

The impact of teachers' characteristics on their self-efficacy and job satisfaction: a perspective from teachers engaging students with disabilities

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The study investigated the impact of Pakistani special education teachers' characteristics like gender, age, background qualification, teaching experience and professional qualification on their self-efficacy beliefs and job satisfaction. The study employed a quantitative research design comprising 94 female and 24 male teachers from five public schools located in the district of Lahore. The findings from self-efficacy and job satisfaction measures indicate that teachers' characteristics like gender, age, academic education and teaching experience had significant influence on self-efficacy beliefs and job satisfaction. Female teachers exhibited higher level of self-efficacy beliefs and job satisfaction to teach students with diverse needs as compared with their male counterparts. However, a significant correlation between self-efficacy and job satisfaction was not found. This study suggests professional training programs tailored to enhance male and female teachers' self-efficacy beliefs and job satisfaction while addressing the needs of children with disabilities.

Introduction

Teaching is a multifaceted practice, and this profession becomes more challenging when a teacher is dealing students with diverse needs. Often, it is regarded that, besides strong foundation in pedagogy, special education teachers' characteristics also play an important role in the education of students with disabilities. Special education teachers' characteristics of gender, age, qualifications and teaching experience had significant influence on self-efficacy and job satisfaction. Teachers with specialised competencies tend to engage students with disabilities employing a variety of learning strategies to enhance their learning (Shaukat and Iqbal, 2012; Malak, Sharma and Deppeler, 2017). Teaching students with disabilities is more demanding as compared with normal students as they tend to seek more attention. Special education teachers usually assess the needs and strengths of learners before designing teaching tasks to teach them basic skills such as knowledge

and interpersonal communication (Armstrong, 2013). Professionally committed teachers show more willingness to exert extra efforts to ensure that students succeed (Lewis, 1998). Teacher's self-efficacy is one of the significant indicators of the degree of teacher's determination, commitment and job satisfaction (DiPaola and Hoy, 2005).

Teachers with a greater sense of efficacy beliefs and job satisfaction tend to foster a classroom learning environment that is warm and helpful to students with diverse needs (Chesnut and Burley, 2015; Fritz, 1995; (Viel-Ruma, Houchins, Jolivette and Benson, 2010). On the other side, research studies suggest that substantial teaching work-load and students' attitudes contribute to job stress that ultimately results in: undesirable health outcomes, lower level of self-efficacy, emotional exhaustion, less personal accomplishment and lower levels of job satisfaction (Canrinus, Helms-Lorenz, Beijaard, Buitink and Hofman, 2012; Greenglass and Burke, 2003; Jepson and Forrest, 2006; Kyriacou, 2001). This study aims to determine the special teachers' characteristics such as gender, age, academic education, professional qualification and teaching experience have an effect on their self-efficacy beliefs and job satisfaction while teaching children with disabilities.

Literature review

Teacher's self-efficacy beliefs

Tschannen-Moran, Woolfolk Hoy and Hoy (1998, p. 207) defined teacher self-efficacy as the 'teacher's beliefs in his or her own capability to organise and execute courses of action required to effectively attain the specific teaching tasks in particular situations (Shaukat, 2011). Teacher self-efficacy is one of the variables that determine the teacher's effectiveness (Gibson and Dembo, 1984), and it is also associated with students' achievement, commitment and their motivation. Self-efficacy of teachers is associated with their degree of determination, eagerness, engagement, willingness to vary teaching practices and enthusiasm to reach all students (Shaukat and Iqbal, 2012). Teachers with higher sense of self-efficacy are more willing to attempt new teaching strategies, demonstrate greater levels of designing and

organising tasks, investigate innovative teaching approaches with their students, and have vibrant aims with great ambitions (Aldridge and Fraser, 2016; Allinder, 1994). Teachers with greater sense of self-efficacy show more commitment and interest towards teaching and reveal less criticism on students' mistakes (Allinder, 1994; Guskey, 1984). Teachers' self-efficacy is also related to encouraging student and teacher conduct in a positive way and has a powerful effect on the educational system and its improvement (Soodak and Podell, 1993). Teachers with high self-efficacy prefer to work longer hours with disability students and show less resilient attitude (Gibson and Dembo, 1984).

