

Comparative Analysis of Psychological Contract of Special Need Education Teacher and Administrator in Sultanate of Oman

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ABSTRACT

Psychological contract is implicit contract between the employer and employees besides the written contract which is important for any organization to gain commitment of the employee it has gain utmost important in case of special need education children who totally depends on their teachers for their growth and development. The objective of the research is to identify the factors which creates difference in the psychological contract between teachers and administrators which is beneficial to improve the policy, system, and further guidelines to be made in special need education organization. Study is descriptive in nature. A total 25 administrators and 54 special education teachers are taken with stratified sampling methodology for study. Further data has been analyzed with T test to fulfill all our objectives.

It has been found that teachers and administrators of special education achieve a high standard of performance, high productivity out of 16 variables under study 10 variable both teachers and administrators believe same. This research reveals most of the factor of the study for example assignment of mentor, benefit avail from mentor, participation in decision making, support given by administrators and parents both special education teachers and administrators feel same. There is difference in perception in case of recognition, training, adequate supplies and material and extension of package more than general need education teachers. Findings of this study are extremely significant to design the policies as well as to improve the committment and satisfaction of special education teachers and thus improve employee relation .

Keywords: psychological contract, special education teachers, administrators, satisfaction, commitment, special needs centers/schools.

BACKGROUND AND PURPOSE OF THE SUDY

Teaching special education need students is full of unique and distinctive challenges. These special students not only required more of your time and patience; but they will also need specialized instructional strategies in a structured environment that supports and enhances their learning potential. It is essential to remember that these disabled students are not incapacitated or unable to learn; rather, they need differentiated instruction tailored to their distinctive learning abilities. When an individual becomes employed at an organization, many paper contracts are signed where both the employee and the organization develop expectations of each other. What many employees do not realize is that they are also forming another contract that is not written on paper nor articulated. This contract is called a psychological contract. A psychological contract plays a vital role in how employees perceive them organizations as well as how they will perform. Thus far, research has predominately focused on the impact of psychological contract fulfillment on employee and organizational outcomes. In 2008, the law of rehabilitation and care of individuals with disabilities was put and passed into action. According to this law, the Omani constitution, the National Charter, the philosophy of

the Sultanate of Oman for treatment of students with disabilities stems from Arab-Islamic values, the International Declaration of Disabled Persons. The Education Ministry has stepped up its game to have different academic programs and services targeting all communities. These programs target disabled students (hearing, visual, intellectual and motor), as well. Special education duties are divided between the Ministry of Social Development and the Ministry of Education with the Ministry of Health holding some additional responsibility (for assessment).

Organizational decisions are made at the country level concerning special education in Oman. Within the Ministry of Education, the department of special education is responsible for those schools that provide special education. There is a department of community and associations clubs within the Ministry of Social Development which has a huge range of duties for educational delivery, personnel development and system development as well as oversight of all societies and centers.

Many Research suggests that teachers in special education frequently feel alienated or disconnected from their school community, which consists mainly of teachers of principal and general education (Shoho et al., 1998). Special education teachers showed higher levels of loneliness, normlessness, and powerlessness in a mixed method report on alienation than teachers in general education. Researchers suggest that this high sense of alienation may lead to the high rate of attrition of teachers in special education (Shoho et al. 1998).

Unfortunately, these circumstances will lead to special education teachers leaving the teaching profession more easily and often than teachers of general education. Gehrke and McCoy (2007) found that special education teachers are two and a half times as likely to leave work as education teachers. However, most teachers quit their jobs within the first five years of teaching (Oliveraz, 2006). This can be worrying for teacher colleagues, directors, parents, and students. Special needs students also struggle with change and they need a reliable and successful instructor to thrive. The loss or permanent change of a specialized educational instructor may sadly adversely affect a student with special needs academically and socially (Billingsley, 2004).

In recent times, especially in Oman, there has been increased emphasis on the education and growth of the students. As many times students and teachers spend at their place of work and there is a need for a positive relationship in the organization among everyone. Psychological contracts are nonetheless not legal contracts. Unlike legal contracts (where obligations are more explicit), it is the employee's perception that a promise has been made, or that an obligation exist on that creates a psychological contract. Psychological contract protrudes when one party believes that promise of future return has been made, a contribution has been given and thus, an obligation has been created to provide future benefits" – (Rousseau 1989). Being able to understand better how psychological breach of contract impacts workers will allow companies to plan for a violation of a psychological contract. The aim of this Research is to examine the comparative analysis of psychological contract of teachers and administrators working teaching special need education.

