Impact of Stress on Motivation of Special Educators

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Abstract

Various factors of motivation contribute to the performance capacity of special educators. The general purpose of this study is to assess the impact of stress on the motivation level of special educators through a quantitative analysis. We conducted a descriptive-analytical model of a cross-sectional study involving 154 special educators from 15 schools in Uttarakhand, northern India. Teacher's Occupational Stress Scale (TOSS) and Teacher Motivation Scale (TMS) were used to collect data. Motivation has been identified as an enabling factor that can help special educators to perform a rather stressful job without hindering the proper teaching-learning process within the institutional environment. On the other hand, stress hinders mental stability, limiting the capacity of the special educators to stay focused and motivated to play their job roles effectively. This study also analyses the level of occupational stress in special educators and has been conducted by measuring the variables related to motivation, stress, and anxiety. The study's key findings indicate that the level of occupational stress is intricately related to the workplace environment and the learning capacity and attitude of the students. Lack of cooperation and interest among students impacts the motivation level of special educators. Additionally, excessive work pressure and lack of rest contribute to the rise of stress, which impacts the motivation of educators. The paper further analyses various stress management strategies that have been recommended for reducing the level of stress and enhancing motivation in special educators.

Keywords: anxiety, impact of motivation, special educator, stress management

Introduction

Teaching is considered a challenging and demanding occupation, with numerous responsibilities, such as lesson planning, class preparation, resource management, and student evaluation. Teaching is one of the most stressful occupations (Johnson et al., 2005). It presupposes many qualities and responsibilities as parents and society have a unique expectation of special educators. The demands of special education keep growing and changing, creating additional stress in employees and practitioners. Teachers generally experience a higher level of job-related stress than professionals in other fields (Nagel and Brown, 2003). In essence, it can be demonstrated that special educators perform highly stressful tasks daily, ensuring that the special needs students can develop properly (Hastings and Brown, 2002). Studies indicate that a significnt number of experienced teachers are leaving the profession due to difficulties related to mental troubles (Gray & Taie, 2015; Clandinin et al., 2015;

Nathaniel et al., 2016; Skaalvik & Skaalvik ; Ryan et al., 2017, 2016). Special Education teachers attend to children with physical, cognitive, language, learning, sensory, and emotional abilities that deviate from the general population. These disabilities of the students make teaching more challenging and stressful. Due to the increased pressure from test-based accountability practices, teachers have reported high levels of stress and burnout (von der Embse, et al., 2017). Dealing with special needs children is a highly critical task as the teacher has to adopt unique teaching approaches and communicate with parents and colleagues. Students with special needs require extra time, attention and resources as compared to regular students. Parents of disabled children will automatically generate unconscious expectations of people delivering services designed to meet the needs of disabled children and their families (Russell, 2003).

Employee motivation is the willingness to exert a high level of inspiration to reach organisational goals conditioned by the efforts and the ability to satisfy some individual's needs (Robbins and Coulter, 2005). Teacher motivation is what attracts individuals to teaching, how long they remain in their initial teacher education courses and the teaching profession, and the extent to which the teaching profession (Sinclair, 2008). Economic and psycho-social incentives along with conducive environments act as powerful motivators across all sections of employment. Significant personal characteristics exist among highly-motivated special education teachers (Lawrence, 2017).

However, the sheer stress of handling these tasks along with managing professional interaction with colleagues and parents may cause a negative impact on motivation. Therefore, special educators struggle with overburdening work pressure and seek to mitigate the gaps in the teaching-learning process through effective communication. As stated by (Akar, 2018), communication is an effective tool in teaching for establishing efficacious communication channels among teachers, students, parents, colleagues and institutional authorities. However, there is immense pressure for devising proper communication among the special educators as the special needs children require support from educators, family, community and surrounding environment. Therefore, as opposed to the mainstream traditional educational process, special educators remain more accountable for forming healthy and interactive communication among Parents and the community to ensure inclusive learning.

The lack of proper occupational support has often been seen among special educators as they face stress, anxiety, and depression while imparting education. However, the performance capacity is often hindered by certain external factors such as work pressure, pressure from parents, lack of student progress, and lack of proper communication. As (Kassymova et al., 2019) mentioned, stress levels are to be monitored to assess whether an individual can accommodate and perform within a specific environment. In essence, it is a significant factor that requires consideration to ensure that the special educators can regulate stress with the support of institutional leaders for exhibiting motivation in the workplace.