Bandura (1977) postulated that self-efficacy beliefs when established, they continue to remain stable. Tschannen-Moran and Hoy (2007) conducted a comparative research involving 255 experienced and preservice teachers that investigated the relationship between self-efficacy, classroom management and instructional strategies. They reported that experienced teachers exhibited greater self-efficacy beliefs to practice innovative teaching methods and classroom management than their preservice teacher counterparts. Teachers' characteristics play an intervening role in influencing teachers' personal attitudes, disposition, goal setting, success and failure. Moreover, the situational factors such as vicarious and mastery experience, verbal persuasion and pedagogies are employed to teach content (Shaukat, Sharma and Furlonger, 2013). Wolters and Daugherty (2007) stated that gender has a significant impact on the self-efficacy. Female and male teachers develop their self-efficacy beliefs in different ways while perceiving information (Hackett and Betz, 1981). Shaukat, Sharma and Furlonger (2013) reported that female participants held more efficacy beliefs in teaching students with disabilities as compared with males by demonstrating higher levels of tolerance towards implementing inclusive instructions. Klaseen and Chiu (2010) found a nonlinear relationship between years of teaching experience, self-efficacy and job satisfaction. The initial and mid-career phase teachers demonstrated higher levels of self-efficacy beliefs and job satisfaction in contrast to teachers in later career stages.

In addition, Kooij, de Lange, Jansen and Dikkers (2008) proposed that experience and psychological factors may influence eagerness and self-efficacy beliefs of teachers. Moreover, Tschannen-Moran and Hoy (1998) advocated that earlier experience and interaction with pupils, peers, parents and principals can aid in the development of teacher self-efficacy. Teachers' self-efficacy also seemed to influence their job satisfaction. Tschannen-Moran and Hoy (2007) reported an empirical evidence to show that self-efficacy could be a positive or negative indicator to teachers' job satisfaction.

Job satisfaction

Regardless of reports related to teachers' burnout, some teachers exhibit a sense of satisfaction about their work

(Chaplain, 2008; Schwarzer and Hallum, 2008). The teachers' perception of job satisfaction fulfilment, resulting from day-to-day work activities, is highly correlated with their job performance (Judge, Thoresen, Bono and Patton, 2001). (Caprara, Barbaranelli, Borgogni and Steca, 2003) identified job satisfaction as a 'decisive element' (p. 823) influencing teachers' attitudes and performance and reported self-efficacy to be a significant contributor to teachers' job satisfaction. Teachers can attain job satisfaction while performing daily teaching activities such as working with students, monitoring students' learning progress, working with compassionate colleagues and inclusive school climate (Cockburn and Haydn, 2004).

Job satisfaction is regarded as perceived fulfilment of job-related activities (Judge, et al., 2001). Job satisfaction is an essential indicator of long-term growth in any profession (Oloube, 2005). Filak and Sheldon (2003) suggested that job satisfaction and motivation occur when one feels operative and exerts efforts for carrying out challenging tasks directed at educational success. Job satisfaction is a crucial indicator of a teacher's commitment that is strengthened by the support and actions received from school administrators. Shann (1998) stated that teacher satisfaction influences work performance, attrition, teacher's communications with students, and students' performance.

Bogler and Somech (2004) identified job satisfaction as one of the variables impacting teachers' commitment towards the profession (Viel-Ruma, et al., 2010). Landsman (2001) studied a sample of 1133 public child-welfare employees in the state of Missouri in the United States and found that job satisfaction certainly affects work-related commitment. Interestingly, Demirdag (2015) did not find a positive correlation between self-efficacy and job satisfaction; and he reported that teachers with low level of self-efficacy beliefs and job satisfaction have a tendency to lose their enthusiasm and avoid using effective teaching methods to facilitate students' learning. According to Evans (2001) and Ingersoll (2001), teachers with a low sense of job satisfaction exhibit a lower job commitment and reveal thoughts of low job retention. Liu and Ramsey (2008) found that anxiety from deprived work conditions had the strongest effect on teachers' job satisfaction. They further inferred that insufficient time for preparing heavy teaching assignments was a causal factor for reduced satisfaction.

