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**ABSTRACT**

This study explores the factors contributing to the fading away of intrinsic motivation among special education teachers at the school level in Karachi, Sindh, Pakistan. The data were collected through face-to-face interviews with 30 special education teachers and principals, selected using purposive sampling, and were analyzed applying thematic method. The results show that most teachers started their careers motivated by personal interest, compassion, and a wish to help children with special needs. However, over time, their motivation decreases due to various challenges, such as a lack of teaching resources and assistive equipment, a heavy workload, limited support from administration, and difficulties in meeting the diverse needs of students. Teachers reported stress from irregular student attendance. This disrupts planned activities and creates pressure from the school administration. Female teachers also struggle to balance their professional and personal responsibilities. The study concludes that although teachers are dedicated to their roles, ongoing motivation needs support from the institution, better working conditions, and more awareness from society. The research emphasizes the need for policy changes, resource provision, and supportive school environments to boost teacher motivation and improve educational outcomes for children with special needs.

**Keywords:** Intrinsic Motivation, Teachers, Special Education

**INTRODUCTION**

No matter what one's ability, education is a necessity for everyone. People can improve their critical thinking and decision-making abilities through education, which is crucial for success in life. There is a widespread misperception that education for children with disabilities is less significant than education for children without disabilities (Schinkel, 2019). Education for children with disabilities might be more difficult and demanding since it calls for specially constructed classrooms, customized teaching methods and materials, highly educated teachers, and a welcoming environment. However, there are numerous advantages to education for kids with disabilities. Children with disabilities can gain social skills, independence, and self-confidence through education. Additionally, it may assist them in securing jobs and fully integrating into society (McGrath, 2021).

Special education is a crucial field of education that is gaining popularity. It upholds the right of every child to an education and ensures that every child has an equal opportunity to learn. Special schools have been increasingly established in urban areas in recent years. However, services in rural regions are still insufficient. In Pakistan, some institutions offer professional training programs for individuals with disabilities, including those with hearing impairments, mental health issues, visual impairments, or physical disabilities (Reddy, 2000). Motivation plays a crucial role in the educational setting, benefiting both students and teachers. Motivated students are more likely to actively engage themselves in their studies, persist in the face of challenges, and achieve academic success. Similarly,

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motivated teachers are more likely to be effective in their role by creating a positive learning environment and inspiring their students to learn.

There are numerous theories of motivation, each presenting a distinctive viewpoint on human motivation. Maslow's hierarchy of needs, Herzberg's two-factor theory, and Vroom's expectancy theory are among the well-known theories of motivation (Howard & Sharp, 2021).

Motivation can be categorized into two types: intrinsic and extrinsic motivation. Intrinsic motivation is driven by internal forces, such as the desire to learn new things or be challenged. On the other hand, extrinsic motivation is sparked by external factors, such as incentives or penalties (Sansone & Harackiewicz, 2000). Intrinsic motivation is a type of motivation that originates internally. It is the desire to engage in an activity for its own sake, rather than seeking praise or rewards from others. Intrinsic motivation refers to the desire to engage in an activity for its own sake, without any external rewards. On the other hand, extrinsic motivation is driven by the desire to obtain a reward or avoid a punishment. In the context of teaching, teachers are motivated by various factors, such as their personal disposition, interest in their students, classroom management skills, relationships with colleagues, and support from their principal.

Ahmad and Yousaf (2019) found that special education teachers believe the educational needs of children with disabilities are still insufficiently addressed. Even the best-equipped special education institutions cannot replicate the level of support and interaction that a child would receive in a typical school environment.

In a study by Afful-Broni (2022), low pay and a lack of enthusiasm were identified as the main causes of decreased high-level performance among university professors. The report suggested that the University Council and other authorities should promote and encourage instructors by providing appropriate incentives and compensation.

Adamma et al. (2018) reported that although teachers are motivated by both internal and external factors, intrinsic motivation plays a more dominant role. Intrinsic factors include the desire to help students in their learning and the satisfaction derived from a job well done. Extrinsic factors include compensation and benefits.

Akouoko et al. (2019) examined the relationship between teacher motivation and educational quality in public basic schools. The study found a positive correlation between teacher motivation and academic excellence, indicating that as teacher motivation increases, so does educational quality.