The significance of the study

Children with disabilities constitute 1.7 percent of the total population of India, State of the Education Report for India UNESCO (2019). There is an increasing awareness among the governments, educators, and parents about the need to harmonise children's developmental, psychological and educational needs with various disabilities; physical, social, and psychological. This study will provide

guidelines to special education teachers in understanding the role of motivation and the various factors that affect teacher stress.

The rationale of the study

There is a paucity of studies in understanding and managing special education teacher motivation and stress. Therefore, the present study will help understand the significant factors responsible for special education teacher stress and suggestions to better manage special education teachers' motivation and stress; after reviewing the literature, the investigator formulated the following objectives.

Delimitations

The present study was confined to teachers of special schools of Dehradun, Hardwar, Pauri Garhwal and Tehri Garwal districts of Uttarakhand, India. The sample comprises 154 teachers from primary to Higher Secondary Special education schools from four districts of Uttarakhand.

Method

The teacher Motivation Scale, developed by Dr. Prashant B. Parihar and the Teacher's Occupational Stress Scale by Sajib Jamal and Abdul Raheem were used to conduct the surveys. Two research questions were formulated and tested using percentages, mean, and standard deviation statistics.

The Statistical Techniques used to treat data are Descriptive Statistics and Inferential Statistics such as Mean, Standard Deviation, and regression analysis were used to analyse the data.

Ethical considerations

The consent of the heads of the schools was attained in advance for facilitating the data collection. All teachers were informed about the nature and purpose of the study and the instruments' details and implications. The consent of the concerned teachers was obtained before administering the tools.

Objectives of the study

•   To recognise the impact of motivation of special educators

•   To determine the negative impact of stress on special educators

•   To identify the effects of motivation and stress factors on educators' performance

•   To identify the relationship between stress and motivation of special educators

Hypothesis

H1: Influence of motivation on the stress of special educators makes a positive impact on   their performances

H0: Influence of motivation negatively impact special educators' performances

This research paper aims to recognise the positive impact of motivation strategies for reducing the stress of special educators for the improvement of performance activities.

Impact of stress on special educator motivation

Teachers undergoing stress for long periods experience emotional exhaustion, depersonalisation, and lack of personal accomplishment (Maslach, 2003). Individuals tend to respond differently to stress; some thrive, others are indifferent to stress, and others experience burnout over time (Farber, 2000). Students of disengaged or exhausted teachers are frequently disruptive, struggle socially and emotionally, and impact academic development (Jennings & Greenberg, 2009; Ruble & McGrew, 2013). Many factors are associated with teacher stress, including lack of administrative support (Skaalvik & Skaalvik, 2007), paperwork (Billingsley, 2004), challenging student behaviours (Hastings & Brown, 2000). Similarly, teacher reports of the overall workload, which included paperwork, parent conferences, and extracurricular responsibilities, predicted an increase in burnout (Embich, 2001). In addition, perceptions of poor communication and limited connections with colleagues add stress, while positive communication and collegiality corresponds to higher satisfaction (Kyriacou, 2001). Student behaviour problems are the most significant professional development need identified by teachers and the most robust predictor of teacher attrition among new teachers (Ingersoll & Smith, 2003; Shernoff et al., 2016).

Impact of motivation on special educators

The impact of motivation for special educators is reflected upon their job performance and ability to provide high-quality education for exceptional children. As reflected by Hagaman and Casey (2018), efficient performance in any professional field depends on the psychological state of human beings. Likewise, motivation factors give positive satisfaction (Bentea and Anghelache,2012). In essence, productive performance in the field of special education is highly dependent on the motivation level of the educators as they stand responsible for developing activities to aid the growth of each individual student suffering from various types of disabilities. The motivating factors can be intrinsic or extrinsic. Li and Wen (2019) stated that the intrinsic factors of motivation are sustained through the positive results evidenced in the external reality. In the case of special educators, both intrinsic and extrinsic factors are essential. Intrinsic and altruistic motivations were crucial for a satisfying and enduring career in the classroom in developed countries (Kyriacou & Coulthard, 2000). Hence, motivation is generated through the intrinsic factors of liking the job, being passionate about teaching and developing the students, feeling a sense of fulfilment leading to job satisfaction and social recognition.

Additionally, certain extrinsic factors may also be identified in the development of motivation for special educators. As per Hale et al. (2019), within a professional setting, organisational leaders are required to meet the needs of employees that can be basic, psychological and self-fulfillment related. However, despite the complicated and sensitive nature of education planning that the special educators conduct, these external factors are often overlooked, and the process of institutional operations remains the same as seen in mainstream educational institutions. The resultant demotivation of the special educators is seen in the development of dissatisfaction, demotivation, stress and other negative feelings in the professional field.