Background of the research study

There is an empirical evidence that teachers' characteristics contribute significantly to job satisfaction and self-efficacy beliefs (Chaplain, 2008; Klaseen and Chiu, 2010; Wolters and Daugherty, 2007). According to Wolters and Daugherty (2007), teaching level and gender have a significantly greater impact on the self-efficacy of elementary teachers in comparison with middle or high school level teachers. Shaukat, Sharma and Furlonger

(2013) found that Pakistani female participants held greater sense of efficacy beliefs to teach children with diverse needs than their male counterparts. In another study that comprised of 1024 participants, Wolters and Daugherty (2007) focused the association between self-efficacy beliefs of teachers and their teaching experience. They found that teaching experience had only a modest effect on teachers' self-efficacy beliefs.

Drawing from this international literature review, this study proceeds with the research question that teachers' characteristics gender, age, background qualification, professional qualification and teaching experience influence their self-efficacy and job satisfaction beliefs. Teachers with high sense of self-efficacy reveal a greater sense of job satisfaction (Sharma, Shaukat and Furlonger, 2015; Demirdag, 2015); thus, it is essential to examine the self-efficacy and job satisfaction beliefs of educators of children with disabilities to align their actual teaching with the requirements of the classroom. This will mean adopting new techniques to maximise change in a particular teaching situation in order to make a positive difference in students' learning (Manzoor, Hameed and Nabeel, 2016).

Research question

How does teachers' characteristics such as gender, age, background qualification, professional qualification and teaching experience influence their self-efficacy beliefs and job satisfaction to teach students with disabilities?

Methodology

A quantitative survey-type descriptive study was used for empirical data collection and analyses (Creswell, 2007). The teacher participants were recruited through a convenience sample of 120 comprising 78% women ($n = 94$), and 21% men ($n = 26$) from five special education schools. Three schools were located in suburban areas and two schools were chosen from the rural area of the Lahore district. All these schools were facing challenges in terms of funding and resources in addressing the needs of children with disabilities as they were teaching children with mild and severe disabilities without properly established equipment and resources. The respondents were special elementary public school teachers with academic qualifications: intermediate ($n = 13$); graduation ($n = 67$); and postgraduation ($n = 40$). The participants were grouped as two categories: (1) older and (2) young based on their age. The majority of teachers belonged to the older age group ($n = 63$) and the rest of the respondents were younger ($n = 57$). Most of these teachers had a Bachelor of Education professional degree ($n = 66$); a few teachers had a Masters' in Education professional degree ($n = 17$) and rest had no professional education degree ($n = 37$). The majority of the teachers had more than 5 years of teaching experience ($n = 64$), and the rest ($n = 56$) had less than 5 years. These teachers were teaching different subjects included Science, Social Studies, Math, language and Islamic Studies.

Regarding specialised training or workshop related to the latest techniques and strategies in terms of managing children with diverse needs, these teachers indicated that they hardly participated in any of professional development activity due to funding issues. They were teaching children with a belief that they had sufficient teaching competencies in dealing children with disabilities as a result of their teaching experience.

Instruments

The survey contained three sections: (i) a sheet of demographical variables (gender, age, qualification, teaching experience and professional education); (ii) a three-factor scale of teacher-efficacy; and (iii) 14-item job satisfaction scale.

Teacher sense of efficacy scale

The teacher sense of efficacy (TES) scale developed by Tschannen-Moran and Hoy (2001) to determine teachers' ability to bring about change in a certain situation was utilised for this study. This scale has a total of 24 items organised into three factors: efficacy in student engagement (eight items), efficacy in instructional strategies (eight items) and efficacy in classroom management (eight items, see Appendix 1). Each survey item has a 5-point Likert type classification that ranged from great deal (5) to nothing (1). Earlier studies reported adequate Cronbach's alpha coefficients for TES scale: $\alpha = 0.84$ (Klaesen and Chiu, 2010), $\alpha = 0.98$ (Shaukat and Iqbal, 2012) and $\alpha = 0.92$ (Canrinus, Helms-Lorenz, Beijard, et al., 2012). The Cronbach's alpha values for the aforementioned mentioned three factors – efficacy in student engagement ($\alpha = 0.61$), efficacy in instructional strategies ($\alpha = 0.70$) and efficacy in classroom management ($\alpha = 0.77$) – were found to be sufficient. Further, the overall reliability coefficient for the 24 items ($\alpha = 0.89$) was within the acceptable range.