In a study by Adelabu (2016), it was observed that teachers often experience demotivation due to factors such as low salaries, unfavorable working conditions, lack of autonomy, and strict regulations from administrators. These factors can lead to teachers' dissatisfaction and a decline in educational quality. Similarly, Naseer et al. (2018) identified the variables affecting teachers' motivation levels in secondary schools in Karachi, Pakistan. The study described motivation as a mental state that encourages an individual to perform a particular behavior within a given timeframe. The researchers also highlighted various factors that affect teachers' motivation.

Nabi and Khan (2018) examined the motivation levels of secondary school teachers and investigated their impact on their work and were investigated. The researchers also explored the influence of experience on teachers' motivation levels. The study revealed that teachers initially have higher levels of motivation, but over time, both their motivation and performance levels tend to decline.

Pakistan's education system, especially in the area of special education for children with disabilities, suffers from underfunding. At the time of Pakistan's independence, there were only two special education institutions in existence, which made it challenging to provide education that would cater to the needs of individuals with disabilities. This negligence was primarily due to the lack of resources, both in terms of human capacity and other necessary resources.

In Pakistan, there have been very few studies conducted specifically on educators of children with disabilities. None of these studies has specifically addressed teachers' motivation in special education at the school level, particularly in the context of Karachi. Most of the existing studies have focused on the challenges faced by special education teachers in general.

## **STATEMENT OF THE PROBLEM**

The findings of the study indicate a positive association between performance level and intrinsic motivation. In other words, teachers who are more intrinsically motivated tend to deliver better quality work. The study also highlights the significant impact of demographic factors such as age, education level, experience, and job title on motivation and performance.

Based on these findings, the study concludes that intrinsic motivation plays a crucial role in the success of special education teachers. It suggests that policymakers and educators should take steps to enhance the intrinsic motivation of special education teachers, recognizing its importance in improving their performance and the overall quality of special education provision.

## OBJECTIVES OF THE STUDY

The study is guided by the following objectives.

1. To explore the factors that fade away intrinsic motivation among teachers of special education at the school level.
2. To explore the most stressful aspects of special school teachers' jobs in Karachi.
3. To explore the challenges the teachers face during teaching in the classroom.

## MAIN RESEARCH QUESTION

The research questions of the study are as follows:

1. What are the factors that fade away the intrinsic motivation among special education schools' teachers in Karachi, Pakistan?

## Sub Research Questions

1. What is the existing level of intrinsic motivation among special teachers?
2. What are the most stressful aspects of the job among special teachers?
3. What challenges are teachers facing during teaching in special students' classrooms?

## SCOPE OF THE STUDY

The study focuses on special education schools in Karachi, the largest city in the country, which has a diverse population from various regions of Pakistan. By selecting the sample from this population, the study aims to gather data that is representative of special education teachers in Karachi. The findings of the study can provide valuable insights into the factors affecting intrinsic motivation, stress levels, and challenges faced by teachers in special education schools in Karachi.

However, it's important to note that the generalizability of the findings may be limited to similar settings within Pakistan. Factors such as cultural context, educational policies, and regional variations might influence the experiences of special education teachers in other cities or regions of the country. Therefore, caution should be exercised when applying the findings of this study to different contexts outside Karachi.

Nevertheless, the study's focus on Karachi's special education schools can still contribute to the existing knowledge and understanding of the specific challenges and factors affecting teachers in this setting. The findings can provide valuable insights for local policymakers, administrators, and educators to address the identified issues and improve the working conditions and motivation of special education teachers in Karachi.

## SIGNIFICANCE OF STUDY

The study explores factors that diminish intrinsic motivation among special education teachers in Karachi, addressing a gap in the literature and highlighting that higher intrinsic motivation is linked to better job performance and outcomes in special education schools.

**Implications for Stakeholders:** The study's conclusions hold relevance for various stakeholders involved in special education, including the Ministry of Special Education, administrative officers, quality assurance officials, school administration, and parents. The findings can inform policy and decision-making processes, guiding efforts to raise the standard of special education in Pakistan. Stakeholders can utilize the results to promote teachers' motivation, improve working conditions, and enhance the overall quality of special education provision.

**Goal Setting and Planning:** Policymakers in Pakistan face challenges in setting goals and strategies to uplift the quality of special education. The current study assists decision-makers by providing insights into the factors influencing teacher motivation and job effectiveness. This can aid in the development of targeted goals and plans aligned with international standards and the specific needs of special education teachers.

**Enhancing Stakeholder Awareness:** The study can help raise awareness among the public, policymakers, and parents about the value and importance of special education teachers in Pakistan. By understanding the factors that affect teachers' motivation and performance, parents can play an active role in supporting and encouraging their children's teachers.