Mental wellness among special educators is essential as continual stress may demotivate the educators. As demonstrated by Da Fonte and Barton-Arwood (2017), the education planning of special students is different from traditional teaching-learning and may be complex due to the different requirements of each child. In this regard, continual stress may be reflected as signs of fatigue, sleeplessness and irritation (Zysberg et al., 2017). In addition, negative aspects such as discipline problems, student

apathy, overcrowded classrooms, involuntary transfer, inadequate salaries, and administrative support were among the stressors confronting teachers (Kokkinos,2006). Hence, all these factors bear negative implications on the motivation of special educators.

Further, the special educators under stress may also feel unmotivated to communicate appropriately with the students, an essential part of effective instruction. When special educators are overwhelmed with the stressors they face, they may choose to leave the field of special education (Katsiyannis et al.,2003). The teachers who are motivated to leave the teaching profession may not be as good teachers as they used to be (Skaalvik M. E. and Skaalvik, S., 2015). In addition, special educators are more prone to teacher burnout as their working conditions align with many factors associated with burnout (Brunsting et al., 2013). Thus, the stress in special educators diminishes their motivation to perform effectively and threatens their job security as educators.

Evaluation of stress management strategies for the special educators

There are various strategies and techniques for stress management that special educators can adopt. However, according to (Harmsen et al., 2018), professional stress management is critical as it is interconnected with various personal difficulties as they emanate from stress. On the other hand, (Simionato and Simpson 2018) state that personal stress factors are strongly reflected in professional performance. Hence, the strategies for stress management are required to address both personal and professional issues faced by the special educators to reinvigorate motivation. Furthermore, the level of stress can be determined by observing the factors exerting an effect on the anxiety level of the teachers (Ryan et al., 2017). Special educators are often deprived of the opportunities to attain stress management training professionally. Therefore, professional guidance in stress management is an essential factor for effective stress management. As opined by (Jeung et al. 2018), stress management, especially for individuals with high-risk jobs, is essential to avoid developing mental issues. However, the relevant risk factors to the mental health of the special educators are often overlooked as it is not regarded as a stressful job. Whether teachers are content with their working environment is often overlooked (Bascia & Rottmann, 2011; Liang & Akiba, 2017). However, the subsequent loss of motivation to perform efficiently can be attributed to such dismissal of the stress factors associated with the profession.

On the other hand, the strategies for relieving stress must also be based upon an individual's personal needs. (Rezvani and Khosravi, 2019) stated that projection of fear, stress, anxiety, uncertainty, and depression is closely related to an individual's capacity to regulate a positive or neutral emotional state in the face of difficult situations. Hence, through professional help, the special educators may be able to regenerate motivation. The common strategies used by psychiatrists are open communication, self-assessment, addressing stressful situations, and identifying solutions.

Methodology

An effective research strategy helps to formulate research aims and hypotheses to reach a conclusion. According to (Bal-Taştan et al.,2018), the exploratory research method has been used to investigate data on the negative impact of the stress of special educators. A comparative stress tool and teachers' motivation tool were used to collect the data. An inductive research approach has been used to acquire knowledge on the researched topic. An inductive research approach is also used to demonstrate

numerical data to get a statistical orientation to this research paper. Positivism research philosophy has been used; this research philosophy is dependent on statistical analysis. The primary data collection process has been used throughout with the help of questionnaires, and 149 participants responded to the survey on motivation and teacher stress. IBM SPSS,1.0.0.1406 was used to analyse the collected data on the researched topic. Ethical consideration is one of the significant parts of the research paper for further use. A consent form had been provided to all participants to ensure the informed consent of the participants.

Discussion

Three dimensions - lack of time, work pressure, and students' misbehaviour were chosen depending on the work schedule of the special educators. After analysing suitable and relevant literature, ten items were developed initially, including the domain of the teaching field. They are both positively framed and negatively framed statements of these ten items. Then, by observing and analysing the measuring scale, three dimensions were selected with those positive and negative items. The nature and the numbers of these dimensions are illustrated in the below table.