Job satisfaction scale

The job satisfaction scale established with revised edition by Warner (1973) was employed to determine the job satisfaction level. The scale consisted of 14 items addressing 'job is like a hobby' to; 'I am satisfied with my job for the time being'; and 'I find real enjoyment in my work' see Appendix 1. Responses were on a 5-point Likert-type scale ranging from 'Strongly Agree' to 'Strongly Disagree'. Five items, 28, 30, 31, 34, 36, 38 had negative wordings. These five items were reverse coded before analysing the data. The robustness of the job satisfaction scale is evidenced from Cronbach's alpha values reported from the literature, such as $\alpha = 0.92$ (Castillo, Conklin and Cano, 1999), $\alpha = 0.94$ (Cano and Miller, 1992) and $\alpha = 0.96$ (Bowen and Cooper, 1988). The reliability of scale was computed using Cronbach's alpha. The reliability coefficient of 14-item Job satisfaction scale was found to be 0.60. The reliability of the short version of the scale was somewhat lower but sufficient for the purpose of this study (DeVellis, 2003).

Procedure

Teachers working at five special schools partook in the study; and the consent of the special education schools through Education District Office was sought before the commencement of the study. The principals and subject coordinators of the selected schools were also communicated to acquire approval and to convey the required information to confirm clarity. In addition, the consent of the teachers to undertake the research at their schools was also acquired.

Participants were invited to complete survey questionnaires through their line managers at the school, and they were briefed about the nature of the study, and later their consent for participating in the study was sought. The researcher further assured that their responses would remain confidential and would be used for the research purpose only. After seeking respondents' consent and signing the informed consent forms, they were provided with the survey questionnaires along with the demographical variable information

sheet. Participants were provided with written and verbal instructions to complete the survey.

Results

An independent sample *t*-test was used to determine significant differences between the mean scores of male and female teachers: age group (younger than 30 years and older than 30 years); teaching experience (less than 5 years); and professional experience (more than 5 years). Further, an analysis of variance (SPSS ANOVA) was used to see the significance differences among teachers' qualifications and professional education. Cohen's *d* values were also computed to estimate the effect sizes between the groups. The effect size values were later examined in accordance with the acceptable (Vishnumalaka, Southam, Treagust, Mocerino and Quresh, 2017; Creswell, 2012) range: small effect (0.2–0.30), medium effect (0.40–0.70) and larger effect (0.8 and above). The results are presented in Tables 1–5.

Table 1: Mean \pm SD and *t*-values for teacher self-efficacy and job satisfaction measures for male and female teachers (*n* = 120)

Variables	Women (<i>n</i> = 94)		Men (<i>n</i> = 26)		95% CI				Cohen's <i>d</i>
	M	SD	M	SD	<i>t</i> (120)	<i>P</i>	<i>LL</i>	<i>UU</i>	
Teacher self-efficacy	4.28	0.47	3.84	0.88	−2.46*	0.01	0.81	0.09	0.62m
Job satisfaction	4.43	1.82	3.7	0.39	2.00*	0.04	0.32	1.44	0.55m

Notes: **P* < 0.5, medium effect size. *t* (150) = 2.00, *P* < 0.04.

Table 2: Mean \pm SD and *t*-values for teacher self-efficacy and job satisfaction measures among age groups of ≤ 30 years and ≥ 30 years

Variables	≤ 30 years (<i>n</i> = 57)		≥ 30 years (<i>n</i> = 63)		95% CI				Cohen's <i>d</i>
	M	SD	M	SD	<i>t</i> (120)	<i>P</i>	<i>LL</i>	<i>UU</i>	
Teacher self-efficacy	3.97	0.83	3.91	0.84	0.35	0.72	−0.25	0.36	0.07m
Job satisfaction	3.95	1.25	4.57	1.9	−2.09*	0.03	−1.21	−0.033	0.39m

Note: **P* < 0.5, medium effect size.