This study entitled Comparative analysis of psychological contract of special need education teachers and administrators in order to identify what are the hidden underlying perception of both with regards to various aspect of psychological contract. To justify this many variables have been taken for the study which are very much useful in identifying the teachers' and administrator's perceptions and their needs and expectations, their fulfillment and breach.

OBJECTIVES AND HYPOTHESIS OF THE RESEARCH

The major aim of the study is to compare the psychological contract special need education teacher and administrator in sultanate of Oman.

Specific objective:

1. To identify the gap in the various aspect of psychological contract fulfillment these are Assignment of mentor in first year of education,
2. To recommend the ways to improve relationship between administration and teachers and how to improve the performance of special need teachers for the development of special need students

To satisfy our aim 16 different variables of psychological contract has been studied which are used to compare the expectation and promises of teachers and administrator of special need education. With these 16 Null hypotheses have been formed.

Hypothesis- 1-There is no difference in the thinking of teachers and administrators that mentor has been assigned in the first year to special education teachers.

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Hypothesis- 2- There is no difference in the thinking of teachers and administrators that mentor assigned in the first year is special education teacher only.

Hypothesis- 3- There is no difference in the perception of teachers and administrators that teacher has attained the benefit from mentor being assigned.

Hypothesis- 4- There is no difference in the thinking of teachers and administrators that special education teachers are enjoying special benefit than general education teacher.

Hypothesis- 5- There is no difference in the thinking of teachers and administrators that special education teacher is attending IEP meetings, or parent student disability meetings weekly.

Hypothesis 6—There is no difference in thinking of both teachers and administrators that that minimum two hours' Special education teacher are spending in weekly planning lessons.

Hypothesis 7 –There is no difference in the thinking that both teachers and administrator feel that support given to teacher by their principals.

Hypothesis 8 –There is no difference in the thinking that both teachers and administrator feel that support given to teacher by their parents of special need children.

Hypothesis 9 – There is no difference in the thinking that both teachers and administrator feel that special education teacher have scheduled and designated time to collaborate with other special education teachers in their district.

Hypothesis 10: There is no difference in the thinking that both teachers and administrator feel

that administrator is aware of the challenge special education teacher encounter

Hypothesis 11: There is no difference in the thinking that both teachers and administrator feels that that special education teachers have the necessary supplies and materials for instruction.

Hypothesis 12: There is no difference in the thinking that both teachers and administrator feels that that special education teachers receive adequate professional training/learning in order to complete my responsibilities as a special education teacher.

Hypothesis 13 There is no difference in the thinking that both teachers and administrator feels that that special education teacher work load is reasonable.

Hypothesis 14 There is no difference in the thinking that both teachers and administrator feels that special education teacher should be paid more than general education teacher.

Hypothesis 15 There is no difference in the thinking that both teachers and administrator feels that their principal recognize the achievement of special education teacher

Hypothesis 16 There is no difference in the thinking that both teachers and administrator feels that special education teacher is participation is included in activities and decision for special need children

REVIEW OF LITERATURE

Though There are many researches have been conducted in this arena one useful research done by Cox, Dawndria. (2013) aimed to explore methods for encouraging children with special needs to adapt to their abilities. Contributing factors, such as patterns of discrimination, acted as the basic components that contributed to special education programs being created. Another useful research given by Harbor, (2003) aimed to recognize the need and propose solutions for helping children with special needs to adapt to their abilities. Even Schmidt, Majda; Vrhovnik, Ksenja. (2015) told most studies stress the behaviors of teachers as a crucial component in ensuring that students with special needs (SN students) are effectively included. The empirical research discussed in the main part of this article analyzes

primary and secondary teachers' attitudes towards the inclusion of SN students with regard to the type of school, the age of teachers, Several SN students in the classroom and professors' skills gained. Another useful research by (Keeler, Kristy M. (2012). This study aimed to improve awareness of special education teachers' lived experiences. The study looked in depth at the perspectives of five teachers working professionally in Pennsylvania schools of special education. It was expected that they would provide the audience with unique perspectives, including the positive and difficulties they are facing daily. These factors may be recognized by administrators and educators as applicable to training or as supporting active teachers of special education. We cannot deny the contribution of (Dubis, Snaa S. (2015).) The study included special education teachers, parents of people with special needs and included various methods for gathering information and including the use of e-mail to facilitate communication between the two parties. Finding various methods to support communication between the two parties and to improve performance in general using technology.

