



Encouraging the Retention of Special Education Teachers

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Abstract

In this article, a comprehensive examination of prior studies on the subject of teacher turnover and retention in special education settings is presented. Understanding the dynamics of special educators' turnover and retention was made significantly easier by the findings of the research, which offered vital background. One of the most significant repeating themes was the importance of job happiness, followed by administrative assistance, orientation, and mentorship. According to research, providing special educators with excellent administrative support is an effective strategy to increase the percentage of special educators who are satisfied with their jobs and who remain in their positions.

Keywords teacher preparation, attrition, retention

Introduction

the shortage of special education teachers has grown worse over the past decade. Special education teachers continue to face a severe shortage of applicants each year. One of the main reasons why there is a shortage of qualified educators worldwide is the high turnover rate among special education teachers in their early careers. Approximately thirteen percent of special education instructors currently leave their positions each year. Many special education teaching jobs have gone unfilled because qualified candidates are in short supply. Special education accounted for nine out of thirteen subject areas that had the highest need for new instructors in 2008, according to the American Association for Employment in Education (p. 105). Because of the high turnover rate, both the students and the district overall suffer. Keeping our current faculty should be a primary focus of our efforts. Inadequate training and bad mentoring in the early years of a teaching career are two of the many interrelated factors of the shortage of special education instructors. Researchers have looked at several different factors when trying to determine whether teachers will remain in the field of special education or leave. exterior, professional, and personal factors. Whether a particular attribute affected retention or attrition was a topic of frequently conflicting research conclusions. For instance, it was found that general education teachers had a greater turnover rate than special education teachers. According to Billingsley (1993), the use of different definitions of attrition and the failure to statistically account for crucial demographic factors are to fault. Evidence from further studies shows that special educators without certification are less committed to staying in the field. Researchers started to hone in on specific components between 1992 and 2004, the years covered by Billingsley's second literature review. The impact of demographic factors on employee turnover was examined by Billingsley (2004b). While gender and ethnicity did not play a role in predicting turnover, age did. There is a greater turnover rate among younger special educators compared to those with more experience in the field.

"Attrition" and "Retention" Mean What?

There are a lot of theories put forward to account for the rise in special education kids and the fall in the number of teachers qualified to teach them. In the case of special education teachers, "absolute retention" means keeping the same role as the previous year. After a person working in special education





leaves their current post, it is recorded as a transfer to a different teaching position within the field. "Transfers to general education teaching" describes the current trend of special education teachers working in mainstream classrooms. Finally, when special education teachers decide to quit the profession, this is called exit attrition. Teacher turnover and attrition is the most problematic part since it reduces the number of special education teachers available.

Job Satisfaction

Teachers' levels of job satisfaction may influence their decisions about staying in the field, moving to a different area of education, or leaving the profession completely. Administrator support, stress, and workload are just a few of the many factors that have a direct impact on job satisfaction. Overall, special education teachers reported less satisfaction with their jobs than their general education counterparts. Teachers who have decided to leave the field often cite high class sizes, an abundance of paperwork, a lack of support from administrators and parents, and limited resources as the main reasons they are unhappy in their roles. A poll of 57 special educators who are still working found that being able to help students greatly increases job satisfaction and the likelihood that teachers will stay in the field.

During their first year of teaching, special education teachers will face a multitude of challenges. Stress and low job satisfaction can be caused by a number of factors, including students with a wide variety of needs, a lack of time to prepare, an abundance of paperwork, and the policies that are already in place. This means that stress plays a major factor in how satisfied you are with your job.

It is common for special education teachers to be asked to do more than what is required of regular education teachers, yet they are not paid more for their efforts. Some believe that this extra responsibility hinders the teacher's ability to educate their students successfully. After analyzing 341 survey responses using content analysis, we determined that special education teachers' main duty is not to really teach. Special education teachers, on the other hand, tend to gravitate into and stay in this field for the sake of their students. Because of this, they will be less fulfilled in their employment, and eventually, they will quit the industry. To gauge the expectations put on special education instructors both in the field and those preparing to enter it, a survey was administered to both groups. The authors concluded that future educators were prepared for the difficulties they could encounter in the classroom during their first year of employment. However, current educators reported quite different responsibilities from their future selves, while pre-service teachers saw their role as aligning with existing policies. A special educator's duties may range from those of a regular classroom teacher to those of a consultant for schools. The nature of special education necessitates that teachers in this field carry out a broad range of responsibilities. Tasks such as teaching social and vocational skills and managing difficult behaviors fall under this category. Because a new teacher starting out in the field may assume one responsibility but end up with another that is drastically different from what they anticipated, this miscommunication about duties can lead to early stress and burnout in the teaching profession. Some special education teachers decide to leave the field entirely due to the mounting pressures they face. By offering the required support, the building administrator can help alleviate this ambiguity regarding responsibilities.

Administrative Support

The findings of the study indicate that a lack of support from administrators is one of the factors that contributes to the departure of special education teachers from their positions. demonstrated that administrators and teachers were in agreement with the necessity of teacher aid. "In addition, early career special educators absolutely require administrative assistance in order to successfully navigate the numerous rules that pertain to special education. "Those who taught special education had a tough





time establishing a connection with the administrators of their respective districts, which made it even more difficult for them to obtain the necessary help for their classrooms.

review of literature

(Rahmad 2021) studied Education Service Management Model in Special Needs Children at Inclusive Elementary School in Samarinda, Central Kalimantan. The development of an ABD-specific management model is crucial for the successful execution of inclusive education programs. Samarinda City researchers want to accomplish this so they could learn more about assessing and planning for the education of students with special needs. For children with mental retardation or impairment, the models developed include a placement evaluation guide, a model for services, and an individualized education and training program. For students with special needs, this research includes developing a paradigm for collaboration between home and school. Five elementary schools in Samarinda City tested the proposed idea. The expert's and validation's evaluations of the student's inclusive education development were found to differ by a margin of only 3%. Schools that provide special education have found this technique to be helpful in putting kids according to their academic performance, which in turn helps teachers to better tailor their lessons to each student. Services and evaluations for children with special needs have been enhanced by an astonishing 95% according to Samarinda City's management approach for special education services.