Table 1: Item distribution of TOSS based on dimensions

Sl. No.	Dimensions of TOSS	Positive item	Negative item	Total no. of items
1.	Lack of time	6,	1,	2
2.	Work pressure	4, 8,10	3,5	5
3.	Students' misbehaviour	0	7, 9	2
	Total	5	5	9

(Source: SPSS)

The table 1 evaluation gathered from the TOSS portrays that item 1 of dimension 1 is a negative item as there is no specific time allocated for the special educators to take rest in the institution. Work pressure, as illustrated in item 3, has contributed to the lack of motivation as the teachers are required to fulfil various tasks such as student evaluation, lesson planning, assessing and documenting each student's progress. However, item 4 is represented as a positive factor as the teachers are treated with respect, and they are not generally blamed for the exhibition of poor results by the students. On the other hand, item 5 is described as a negative item, as there are large numbers of student absenteeism, the work pressure of the teachers are being increased, and they are required to work more to meet the curriculum objectives. On the other hand, the teachers are able to take longer classes to fulfil the curriculum objectives that have been identified as a positive item in the above table. Both items no. 8 and 10 are positive as they indicate that there is no problem in taking classes, and it is easy to maintain discipline within the class, respectively. However, item 7 is portrayed as negative as the student behaviour is challenging to manage, and the students create disturbances by making a lot of noises.

Z-Score expresses numerical measurement, which describes the relationship value to mean particular deviation amongst a group of multiple values. It is measured in terms of the values of the standard deviations. Observance variability of the anxiety of the special educators is measured through the Z score value of the variables in this study. It determines the volatility of the different dimensions through the numeric value. Less availability of time for rest and handling more classes for the vast absenteeism of the teachers indicates the data point scores in the below figure. The data accounts for the highest value as -1.29559 in terms of the rest time of the teachers. The effect of less time availability puts the highest value as 1.558803. The mean values and the standards deviations of these chosen dimensions for this standard deviation, the analysis has become practical to determine the possible effects of these on the behaviour of the teachers.

Figure 1: Z- score of TOSS

Raw data	A_very_short_time_is_available_for_taking_rest_in_this_institut	Raw data	Due_to_excess_teacher_absenteeism_more_extra_classes_have_to_be
3	0.41684	4	1.58803
2	-0.43937	4	1.58803
4	1.27306	2	-0.32012
2	-0.43937	3	0.63396
2	-0.43937	2	-0.32012
1	-1.29559	1	-1.27419
1	-1.29559	1	-1.27419
4	1.27306	4	1.58803
1	-1.29559	3	0.63396
2	-0.43937	4	1.58803
4	1.27306	4	1.58803
2	-0.43937	1	-1.27419
3	0.41684	4	1.58803
3	0.41684	3	0.63396
6	2.98548	1	-1.27419
5	2.12927	1	-1.27419
3	0.41684	3	0.63396
2	-0.43937	3	0.63396

(Source: SPSS)

The table 2 shows the scoring system to measure TOSS about the negative dimensions; the number of agreeable respondents is 4, whereas five respondents strongly agree with this. On the other hand, 2 participants disagreed with this, and one respondent expressed strong disagreement. Total 3 respondents remain neutral in this scoring system of TOSS.

Table 2: Scoring system

Type of items	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
Negative items	4	5	3	2	1

Here, the below figure is the depiction of the statistical analysis of the different dimensions of TOSS. The mean value is considered as the expected average value of the chosen variables/dimensions of the

TOSS. The statistical experiment indicates the long-term effect of the anxiety for the special educators within the institution. The standard deviation is referred to as the probability distribution of these dimensions in which these variables significantly illustrate the possible outcomes. About the rest time of the teachers, the mean value is 2.51, which expresses that it is highly effective in contributing to the teachers' stress. The standard deviation is 1.168, meaning higher possibilities to put a long-term effect on the job role of the special educators. Dimension of class timing puts the mean value at 2.70, and the standard value is 1.224. The mean value and the standard value of the students' poor results are 3.10 and 1.244, respectively. The mean value of maintenance of discipline within the classroom is 3.10, and the std. Value is 1.167. The lot of work pressure items shows the mean value 1.70, and the std. The deviation is .789. The mean value of the teacher's absenteeism is 2.34, where the std. deviation is 1.048. The item about the students' behaviour, the mean value accounted for 3.11, and the standard deviation is 1.248. The negative impact of the students' misbehaviour sets the standard value as 1.142. The highest probabilities can be seen regarding the dimension, lack of time from the possible statistics of classroom timing and classroom teaching. It is highly relatable for the students' education and the work pressure of the teachers in this institution.