Robick, Candace M. (2010). Research indicates a correlation between the success of students with special needs and the individual education program. The results say that it is necessary to provide opportunities for an ideal study that suits the disability position. This study helps to provide the appropriate programs. One research conducted by Gallagher, Peggy A; Lambert, Richard G. (2016) concentrate on Classroom quality correlations, classroom percentage of children with special needs, and child outcome indicators were assessed using hierarchical linear modeling (HLM) in low-and high-quality classrooms. .Koskina,A. (2011) discusses the psychological contract principles and relationships that students add. The findings show that the psychological contract for the student differs from the psychological contract for employment in significant ways Another useful research done by Sharma, N. (2017) which aimed to explore the contribution of psychological contract and psychological empowerment towards employee engagement within the Indian IT sector. Findings indicated that both the variables i.e., Psychological contract and psychological empowerment are key drivers of employee engagement in the IT field, with workers feeling more linked to the company when drawing from it a positive psychological contract and claiming to be motivated by it and its membership. One more paper given by Al Shaqsi, Aflah Zaher. (2018) Thesis focuses on how talented employees' psychological contract was created and changed in the period of their employment. The findings suggest that the formation of the psychological contract is inspired by Talented Employees' benefit Proposition and Identification System. The findings also suggest that talented employees reciprocate organizations' learning and development endeavors with loyalty and discretionary performance, contract. On the other hand, research done by Adiguzel, Z. Artar.M. Erdil.O. (2019) which studied the employee attitudes and behaviors have impact on performance Specifically, when compare with administrator psychological breach of contract, it also affects the organization's performance. Another contribution given by S. Olcay-gül, s. Vuran. (2015). This study focused on stress and work load if not reasonable have negative impact of teachers in special education schools. One more contribution given by Meador, Craig Allan. (2015).) With the continuing lack of visually impaired teachers and the rising number of students and timely demands, this study examined the working conditions impacting visually impaired traveling educators. The study found that visually impaired educators faced much of the same difficulties that their students experienced in class-based special education.

Except for other given research most of the studies focused on the challenges faced by special education teacher as well its impact on performance and commitment whereas not much work has been done on the comparison of psychological contract and employee misconceptions .This analysis of teachers perception and its comparison with administrators perception will help the educator to mediate the inconsistencies and create a realistic learning program to help the team decide how the school and classroom could best serve the student.

RESEARCH METHODOLOGY

The methodology and procedures of the study are considered the main axis through which the applied side of the study is accomplished, and the which statistical analysis need to be conducted to reach the results that are interpreted in the light of the study literature related to the subject of the study and thus achieve the goals that it seeks to achieve. This study used an explanatory mixed methods approach. The research methodology will be quantitative and involve the use of descriptive statistics as well as T test to analyze data obtain through the questionnaire. The study adopted a descriptive research design, this is because the study sought to establish the comparison of psychological contracts of special education schoolteachers and administrators in Oman and therefore the respondent gave information based on experiences, and tapping on their memories, this study was descriptive research, which, as Zikmund (2003) explained. provides answers the "who, what, when, where and how" questions, The design is deemed appropriate because the main interest is to identify the viable relationship and describe the factors which will support matters under investigation, Besides above research have tended to handle the theoretical framework of the study to secondary data,

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which is represented in relevant foreign and Arab books and references, articles, reports, previous research and studies that dealt with the subject of study, research and reading in various internet sites. To primary data through the questionnaire as the main tool for the study, which specially designed for this purpose. Target population is teachers and administrators working under special need school MOE (Ministry of Education) and MOSD (Ministry of Social Development). Under MOE There are only three specialized educational schools in Oman: Al Amal School for the Deaf, School of Intellectual Education, Omar Bin Al Khattab Institute for the Blind. The number of teachers in these schools reached 323 and the Administrators 75 and the total number of students in these schools is 535. And under MOSD- There are 23 governments and affiliated center which are under MOSD for rehabilitation of special need and physical disable children. Which includes total 514 teachers and 234 administrators.