## LITERATURE REVIEW

Several relevant research studies emphasize the critical role of intrinsic motivation in sustaining teachers' professional commitment and performance. Wadsworth (2021), using a sample of 914 teachers from the USA, found that 96% chose teaching due to intrinsic motivation and 85% would choose it again, revealing a strong internal drive towards

the profession. Similarly, Hettiarachchi (2013), who investigated 59 English instructors in Sri Lanka through interviews, reported that more than half of Sri Lankan teachers were driven by internal motivation. These findings align with Hellsten and Prytula (2011), who observed that teachers with more than one year of classroom experience showed higher levels of motivation, attributed to improved subject interest and stronger professional capabilities. Together, these studies illustrate that intrinsic motivation is consistently tied to teachers' commitment, professional growth, and sustained performance.

In contrast, other studies highlight the role of external rewards. Bastick (2020) studied 1,444 Jamaican instructors through questionnaires and open interviews, and concluded that most teachers were motivated by extrinsic factors such as financial benefits and social status.

This contrasts with findings from the USA, where Convey (2018) surveyed 716 elementary and secondary school teachers and established that teachers' motivation at the time of entering the profession predicted their overall performance. Furthermore, in the context of Pakistan, Fakhra and Latif (2014) used a sample of 596 faculty members and found a positive correlation between teachers' motivation and competencies, reinforcing the notion that external and internal motivations often work together to shape teacher effectiveness.

The literature also discusses significant demotivating factors that negatively influence teacher performance. Heavy workloads, weak management, and stagnation are frequently cited. For example, studies indicate that motivation declines as teachers age or gain higher qualifications.

In Turkey, Eres (2011) surveyed 397 primary school instructors and found that although 65% were motivated, factors such as prolonged posting at the same school (11-20 years) contributed to demotivation. Interestingly, the same study found that motivation improves with age and is unaffected by gender or experience, adding nuance to the relationship between demographics and motivation.

In Pakistan, Nabi and Khan (2011) used common questionnaires and clustered sampling to show that teachers begin their careers with high motivation but experience a gradual decline as time progresses, further highlighting the impact of organizational context and career stage. The reviewed literature also identifies the dual nature of intrinsic and extrinsic motivation, specifically within special education. It is demonstrated that intrinsic motivation arises from job fulfillment, enjoyment of teaching, professional success, social acceptance, flexibility, and autonomy. Conversely, extrinsic motivation includes salary packages, healthcare, meals, housing allowances, financial advances, and leave benefits. Both forms of motivation contribute to high levels of performance among special education teachers, reflected through regularity, punctuality, positive pedagogical strategies, and effective assessment practices.

## **MATERIALS AND METHODS**

This section discusses the research design, the population, and the sampling of the participants. It provides a comprehensive overview of the selected questionnaires, the setting of the research, as well as data collection instruments and their analysis. The ethical issues of the study are outlined at the end of this section.

### **Research Design**

The term research methodology is defined as a comprehensive processes which are very important tool for any research investigation. It includes multiple methods that are used in the research study for the collection and analysis of the data (Richards & Schmidt, 2013). The entire method for connecting intangible research to appropriate and feasible empirical research is known as research design. It's a type of investigation that gives specific instructions on how to conduct a study (Creswell, 2014). According to Kothari (2014), it is a strategy for analytically explaining the research problem. In light of this, a qualitative research approach with a descriptive design was used in this research study, because the nature of the data does not support the quantitative or mixed method approaches. This research strategy made it possible to collect information from the special schools' teachers.

### **Target Population and Sampling Technique**

The population of the present research study consisted of 30 special school teachers and principals serving in Karachi, Pakistan.

### **Sampling Technique**

The purposive sampling technique was employed to select the sample from the target population, because this technique enables researchers to only take those participants who participate in the research study.

## Sample Size

The sample size of the present research study is 30 special school teachers and principals serving in special schools in Karachi.

## Data Collection Tools

In the field of research, various types of research methods are used. Similarly, multiple sampling techniques and data collection methods are planned to achieve the objectives of the study. Therefore, the present study adapted 19 interview questions from well-published research articles and discussed them with the supervisor, who approved of investigating the factors that fade away intrinsic motivation among teachers of special education in Karachi.