Figure 2: Statistical analysis of the dimensions of TOSS

		A_very_short_time_is_available_for_taking_rest_in_this_institution.	Due_to_large_classes,_no_difficulties_are_faced,_during_teaching_in_this_institution	For_poor_results_in_examinations,_the_teachers_of_this_institution_are_not_blamed	No_difficulties_are_faced_in_classroom_teaching_in_this_institution.	It_is_very_easy_task_to_maintain_discipline_in_the_classroom_in_this_institution.	A_lot_of_work_like_preparing_lesson_plan,_evaluating_the_students,_preparing_progress_report,_etc.,_has_to_be_done_in_this_institution.	Due_to_excess_teacher_absenteeism,_more_extra_classes_have_to_be_taken.	The_students_of_this_institution._make_a_lot_of_noise_and_create_disturbances.	The_behaviour_of_the_students_is_impolite_and_indecent_with_the_teachers_in_this_institution
N	Valid	152	152	152	152	152	152	152	152	151
	Missing	93	93	93	93	93	93	93	93	94
Mean		2.51	2.70	2.49	3.10	2.83	1.70	2.34	3.11	3.52
Median		2.00	2.00	2.00	4.00	3.00	2.00	2.00	4.00	4.00
Mode		2	2	2	4	4	2	2	4	4
Std. Deviation		1.168	1.224	1.023	1.244	1.167	.789	1.048	1.248	1.142

(Source: SPSS)

The statistical analysis of the different dimensions of TOSS in table 2 expresses the possible effects in the anxiety level and motivation factors on the teachers.

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
							Std. Error		Std. Error
4feel very energetic while teaching	152	1	4	1.71	.637	.646	.197	.914	.391
7I can manage to solve difficult problems	152	1	5	1.91	.713	1.025	.197	2.666	.391
9I look for and seize any chances to exercise responsibility	149	1	4	1.85	.711	.908	.199	1.579	.395
Valid N (listwise)	149								

Figure 3: Descriptive statistics

(Source: SPSS)

Descriptive statistics are used to describe the value of the statistics of basic features. As per the table mentioned above, teachers feel energetic during the teaching process, which indicates the positive impact of motivation on special educators Comas-Díaz et al. (2019).

Figure 4: Descriptive Z score of motivation

Raw data	Z@4feelveryenergeticw hileteaching	Raw data	Raw data	Z@9Ilookforandseizeanychancestoex erciseresponsibility
3	0.45446	3	3	1.61484
4	0.45446	2	2	0.20776
2	0.45446	2	2	0.20776
2	0.45446	2	2	0.20776
2	-1.1155	3	2	0.20776
1	0.45446	3	2	0.20776
2	0.45446	4	2	0.20776
1	-1.1155	2	1	-1.19933
2	-1.1155	3	2	0.20776
1	-1.1155	1	1	-1.19933
1	-1.1155	3	1	-1.19933
1	0.45446	2	2	0.20776

(Source: SPSS)

Z-Score is a numerical measurement process that is used to describe relationships of different values based on a special educator's motivation. It is used to measure the standard deviation value. If the value of the Z score is 0, it indicates the mean value of the Z score. There are two types of Z scores,

positive and negative. A positive value detects that the value of the Z-score is higher than the mean value. It detects that the value will be more than 0. On this contradiction, if the value is below than mean value or 0, it justifies the negative values. As per the data, it has been identified that positive and negative values are present. It determines that special educators feel less energetic during teaching.

Figure 5: Correlation of motivation

		9I look for and seize any chances to exercise responsibility	15I perceive myself responsible for my students' welfare	2I see students learn
9I look for and seize any chances to exercise responsibility	Pearson Correlation	1	.163*	.169*
	Sig. (2-tailed)		.047	.040
	N	149	149	148
15I perceive myself responsible for my students' welfare	Pearson Correlation	.163*	1	.229**
	Sig. (2-tailed)	.047		.005
	N	149	152	151
2I see students learn	Pearson Correlation	.169*	.229**	1
	Sig. (2-tailed)	.040	.005	
	N	148	151	151
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

(Source: SPSS)

Interpretation of correlation helps to correlate the variables such as a student's learning capacity and a special educator's performance activities. The perfect correlation value is near 1. The increasing value determines the positive result, and decreasing value for 1 detects negative correlated values. If the value lies between (0.50) to 1, it indicates a strong relation. As per the above-mentioned table, a special educator's performance capacity and student's learning capacity is correlated. The Pearson correlation value is 1; the value of these variables are interrelated. According to (Jamieson et al.,2018), if the value is 0, it detects that there is no relationship between two selected variables. A positive relation is present between educators' capacity and students' earning capacity.