(Agarkar 2019) studied Influence of Learning Theories on Science Education. Educational psychologists have developed many theories on how people learn; the most well-known of these are behaviorism, cognitivism, and constructivism. The major objective of education, according to behaviourists, is to influence pupils to change their behavior, which they see as a response to past events. The major purpose of education, according to cognitivists, is to change students' mental models, and students' behaviors are a direct result of their thinking. Classroom activities are seen by constructivists as a means to an end—the purpose of education is to help students build their own knowledge. Research on student learning processes has had a significant impact on current methods of education. Educators in modern culture have a pivotal role in fostering the growth of new knowledge, rather than merely imparting facts and figures. The scientific classroom has also been affected by the changing psychological views on teaching. With the advent of the information age in the twentieth century came the need for people to acquire new knowledge through less formal channels, such as the internet, radio, and television. Thus, developments in digital technology have caused a shift in how students comprehend the material. In response to these changes, the educational system has had to innovate new ways of teaching. This article examines the historical development of learning theories and how those changes have impacted scientific education from kindergarten through high school.

(Garcia and Vargas 2021) studied Management Level of Special Education Teachers (SPET) on handling Learners with Special Needs. This study set out to assess the SPED project in its early stages. Its goals were to assess parental views on the SPET's management of the LSEN, students' academic performance, their level of engagement, and their socioeconomic situation. The data suggests that SPED students' ages do not cluster around a mean. It is evident that the number of individuals between 13 and 15 is lower than the number of people aged 14. This could mean that SPED enrollment changes frequently and without rhyme or reason. The range of disabilities experienced by SPED students, and especially those with LSEN, is wide. Half of the SPED students consistently attend all of their classes. However, teachers reported that 16% of SPED kids were potentially going to drop out. Standardized test scores range from 80 to 84 for the majority of SPED children, however some may achieve lower or higher scores. Students appear to struggle to work along with their more typical classmates, despite their frequent participation in extracurricular activities. The dedication, compassion, and capacity to





recognize and value each student's unique talents that characterize SPET have left a positive effect on the parents of SPED kids.

(Tizard 1978) studied RESEARCH IN SPECIAL EDUCATION IN INDIA Research on children with exceptional needs in India has made a pitiful amount of headway. It isn't seen as a key priority by most experts. Attempts to import all western ideas and principles will not be successful unless local methods and processes are developed via research and development of materials. The need for an assessment instrument that can quantify a person's learning ability is present in all types of impairment, and researchers are actively working to address this. Because handicap is such a complex field, a comprehensive theoretical framework is necessary. This framework should focus on the following areas: the psycho-educational traits of handicapped people; the efficacy of community-based programs; changes to curricula; instructional system development research; educational environment management; research using the Piagetian framework with disabled people; and culturally specific assessment methods.

(Beniwal 2021) studied Inclusive Education in India: Opportunities and Challenges Inclusive education is a novel method of teaching typically developing youngsters alongside those with special needs. It maintains that ordinarily developing children and children with special needs should attend the same schools. It aims to enable students of different skills and backgrounds attain their maximum potential by integrating them into a single learning environment. It's an effective means of disseminating the principles of inclusivity and tolerance among the community. In support of inclusive education, India has passed a number of laws and regulations. The Salamanca declaration on inclusive education from 1994 states that all children should be able to attend school regardless of their physical, intellectual, social, emotional, linguistic, or any other feature. Children from disadvantaged backgrounds, such as those with disabilities or exceptional talents, those living on the streets or in the workforce, those from rural or nomadic communities, those from linguistic, ethnic, or cultural minority groups, and other marginalized communities, all fall into this category.

(Wang 2009) studied Should All Students with Special Educational Needs (SEN) Be Included in Mainstream Education Provision? Historically, special education (SEN) classes have been separate from general education classes. This approach to education has been around for a while, but some scholars and teachers have cast doubt on its efficacy. The majority of these individuals believe that students with special educational needs should have the opportunity to fully participate in mainstream classrooms. There have been more pros and cons brought forward in relation to this educational issue. This article discusses the education and inclusion of students with special educational needs from several angles, including the curriculum, teacher attitudes, professional development, equity issues, and learning experiences. This study will determine if changes to inclusion should be made by considering the significance and potential outcomes of these criteria.

Conclusion

A significant number of people are of the opinion that one of the key reasons for the current teacher shortage is the high rate of turnover that occurs among special educators. Not only does the high rate of employee turnover have a negative influence on the students, but it also has a negative impact on the educational system as a whole. Rather than focusing on finding ways to terminate teachers, it is more vital to work on ways to keep teachers in the classroom. Attrition and retention rates for special educators can be described using a variety of various words. There are also a few distinct words that can be utilized. The term "absolute retention" describes the circumstance in which a special educator continues to hold the same position that they held all through the previous academic year.

Those persons who transition from working in special education to careers in regular education are referred to as transfers in our culture. When referring to the loss of special educators who leave their





employment in the education sector entirely, the term "exit attrition" is used. The decision to work in the field is made by special educators, and once they have done so, they remain in that position in order to continue teaching and providing services to the students they serve. Because of this, they will experience a decrease in the level of satisfaction they derive from their profession, which will ultimately lead to their departure from the business completely. It has been found that the absence of support from administrators is correlated with the departure of special education teachers from their respective professions.

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