## Data Analysis Techniques

In this qualitative study, interview data were analyzed thematically using Braun and Clarke's (2006) framework. The researcher first developed familiarity by repeatedly listening to the audio recordings, then transcribed and translated the interviews verbatim from Urdu to English. Each transcript was read several times, and relevant responses were highlighted, compared, and contrasted to identify emerging categories and themes. Issues and concerns were grouped into major themes and sub-themes representing head teachers' views on intrinsic and extrinsic motivation and the effectiveness of special education teachers. All themes were reviewed and cross-checked to ensure accuracy and alignment with the study's objectives.

The data of this study were collected through interview methods and data from 30 special education teachers and principals. Ultimately, the data were analyzed using the thematic method. The collected data offer insights into the factors that diminish intrinsic motivation among special education teachers at the school level in Karachi, Pakistan.

## Analysis of Interview Data

Analysis of interview data involves examining the information collected during interviews with research participants. The data can be analyzed using different techniques, including thematic analysis, content analysis, and discourse analysis. Thematic analysis involves identifying patterns or themes within the data. The researcher reads through the interview transcripts and identifies recurring themes, such as common experiences, opinions, or emotions expressed by participants. The themes are then grouped together to provide insights into the research questions.

## RESULTS

The current study investigates the factors that fade away intrinsic motivation among teachers of special education at the school level in Karachi, Pakistan. To measure the factors that fade away intrinsic motivation among teachers of special education, an explanatory study design was employed along with a set of interviews.

## Key Findings and Discussions

The key findings and discussions question-wise are discussed below in detail.

*Table 1: Themes and Sub-Themes*

Theme	Sub-Themes
Passionate and Challenging Profession to Help Neglected Children	<ul style="list-style-type: none"> <li>• Intrinsic Motivation to Serve and Help Special Children</li> <li>• Raising Awareness about Special Children</li> <li>• Love for Children and Learning</li> <li>• Inspired by Earlier Teachers or Humanitarian Values</li> </ul>
Challenges in Teaching Special Children	<ul style="list-style-type: none"> <li>• Meeting Emotional Needs and Understanding Disorders</li> <li>• Managing Syllabus and Curriculum</li> <li>• Limited Resources and Equipment</li> <li>• Maintaining discipline and engagement</li> <li>• Balancing Home and School Responsibilities</li> <li>• Time Constraints and Giving Equal Attention to all Students</li> </ul>
Reasons for Job Leaving	<ul style="list-style-type: none"> <li>• Pregnancy and Marriage</li> <li>• Excessive Workload</li> <li>• Negative Feedback or Lack of Recognition</li> </ul>

Theme	Sub-Themes
Ignorance and Social Attitudes Toward Special Children	• Administrative Pressure and Insufficient Support
	• Neglect and Lack of Parental Awareness
	• Need for Special Attention and Teaching Methods
	• Promoting Dignity, Respect, and Societal Inclusion
	• Advocacy for Government and Societal Support

### Theme 01: Passionate and Challenging Profession to Help Neglected Children

The researcher conducted face-to-face interviews with the special education teachers, where the majority of the teachers revealed that they chose this profession because they have a keen interest and want to help the special children. Some of the teachers' responses are given below.

*"My purpose in life is to serve people and do something for these children"* (Respondent No. 06). According to the respondent, who wants to make something special for the people, particularly for the special children. *"I chose this profession because it is my mission to help these special children"* (Respondent No. 07).

On the other hand, *"I chose the field of teaching special children so that I can create awareness among these children"* (Respondent No. 08). Giving awareness among special children is the most important factor, where the teachers' responses showed that they want to give educational awareness and let them know the importance of education in their lives. In addition, respondents said that *"Because I know how these children are ignored by the people and even their families, so for that as part of the society one must work for the ignorant"*. (Respondent No. 13). According to this statement, the majority of society and even their parents do not understand the needs of special children, so they ignore them. It's a great tragedy with special children, in order to fulfil their needs, especially in education, having chosen the special education teaching. Furthermore, many teachers discover that their love of children draws them to teaching, or that their own love of learning makes them passionate about teaching. Some teachers enter the profession because they are eager to make a difference. People tend to remember their teachers for their entire lifetime, long after school is over. Others are inspired by a teacher earlier in their education who had a positive impact on them. A teacher may be seen as a leader, a mentor, or even a surrogate parental figure. *"I have taken up this profession as a humanitarian"* (Respondent No. 16).