Table 3: Group differences on qualification in relation to teacher self-efficacy and job satisfaction (*n* = 120)

Variables	Group 1 (<i>n</i> = 13)		Group 2 (<i>n</i> = 67)		Group 3 (<i>n</i> = 40)		<i>F</i>	η^2	<i>(i - j)</i>
	M	SD	M	SD	M	SD			
Teacher self-efficacy	3.28	0.88	4.01	0.79	4.20	0.81	4.78*	0.01	3 > 2.1; 2 > 1
Job satisfaction	3.78	1.03	4.14	1.40	6.44	1.59	6.68**	0.00	3 > 2.1; 2 > 1

Notes: Group 1 = Intermediate; Group 2 = Graduation; Group 3 = Postgraduation. **P* < 0.01. ***P* < 0.001.

Table 4: Group differences on professional education in relation to teacher self-efficacy and job satisfaction (*n* = 120)

Variable	Group 1 (<i>n</i> = 66)		Group 2 (<i>n</i> = 17)		Group 3 (<i>n</i> = 37)		<i>F</i>	η^2	<i>(i - j)</i>
	M	SD	M	SD	M	SD			
Teacher self-efficacy	3.72	0.94	4.25	0.53	4.16	0.63	5.05**	0.00	2 > 1.3; 3 > 1
Job satisfaction	4.23	1.97	4.58	1.92	3.73	0.29	3.27*	0.04	2 > 1.3; 1 > 3

Notes: Group 1 = B.Ed; Group 2 = M.Ed; Group 3 = None. **P* < 0.01. ***P* < 0.001.

Table 5: Mean \pm SD and t -values for teacher self-efficacy and job satisfaction measures among less than 5 years and more than 5 years of teaching experience

Variables	≤ 5 -year experience ($n = 56$)		≥ 5 -year experience ($n = 64$)		95% CI				
	M	SD	M	SD	t (120)	P	LL	UU	Cohen's d
Teacher self-efficacy	3.78	0.87	4.11	0.76	2.15*	0.03	0.03	0.62	0.40s
Job satisfaction	4.19	1.52	4.35	1.75	-0.51	0.61	-0.75	0.44	0.097L

Notes: * $P < 0.5$, medium effect size, large effect size.

Table 1 shows that there is a statistically significant mean score difference between male and female teachers for teacher-efficacy beliefs and job satisfaction. Female teachers had significantly higher mean scores for the teacher-efficacy scale ($M = 4.28$, $SD = 0.47$) as compared with male teachers ($M = 3.84$, $SD = 0.88$); t (120) = -2.46 , $P < 0.05$. Similarly, female teachers had significantly greater mean scores for the job satisfaction scale ($M = 4.43$, $SD = 1.82$) over male teachers ($M = 3.70$, $SD = 0.39$); t (150) = 2.00 , $P < 0.04$.

Table 2 shows that there is a statistically significant mean score difference in special education teachers' job satisfaction among different age groups. The older age group had significantly greater job satisfaction ($M = 4.57$, $SD = 1.90$) than the younger age group ($M = 3.95$, $SD = 1.25$); t (120) = 0.35 , $P < 0.05$.

As shown in Table 3, the analysis of variance showed significant results among different qualification groups. There is a significant difference in teachers' self-efficacy beliefs, F (120) = 4.78 , $P < 0.05$, and job satisfaction, F (120) = 6.68 , $P < 0.01$, among different qualification groups. Teachers with higher qualification (postgraduation) had higher self-efficacy beliefs ($M = 4.20$, $SD = 0.81$) than teachers with graduation ($M = 4.01$, $SD = 0.79$) and intermediate education ($M = 3.28$, $SD = 0.88$). Likewise, teachers with postgraduation-level qualification ($M = 6.44$, $SD = 1.59$) had greater job satisfaction than graduates ($M = 4.14$, $SD = 1.40$) and intermediate-level ($M = 3.78$, $SD = 1.03$) teachers.