The sample size is selected through systematic sampling method where teachers and administrators are selected from two group of MOE and MOSD and is appropriate for the study as it ensures that all the schools in the district are represented thus reducing sampling bias and achieving a high level of representation. Due to covid -19 pandemic we were able to collect 54 from teachers and 25 from administrators although we were planning to conduct 100 from teachers and 50 from administrators from both MOE and MOSE. There are several factors which is effect on psychological contract from teachers as well as principals /administrator's Various Independent variables are support, recognition, awareness of challenges, availability of resource (material and time), professional training, workload, participation in decision making. All these variables become the part of questionnaire in order to find out the comparison between psychological contract of teachers and administrators. To collect data, many schools were visited and even google forms to collect data online due to covid-19 pandemics. Responses from the questionnaires provided quantitative data that were reviewed and analyzed using descriptive statistics including, Mean, Descriptive Statistical and Percentages and T TEST but at last, we are able to collect 54 from teachers and 25 from administrators.

DATA ANALYSIS AND PRESENTATION

The data collected were analyzed using descriptive statistics (measures of central tendency and measures of variations). The responses were then coded into numerical form to facilitate statistical analysis. Data was analyzed using SPSS. In particular, the descriptive analysis employed tables, percentages, mean and standard deviations and T TEST has been used to compare and Analysis and summarize the respondent answers. Based on the information collected from them only data has been analyses by using T test level of significance is 0.05 at two tailed.

Below table shows the result of T test being conducted on collected data. conclusion have been shown whether hypothesis is rejected or accepted.

Table-1

| HYPOTHESES | MEAN | | SD | | P(T<=t)) two-tail | ACCEPT/REJECT |
|------------|----------|----------------|----------|----------------|-----------------------|---------------|
| | TEACHERS | ADMINISTRATORS | TEACHERS | ADMINISTRATORS | | |
| 1 | 1.28 | 1.125 | 0.20 | 0.11 | 0.13 | ACCEPT |
| 2 | 1.28 | 1.5 | 0.20 | 0.26 | 0.06 | ACCEPT |
| 3 | 1.26 | 1.12 | 1.56 | 0.19 | 0.17 | ACCPET |
| 4 | 1.18 | 1.25 | 0.15 | 0.19 | 3.89 | ACCPET |
| 5 | 2.49 | 2.04 | 2.94 | 1.51 | 0.25 | ACCEPT |
| 6 | 2.62 | 2.5 | 1.04 | 1.13 | 0.63 | ACCEPT |
| 7 | 3.9 | 4.08 | 0.93 | 1.64 | 0.50 | ACCEPT |
| 8 | 1.28 | 3.58 | 0.20 | 0.34 | 4.48 | ACCEPT |
| 9 | 3.43 | 3.37 | 0.67 | 0.41 | 0.75 | ACCEPT |
| 10 | 3.86 | 4.29 | 0.92 | 0.47 | 0.05 | EQUAL |

| | | | | | | |
|----|-------|-------|-------|-------|-------|--------|
| 11 | 3.64 | 4.20 | 1.04 | 0.34 | 0.013 | REJECT |
| 12 | 3.45 | 4.16 | 0.94 | 0.31 | 0.001 | REJECT |
| 13 | 3.73 | 3.70 | 0.77 | 0.38 | 0.890 | ACCEPT |
| 14 | 4.14 | 4 | 0.593 | 0.260 | 0.018 | REJECT |
| 15 | 3.830 | 4.375 | 0.759 | 0.244 | 0.005 | REJECT |
| 16 | 4.188 | 4.375 | 0.463 | 0.244 | 0.232 | ACCEPT |

Findings

Hypothesis- 1-Here, p statistics is more 0.05 that means we will accept null hypothesis we can find that there is no significant difference in the thinking of administration and teachers regarding the assignment of mentor. As both thinks same that mentor was assigned when teachers have joined during their first year which ultimately affect their performance and rules and procedure of working.