*"In the eyes of people, there is a lot of evil in this profession, but in my opinion, there is no better profession than this profession, because by teaching these children, we can learn a lot from these children"* (Respondent No. 29). Special education teachers have great passion and interest in teaching and helping the special children in order to educate them, because education is a light through it, they can understand meaning of their lives and can be helpful and good citizens of the country. It is not easy to teach special children, but their own interests make them able to teach and care for them carefully. As it has been revealed by the respondent as follows: *"I feel that Allah has sent me to this world to help these children"* (Respondent No. 18).

A similar result was revealed in a research work where special school teachers want to create something unique for the benefit of people, particularly special children. In contrast, the teachers emphasize the significance of educating special children and raising awareness of the importance of education in their lives (Shen et al., 2019).

### Theme 02: The job becomes challenging when teachers are unable to meet children's emotional needs or fully understand their disorders

When the researcher investigated the most challenging aspects of special education teachers and conducted interviews with them. The findings of the research revealed that they have been facing various challenges while doing their job at school. *"According to my thinking, I feel syllabus completion pressure, students' behavior, parents' feedback, and tutor involvement makes stressed in the classroom"* (Respondent No. 14). According to the respondent, who has been facing problems teaching the assigned syllabus within the specific time. Furthermore, those who said that the behavior and attitude of the students towards their teachers are also strange. Without any proper understanding, the parents' attitude towards teachers is also not positive; they also blame the teachers and say that the teachers are not capable of making their children understand the lesson. On the other hand, the tutor's involvement also made the life of the teacher hell, because they also blamed the teachers, assuming they were not guiding the children properly. *"Sometimes the condition of the children makes it very challenging to complete the curriculum"* (Respondent No. 19). The majority of the teachers revealed that the curriculum becomes more challenging for them because it increases the burden of the teacher. In a very limited time to complete the courses is the biggest problem for teachers. Similar responses have

been given by one of the respondents. A similar response was revealed by another respondent which is “*More challenging is that the curriculum discipline has to be carried out simultaneously*” (Respondent No. 27).

“*The biggest challenge for me is to give equal time to all the children*” (Respondent No. 17). A huge number of respondents said that there are many students in the classes, and their culture, language, etc., are different from each other, and teaching them using one method is really the biggest challenge for them. Limited class time also bound them give proper time to every student in the class is not a piece of cake. These factors make special education teachers frustrated, and for them, it’s really a challenging thing. “*For me, the most challenging time is when the equipment is limited, and we have to complete and perfect the work*” (Respondent No. 22). Non-availability of equipment is the biggest problem for a teacher at the school, college, and university levels. In the present research study, respondents showed those who have been facing a big problem due to a lack of equipment in the school. With the help of limited resources, teaching students perfectly as well as completing their coursework is a challenging thing for them. The management of the institution also wishes to complete the task with limited resources due to financial problems; on the other hand, teachers have to face the challenges to teach students properly.

“*The most challenging is when it comes to keeping children engaged along with discipline*” (Respondent No. 25). The majority of the normal and special education teachers often complain that the management of the institution gives them the responsibility to maintain the school discipline as well as make their students follow it, becoming a big challenge for the teachers. The majority of the respondents of the present study said that it’s a big problem to engage the students with discipline. “*The biggest challenge is to understand the needs of these special children immediately*” (Respondent No. 21). Various challenges are faced by the teachers during teaching at educational institutes. Mostly, the respondents stated that understanding the needs of special children is the biggest problem for them. Because mostly special children are not able to express what they want because of this issue, the teachers face problems in fulfilling their needs. On the other hand, special children cry and making them silent is also a big challenge for teachers. As one of the respondents said, “*The most challenging is when the children are crying, and we have implemented all the strategies, yet the children are not quiet, it is very painful. We pray to Allah to give them the ability to express their pain*” (Respondent No. 05).

“*The challenge is to manage home and school together*” (Respondent No. 23). The findings of the research showed that mostly the female special education teachers face challenges in managing their domestic chores as well as school teaching. Because at home and at school, the burden of the workload makes them stressed, and they are not able to manage it smoothly. At home, they get stressed about schoolwork, and when they get into school, they worry about their domestic work, which makes them frustrated. Moreover, the distance between institutions and their home is also a big problem to reach on time at school. One of participants said, “*To reach school as it quite far from my house*” (Respondent No. 03). To get late also a problem because when teacher gets late the student’s behavior toward teachers become very strange such as it is sated by respondent during interviews; “*Being late due to busyness in any work because it is necessary to reach these children, these children wait and the behavior of children changes which is very challenging*” (Respondent No. 01).

