31.3%)	93 (56.0%)	18 (10.8%)
12	Rewards	1 (.6%)	6 (3.6%)	63 (38.0%)	89 (53.6%)	7 (4.2%)

Source: Survey Data, (2024)

Note: (SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree)