Analysis of variance, as shown in Table 4, showed significant results among different professional education groups. There is a significant difference in teachers' self-efficacy beliefs, F (120) = 5.05 , $P < 0.01$, and job satisfaction, F (120) = 3.27 , $P < 0.05$, among different professional education groups. Teachers with Masters' in Education (M.Ed) professional degree had higher self-efficacy beliefs ($M = 4.25$, $SD = 0.53$) than teachers with Bachelors' in Education (B.Ed) ($M = 3.72$, $SD = 0.94$) and those without a professional degree ($M = 4.16$, $SD = 0.63$). In the same way, teachers who completed M.Ed degree ($M = 4.58$, $SD = 1.92$) had greater job satisfaction than those with a B.Ed ($M = 4.23$, $SD = 1.97$) and without professional education ($M = 3.73$, $SD = 0.29$) teachers.

Table 5 shows that there is a statistically significant mean difference in special education teachers' self-efficacy beliefs among the teachers with number of years. Teachers with more than 5 years of teaching experience had significantly higher self-efficacy beliefs ($M = 4.11$, $SD = 0.76$) than those with less than 5 years of experience ($M = 3.78$, $SD = 0.87$); t (120) = 2.15 , $P < 0.05$.

Discussion and conclusion

The study investigated the self-efficacy beliefs and job satisfaction of teachers dealing children with disabilities. Results from the present study emphasise earlier findings that teachers' self-efficacy beliefs are interconnected with their job satisfaction. Teachers with greater sense of self-efficacy, in relation to teaching students in accordance with the classroom needs, reported higher levels of job satisfaction (Table 1). The key finding of the study is that, there is a substantial difference between male and female teachers in terms of catering the needs of children with disabilities. The female teachers held more self-efficacy and job satisfaction beliefs as compared with their male counterparts. This research finding is substantiated by previous studies that found teacher gender and teaching level are interrelated with teachers' job-related beliefs (Alwaleedi, 2017; Shaukat, Sharma and Furlonger, 2013). According to these studies, female teachers demonstrated more locus of control and persistency in relation to their classroom management. In addition, Anderson (2011) reported that female primary-level teachers exhibited higher levels of self-efficacy. The reason behind the higher job satisfaction of females is likely to be related to a male chauvinistic culture where women are modest in nature and they prefer to teach younger children. As a teacher, women exhibit a role of *substitute mother* in schools that positively influences female sense of job satisfaction (Hofstede and Hofstede, 2005).

Regarding the importance of professional and higher qualifications, this study revealed significant differences in teachers' sense of self-efficacy and job satisfaction in special schools setting. Teachers with a higher degree of professional qualification exhibited more self-efficacy beliefs and job satisfaction than those with a lower qualification (Table 4). This finding draws support from previous empirical research studies; for instance, Drake (2002) asserted that a teacher's knowledge, skills and

self-efficacy beliefs may fluctuate over time when persistent efforts are not made to update professional competencies and knowledge. Teachers' with sufficient knowledge and competencies and professional training are sound indicators of job satisfaction. Teachers embraced with professional knowledge and competencies tend to execute their teaching pedagogies in a positive way that ultimately influences their working environment. This study indicated that teachers with sufficient educational qualification and professional training demonstrated more efficacious behaviour and reported greater job satisfaction beliefs as compared with their counterparts with lower level of professional knowledge and competencies to teach children with disabilities. Similarly, Lam, Foong and Moo (1995) found that teachers showed more job satisfaction beliefs towards teaching students with diverse needs due to their particular training about catering the needs of special children. However, Lobosco and Newman (1992) found lower job satisfaction beliefs among teachers who were not particularly skilled and trained to work with children with diverse needs.