### **Theme 03: Shortage of Time to Give Equal Attention to All Students Simultaneously**

The most stressful phase of the job has been discussed in the details below; “*Absence of children makes me stressed because I plan activities and activities cannot be done due to absence of children*” (Respondent No. 10). According to most of the respondents, the absence of the children makes them stressed because they assigned the activities for them, but don’t participate in the activities. Thus, they are not able to conduct the activities at the assigned slot because of the principal getting angry with teachers, which makes them stressed all the time at school. “*Sometimes the behavior of the principal becomes too much, which makes me stressed*” (Respondent No. 18). No doubt, the attitude or behavior of the principals plays a vital role in educational institutions. When the researcher conducted an interview and asked many questions related to their job stress, one of them was related to the stressful phase of their job. Several respondents said that they are sick of their principal’s attitude in different situations, and ultimately, their behavior makes them stressed. One of the respondents said, “*Principal’s attitude towards late arrival*” (Respondent No. 13). Here, respondents said that when we are getting late because of any issues, they get angry and we feel embarrassed. Even if they are not waiting to tell them the reason behind getting late, they are marking absent or half-day leave that affects our salary too; such types of attitudes make us stressed in our job domain. On the other hand, they don’t support us, and a lack of support is also a factor that makes us stressed. It has been reported during the interview as “*Lack of administration support*” (Respondent No. 17).

“*Some rules are made in such a way that one gets stressed, like time limit and principal’s attitude is not good if you don’t reach the time limit*” (Respondent No. 21). It has been seen in many organizations, especially in educational institutions, where they impose unnecessary rules and regulations on the teachers. The majority of respondents said

that their school management has established unnecessary rules and regulations for them, such as they have to stay at school till all the students leave. Besides, on Saturday too, they attend unnecessary school meetings, even if they don't consider their concerns, and these types of behavior make their job stressful. Moreover, principals of their institutions pressurized them continuously to complete the work, which even makes their job stressful. As it has been reported, *"When there is repeated pressure from the principal about the same work, then it becomes very stressful"* (Respondent No. 24).

*"As it becomes very difficult to compile the syllabus, similarly our paperwork load increases due to which it becomes very stressful"* (Respondent No. 26). Compiling the syllabus is the most stressful task in the educational institutions given by the principals to teachers. A great number of the respondents stated that we don't have only one subject or one period that we can easily compile, but there are more than four to five different levels we have, so compiling their syllabus actually increases our burden and makes us pressurized, we lose motivation, and the job place becomes stressful for us. According to the researcher, the special school teachers feel stressed due to the absence of their children. They feel stressed because they have assigned activities for their children that the children are not able to participate in. This causes the parents to be unable to conduct the activities at the assigned time, leading to frustration and anger from school principals towards teachers. As a result, parents experience ongoing stress at school (Brunsting et al. 2019).

#### **Theme 04: Teachers often leave the job due to pregnancy or marriage, as well as excessive workload, negative feedback, and overall job dissatisfaction**

There are multiple reasons behind job leaving; nobody leaves after having been doing a job for a long period of time in an educational institution, company, or other organization. The respondents of the present research study found reasons behind job leaving, and everyone has her/his own reason to leave the job. Such findings have been discussed in detail below.

*"There is no intention to leave the job now because the husband helps and supports. If I go out of town or get pregnant, maybe leave"* (Respondent No. 01). The respondents from the present study said that I don't have the intention to leave this job because my husband helps and fully supports me in terms of domestic chores. But if I shift from here to somewhere else might be this is a reason behind leaving the present job. Furthermore, if I get pregnant, then I might have to leave this job because it will be difficult for me to manage everything in the state of being pregnant. These are two reasons I may leave the job; everything is well and good.

*"Well, there is no intention, but you know that the inflation is very high. If you shift somewhere far, it will be difficult to come"* (Respondent No. 03). Respondents said that if we change our residency far from here, then we have to leave this job because of inflation, as we have been facing since Covid-19, much and more compared to before. It will be difficult for us to pay the fare to come to school. These might be the reasons behind job leaving. Moreover, migration is also a cause behind leaving the job, as has been seen during interviews with respondents. One of the respondents said, *"By the way, I have no intention to leave the job, but if I have to go out of the city, I will leave this job"* (Respondent No. 13).