Hypothesis- 2- Here, p (0.06) statistics is more 0.05 We will accept null hypothesis that there is no significant difference among the thinking of administration and teachers regarding the assignment of mentor from special education teacher that means both teachers and administrators agrees that mentor was from special education only which is essential requirement to give training to new employees.

Hypothesis- 3- Here, p (0.17) statistics is more 0.05 we will accept null hypothesis that there is no significant difference among the thinking of administration and teachers regarding the assignment of mentor from special education teacher and special need teacher got benefit from them and Both agrees that teachers were benefited by mentor.

Hypothesis- 4- Here p value (3.89) statistics is more 0.05 that means we will accept null hypothesis that there is no significant difference in the thinking of administration and teachers regarding that special education teacher are getting special benefit than the general education teachers as they are handling with those students who really need utmost and attention.

Hypothesis- 5- Frequency percentage show that overall 59 % of special education teachers are attending minimum two IEP as well as parent's student disability meeting even administrator shows the same 60% which shows that minimum two meeting has been attended by special education teacher. So we accept the null hypothesis as the p value is (0.25) which is greater than significant value. We can conclude that is no difference in the thinking of teachers and administrators that special education teacher is attending IEP meetings, or parent student disability meetings weekly.

Hypothesis 6—The frequency percentage show that overall 45 % Of special education teachers are attending minimum two hours in preparing weekly planning lesson even administrator shows the same 54% which shows that minimum two hours' teachers are spending for weekly planning lesson. So we accept the null hypothesis as the p value is (0.63) which is greater than significant value. There is no difference in thinking of both teachers and administrators that that minimum two hours' Special education teacher are spending in weekly planning lessons.

Hypothesis 7 –Here p value (0.50) statistics is more 0.05 that means we will accept null hypothesis that there is no significant difference among the thinking of administration and teachers regarding that special education teacher are getting support from administrator even both are agreeing on support has been provided to them.

Hypothesis 8 –Here p value (4.48) statistics is more 0.05 that means we will accept null hypothesis that there is no significant difference among the thinking of administration and teachers regarding that special education teacher are getting support from parents for handling special need students.

Hypothesis 9 –Here p value (0.75) statistics is more 0.05 that means we will accept null hypothesis that there is no difference in the thinking that both teachers and administrator feels that special education teacher have scheduled and designated time to collaborate with other special education teachers in their district.

Hypothesis 10: Here p value (0.05) statistics is equal to 0.05 that means we will accept null hypothesis that there is no significant difference among the thinking of administration and teachers regarding that even administrators are aware of the challenges being faced by special education teachers. Administrator knows about the problems and difficulties faced by teachers and communication between them is open and clear.

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Hypothesis 11: Here p value (0.013) statistics is more 0.05 that means we will reject the null hypothesis that there is significant difference among the thinking of administration and teachers regarding that special education teachers does not have necessary supplies and material for instruction and administrators thinks they have necessities supplies and instructional material.

Hypothesis 12: Here p value (0.005) statistics is more 0.05 that means we will reject null hypothesis that there is significant difference among the thinking of administration and teachers regarding that special education teachers does not have adequate special training if they want to complete their responsibility as special education teacher .Administrators are thinking training is adequate but there is gap between the perception of training being given to special education teachers to fulfil their job responsibilities .

Hypothesis 13 Here p value (0.890) statistics is more 0.05 that means we will accept the null hypothesis that there is no significant difference among the thinking of administration and teachers regarding that that special education teacher work load is reasonable. Both think workload being given is not in excess.

Hypothesis 14 Here p value (0.018) statistics is less e 0.05 that means we will reject null hypothesis there is significant difference among the thinking of administration and teachers regarding that special education teacher should be paid more than general education teacher.

Hypothesis 15: Here p value (0.005) statistics is less e 0.05 that means we will reject null hypothesis that There is significant difference in the thinking that both teachers and administrator feels that their principal recognize the achievement of special education teacher. that means we can conclude that recognition has not been given to special education teacher.