Factors like experience and age are also the significant determinants of levels of self-efficacy and job satisfaction among teachers of children with disabilities. This study indicated that teachers with greater years of teaching experience tended to demonstrate more self-efficacy beliefs and job satisfaction (Table 5). Previous research evidence supports this finding that professional development opportunities tailored for teachers with varying levels of professional experience tend to improve their teaching competencies and knowledge and also enhance their self-confidence. Moreover, Grelle (2006) noted that professional development opportunities help teachers to gain specific teaching skills (Sharma, 2012; Smith and Tyler, 2011). Therefore, experienced teachers show greater autonomy in content delivery, addressing students' queries, prompt feedback and effective use of the learning environment as compared with novice workers.

The conclusion of this research revealed that although most of the earlier research studies indicated a correlation among self-efficacy beliefs and job satisfaction of special school teachers, there was no correlation between teachers' sense of self-efficacy and their job satisfaction. The results of the study showed that male teachers' mean score for self-efficacy beliefs was low on all subscales: student engagement, instructional strategies and classroom management. On the same way, male teachers exhibited lack of commitment about their jobs. Based on the current research findings, it is vital for school administrators to take initiatives in order to enhance the self-efficacy belief and job satisfaction of teachers to reinforce their motivational levels; otherwise, these teachers fail to exhibit their teaching competencies and skills to teach children with diverse needs.

Implications of the study

This study has significant limitations and recommendations that need to be considered in order to adequately understand its findings. This study was based on a small sample, which may not be generalised to the entire population of teachers in Pakistan. This study was conducted in only one district and only few special schools were targeted as a sample that may delimit the generalisability of the outcomes. The sample of the study was not randomised, and respondents in this research may not represent other groups of special education teachers with diverse backgrounds.

Another limitation is that the present study was purely quantitative relying solely on the restricted type responses from the participants which may limit the opportunities for in-depth analyses of teachers' responses. In future, a qualitative study where the respondents generally have more liberty in sharing their views through interviews and group discussion for determining the holistic perceptions of the teachers' self-efficacy and job satisfaction beliefs would be considered for investigation utilising the similar variables of the current study. There is a need for customised professional training programs to improve male and female teachers' competencies and knowledge to teach children with disabilities. These capacity building initiatives could not only boost self-efficacy beliefs of teachers but may also lower their job stress and enhance their professional satisfaction.

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Appendix 1

Sr no.	Statements	Nothing	Very little	Some influence	Quite a bit	A great deal
1	How much can you do to get through to the most difficult students?					
2	How much can you do to help your students think critically?					
3	How much can you do to control disruptive behaviour in the classroom?					
4	How much can you do to motivate students who show low interest in school work?					
5	To what extent can you make your expectations clear about student behaviour?					
6	How much can you do to get students to believe they can do well in school work?					
7	How well can you respond to difficult questions from your students?					
8	How well can you establish routines to keep activities running smoothly?					
9	How much can you do to help your students' value learning?					
10	How much can you gauge student comprehension of what you have taught?					
11	To what extent can you craft good questions for your students?					
12	How much can you do to foster student creativity?					
13	How much can you do to get children to follow classroom rules?					
14	How much can you do to improve the understanding of a student who is failing?					
15	How much can you do to calm a student who is disruptive or noisy?					
16	How well can you establish a classroom management system with each group of students?					
17	How much can you do to adjust your lessons to the proper level for individual students?					
18	How much can you use a variety of assessment strategies?					
19	How well can you keep a few problem students from ruining an entire lesson?					
20	To what extent can you provide an alternative explanation or example when students are confused?					
21	How well can you respond to defiant students?					
22	How much can you assist families in helping their children do well in school?					
23	How well can you implement alternative strategies in your classroom?					
24	How well can you provide appropriate challenges for very capable students?					
	Job satisfaction scale					
1	My job is interesting enough to keep me from getting board					
2	My friends seen more interesting in their jobs than I am					
3	I consider my job pleasant					
4	I am often board with my job					
5	I feel satisfied with my job					
6	Most of the time, I have to force myself to go to work					
7	I definitely dislike my work					
8	I feel happier in my work than most other people.					
9	Most days I am disappointed that I ever took this job enthusiastic about my work					
10	Each day of the work seems like it will never end					
11	I like my job better than the average worker does					
12	My job is uninteresting					
13	I find real enjoyment in my work					
14	I am disappointed that I ever took this job					