*"I don't like misrepresentation; if I get wrong feedback, it is useless to work hard here, so I will leave the job"* (Respondent No. 05). Respondents stated that they don't like to be insulted; if we get any very bad feedback from the school administration, we will not continue the job. It shows that teachers don't feel comfortable when they are not entertained by positive comments from their school administration. They just don't like it, even if they want to leave the job because of bad feedback. They perceived their self-respect first and then their job. *"Well, I have no intention of leaving the job, but if the curriculum here increases a bit, I might leave"* (Respondent No. 22). Nowadays, curriculum and courses have become the biggest problem for the teachers in educational institutions, especially. Because within a short period of time, teachers have to complete the coursework, if not, the principals get angry and give very bad feedback that really hurts the teachers' self-respect. When the researcher conducted interviews with the special education teachers, most of them said that they might leave the job because of the curriculum burden, otherwise everything is going smoothly, but the course workload compelled them to leave the job. *"One is the lack of full support from the administration, and the other is the paperwork load because I will leave this job"* (Respondent No. 25). The respondents said that they think about leaving the job because of a lack of administration support and too much paperwork at school. It has been seen in many schools that there are more than 50 or 60 students in one class, and during teaching and checking their papers also becomes the biggest challenge for them. On the other hand, maintaining discipline inside the school and classroom is a really challenging thing that makes us compelled to leave the job. As it has been reported, one of the respondents said, *"The paperwork is too much, and it becomes very difficult to manage the discipline and children. This may lead me to think of leaving the job"* (Respondent No. 08).

### **Theme 05: Ignorance towards These Special Children as To Show Sympathy and To Stop Overthinking or Negative about These Children**

It has been perceived that children with special needs are not entertained as normal children in our society. Normal children have more and many opportunities in society, but special children are ignored because of being special. The researcher of the present research study has collected data from special school teachers to know their views regarding special children. The findings of the research revealed that there are distinguished opinions about children with special needs, which are discussed in detail below.

*“I believe that normal children can learn everything by themselves; they learn from society and do a lot, while special children must be taught. Parents of such children ignore these children. Awareness programs should be organized for the parents of these children” (Respondent No. 01).*

The respondents of the study believed that normal children have many opportunities to learn everything by themselves, like they learn a lot of things from society. But special children do not have such great opportunities that enable them to learn. Further, it was also stated by the participants that mostly it has been seen their parents also ignore them. To understand the needs of special children, we should have specific programs to raise awareness among parents. Such types of programs enable their parents to understand the special needs of their children and get more attention from them.

*“I think that these children are very innocent, these children should be taught and explained, because they cannot speak, but they can explain their words to us through their gestures” (Respondent No. 02).*

Mostly, participants said that all children are innocent, but the special children are more innocent than the normal children. We should teach them with a deep explanation because they are not able to speak, nor can they explain the learning lessons through words, but through their body gestures. We should give more time to explain in detail and give them a comfortable environment to learn properly. Further, we should teach them how to live and not depend on others, and do everything by themselves instead of depending on others. Like one participant said, *“I think that such children should be taught more about how to live so that these children are not fully dependent on anyone in any matter” (Respondent No. 09).*

*“I want everyone to come to this field to serve these children for the sake of Allah and please Allah” (Respondent No. 03).*

It has been seen that the respondents' attitude towards special children is really remarkable. As they said, everyone should take part in teaching the special children just for the sake of God. Similar responses have been given by other respondents, too. As they said, they have been working for their inner satisfaction and dignity. Such as, *“It gives a sense of pride, dignity, and inner satisfaction that they are doing something good and right” (Respondent No. 17).* Further, the respondents said that they think that helping such children is really a good deed and God will give them a reward on our actions hereafter in the term of heaven. A respondent said, *“In my opinion, if a person wants to beautify his hereafter, then he has to please Allah. There is no better way to please Allah than serving these children” (Respondent No. 11).* *“My life's mission is to help these children by giving them a high place in the world. I want you to pray for the success of my goal” (Respondent No. 17).* God pity those who pity this world especially on living creatures. A huge number of participants said that their life mission is to help helpless people across the country and the world. According to our capacity, we do our best for special children because they are neglected in every society. *“I want people who think that these children are dangerous creatures to stop thinking like that because they are also human beings like us, they also need this society, so we should do something for these children” (Respondent No. 21).* The participants said that almost a large section of our society has seen special children are dangerous creatures because they also make other siblings disturb and need more time to manage them. But the respondents showed sympathy towards special children and said that they are also human beings, as we are, so we should do something for them as a whole society and make their lives easier. Further, the participants of the study revealed that the government must take some positive steps to do something special for special children in terms of getting an education and being brought up too. Like one of the participants said, *“I think all the people and the government should take some good steps for these children so that these children can do some good work in the society” (Respondent No. 10).*

### **DISCUSSION**

The findings reveal that special education teaching is a profession driven by intrinsic motivation, humanitarian values, and a desire to serve neglected children. Teachers chose this field to raise awareness, provide education, and support children often ignored by society and their families, reflecting a deep sense of purpose and passion (Shen et al., 2019). Love for children, personal inspiration from previous educators, and a commitment to societal contribution also motivate teachers to enter this challenging profession.