Hypothesis 16 Here p value (0.232) statistics is more than 0.05 that means we will accept null hypothesis that There is no difference in the thinking that both teachers and administrator feels that special education teacher is participation is included in activities and decision for special need children. We can conclude that decision making is participative.

FINDING AND RECOMMENDATIONS

It is important that the administrator has responsibility to create a positive atmosphere gives a sense of workers the existence of justice and fairness. With the above analysis we have found that assignment of mentor was from special education and teachers got benefit from them both administrators and teachers is agreeing .Most of the variables which have been taken for study there is not much difference in the thinking of administrator as well as teachers of special need education .Even we can observe that support is given by administrators and even parents to special need education teachers As far some variable like training and instruction material even the necessary supplies is not adequate there both teachers and administrators thinks differently . Few concern related to recognition has not been given as this is very much important for their commitment towards the job. The necessity of commitment of centers and special education schools is also depending on recognition and participation in decision making .so we can recommend administration should pay great attention to implementing their promises related to regulatory factors and procedures. Put periodic and various training courses and adequate supplies and material to improve the performance of special education teachers, which helps in the development of students with special needs. Adopting strategies that increase teachers' integration into their job and thus in the workplace, such as empowerment and job enrichment. Both teachers and students must improve skills and cognitive ability to create an effective psychological contract between teachers and students based on close communication and the transfer of ideas and expectations to each other. Including appropriately assessing their needs and capabilities, so that they can adjust their expectations to match each other's height in time. Pay should be more than general education teachers as their task is more challenging in order to maintain their commitment and to maintain a dynamic balance of expectations and to preserve psychological contracts.

CONCLUSION AND FUTURE RESEARCH

Psychological contract is usually unwritten research has identified factors which influences committment and satisfaction of special need education teachers Although research compares the psychological contract of special need

education teachers and administrators working in Ministry of social education and ministry of education but there is enough scope in this area. There are many variables which we can use except 16 variables we have used in the given research. Research can take transactional as well as relational psychological factor separate can compare them. other research could be impact of factor on employee commitment and loyalty. Finally, this research will only provide a composite of responses throughout this time period that can be influenced by many variables such as school / district environment, current educational policy, budget constraints, etc. For instance, conditions can change over time that could lead to different surveys and interview responses if this study was conducted a year after. This research will contribute to the literature by presenting current views of teachers and principals in special education about their roles and responsibilities in Oman. The perspectives of special education teachers are seldom collected in surveys as contrasted with the views of teachers of general education. Also, most research concentrate on integration and perceptions of its efficacy without having a critical emphasis on the roles and responsibilities of the special education teachers. The potential difference in the views of special education teachers and principal/assistant principals regarding the duties and obligations of a special education teacher has not been discussed directly in the literature.

Finally, the results of this research may be used to help superintendents, principals and assistant principals in guiding their group of special education teachers. A thorough understanding of the duties and responsibilities of special education teachers that contribute to an insight into how to best meet the needs of these teachers and how their principal/assistant directors can help them more effectively. As past research has shown, managers may think they provide adequate support, but teachers may not believe they are receiving adequate support (Valeo, 2008). Research results can also help school officials try to ensure that duties and responsibilities between special education and general education teachers are equal. In addition to the usual instructional tasks that general education teachers do not have to fulfil, such as attending IEP (individualized education program) meetings and completing the related paperwork, special education teachers have several required legal duties.

The findings of this research might further assist in opening dialogue between the administrator and special education teachers regarding special education teachers' current roles and responsibilities. An in-depth discussion might involve a discussion of how principals may best support special education teachers with the upcoming changes in special education practices such as more intensive inclusion and Common Core Standards. Principals and special education teachers proactively working together in the development of special need students. Principals and special education teachers might strengthen their relationships by building on their shared perceptions while discussing the areas in which their perceptions diverge.

Lastly, there is a potential opportunity to foster leadership in both principals and special education teachers. Even the principals of such an institution should be trained well must have special knowledge and a practical approach to deal with special need teachers to run the institute in an effective and efficient manner. School leader and teachers to get an opportunity to change their view towards each other and try to fulfill the gap exists among them and learn new method and skill for student's growth. -from proposal.

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