However, teaching special children presents multiple challenges. Teachers face difficulties in meeting students' emotional needs, managing diverse behaviors, completing curricula within a limited time, maintaining discipline, and handling large class sizes with limited resources. Additional stressors include balancing domestic responsibilities, commuting, and coping with administrative pressure, excessive paperwork, and unsupportive school management (Wong et al., 2021; Brunsting et al., 2019).

Job retention is influenced by personal circumstances, such as pregnancy, marriage, relocation, or lack of support from administration. Excessive workload, negative feedback, and curriculum pressures also contribute to potential turnover (Gong et al., 2019).

The study further highlights societal neglect of special children. Unlike typically developing peers, these children lack opportunities to learn independently and are often ignored by their parents. Teachers emphasized the need for awareness programs and government initiatives to support special children, fostering their independence and integration into society (Biostat, 2020).

## CONCLUSION

In Conclusion, the study reveals the dedication, motivations, and challenges of special education teachers in supporting neglected and differently abled children. Findings indicate that teachers enter this profession out of passion, humanitarian values, and a commitment to raise awareness about the importance of education among marginalized children. Despite their commitment, teachers face multiple challenges, including managing diverse student behaviors, completing curricula within a limited time, addressing emotional needs, and maintaining classroom discipline. Insufficient resources, lack of administrative support, and excessive workloads further exacerbate stress and, in some cases, contribute to potential job attrition, particularly during pregnancy, marriage, or under negative feedback. Female teachers also report challenges in balancing professional and domestic responsibilities. The study highlights the societal neglect of children with special needs and underscores the need for awareness programs and inclusive policies. Teachers consistently advocate for recognition, support, and resources to ensure these children receive quality education and opportunities for independence. The research contributes to understanding the professional realities of special education teachers and emphasizes the need for institutional support, policy interventions, and societal engagement to sustain teacher commitment and improve educational outcomes for children with special needs.

## IMPLICATIONS AND RECOMMENDATIONS

The findings of this study highlight several implications for policy, school management, and future research. Policymakers should raise parental and societal awareness of the needs of special children and ensure the provision of adequate resources, teaching materials, and assistive devices. Teacher workload should be reduced, and incentives should be provided to retain motivated staff. Schools can further support teachers by minimizing administrative burdens, offering constructive feedback, maintaining smaller classes, and ensuring sufficient classroom resources. Future research can examine factors influencing teacher motivation quantitatively and expand investigations into other provinces and higher education contexts. Implementing these measures can enhance teacher effectiveness, sustain commitment, and improve educational outcomes for special children.

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**APPENDIX-I****Interview Questions for Special Education Teachers**

Q1: Why did you choose this profession of teaching special students?
Q2: Does the institution provide full support to students to carry out their educational activities?
Q3: How often do you get frustrated when the needs of students are not fulfilled?
Q4: What do you think is the most challenging aspect of your job?
Q5: What makes you stressed in the classroom /institution?
Q6: What are some of the most stressful phases of your job?
Q7: Do you have a co-teacher in your class?
Q8: Is your co-teacher cooperative? If so, how? If no, why?
Q9: Do your colleagues usually think negatively about your creative ideas regarding activities and official work?
Q10: What feedback do they give when you share with them creative ideas regarding classroom activities?
Q11: What do your parents /friend/family think about your job?
Q12: What is the frequency of feedback from your principal?
Q13: Does feedback relate to teaching/ learning? Or does it also include comparison among teachers?
Q14: How do you behave when the situation in the class is out of control, especially when you are tired/exhausted?
Q15: In case you have to leave your job, what could be the reason?
Q16: Does the principal include participation of all staff while developing the strategic plan of the school?
Q17: Does the principal ensure teachers' participation by force?
Q18: What are your views about teaching special students?
Q19: How often do you receive appreciation from your HOD/Principals