Figure 6: Descriptive Z score of anxiety

Raw data	Z@3.Ifeelalwaysdifficultyintakingadecision	Raw data	Z@9IfeelthatIdontkeephealthy
0	-0.71897	0	-0.48994
0	-0.71897	0	-0.48994
0	-0.71897	0	-0.48994
0	-0.71897	0	-0.48994
0	-0.71897	0	-0.48994

(Source: SPSS)

Z-Score is used for statistical measurement of mean value and group score value of the variables. As per the provided table, it has been found that all values belong to mean values. It detects that special educators do not suffer from a lack of decision-making powers. Z-Score value is essential to identify the standard deviation value. The mean standard deviation value is 0. Positive Z-score indicates that the value is higher than the mean value and a negative Z-score is less than the mean value (Purwantoet al.,2021). Getting negative values in other variables detected that special educators are not suffering from any challenging situation due to excessive stress in the workplace.

Figure 7: Chi-square of Anxiety

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
2. I sleep little * 6There is always a strained pull in my muscles * 16 My relationship with other people is often bad	149	56.9%	113	43.1%	262	100.0%
2. I sleep little * 9I feel that I dont keep healthy * 16. My relationship with other people is often bad	149	56.9%	113	43.1%	262	100.0%
4. I usually have some kind of perplexity in my mind * 6There is always a strained pull in my muscles * 16. My relationship with other people is often bad	149	56.9%	113	43.1%	262	100.0%
4. I usually have some kind of perplexity in my mind * 9I feel that I dont keep healthy * 16. My relationship with other people is often bad	149	56.9%	113	43.1%	262	100.0%

(Source: SPSS)

The Chi-Square test is mainly used for nonparametric tests; this test helps to prove research hypotheses. Chi-Square can be measured with the help of K independent standards. According to Dias-Lacy and Guirguis (2017), it is used to identify the differences between observed frequencies and expected frequencies. If the Chi-square value is more than the critical value, detect a positive chi-square value. Estimation of the confidence interval and the standard deviation is used to identify the

df-n>0, which detects the degree of freedom—identification of probability density function, introduced with the positive value in a chi-square test.

Discussion

A quantitative analysis of the responses gathered for the study has further exhibited that special educators experience various negative aspects. The above results have been analysed to portray those various aspects directly impact the motivation of special educators. A supportive work environment is required to develop and sustain motivation among special educators. However, it has been demonstrated that due to the lack of proper rest, the motivation level of the special educators is prone to decline. It has enhanced exhaustion among the special educators, reducing their physical and mental faculties to teach efficiently. The overall level of job satisfaction is the key factor behind the motivation level of the special educators. Further analysis of the responses has provided evidence that teachers' motivation is intricately interconnected with the level of the learning capacity of the students.

The misbehaviour of the students hinders the process of learning, which causes stress to the special educators. Especially in the presence of high work pressure and a large number of absentee students in their daily lessons, it contributes to the rise of anxiety among the special educator. There is natural stress on the completion of the curriculum. The lack of proper student interaction and teaching-learning environment limits the capacity of the teachers to educate the students properly. This contributes to the enhanced work pressure that they are required to bear without proper rest. Hence, the overall analysis has indicated that the motivation of special educators is a significant factor in ensuring that their performance is up to a certain standard. However, lack of a stress-free workplace, combined with students' misbehaviour and work pressure, has caused the motivation level to drop, giving rise to stress and anxiety. It has been further analysed that creating a motivating work environment and encouraging students to participate with discipline can effectively enhance the motivation level of the teachers. In essence, by motivating the students and encouraging the capacity to enhance learning, the special educators can contribute and teach adequately, simultaneously enhancing their motivation level as well.

Recommendation

The recommended strategy will help to overcome stress and motivate special educators for students' effective outcomes in their performance. Adaptation of communication development programmes will help in effectively interacting with students and parents to eradicate misunderstandings among teachers. Eventually, it will be helpful to determine job satisfaction in the workplace.

School management needs to introduce special training programmes to meet special education requirements in the classroom (Purwanto et al., 2021). Overcoming stress is essential to overcome stress in the workplace

It can be further recommended that various stress management activities may be introduced for the development of resilience and motivation among the special educators. These activities may include conducting seminars and meetings within the workplace to educate the special educators about factors causing stress and reduction of motivation and providing adequate resources to aid the process of class management and teaching process. Furthermore, workplace counselling for special educators may also be introduced for promoting mental well-being among special educators. This may help develop

awareness regarding mental well-being among the teachers, empowering them to participate in activities to reduce occupational stress.

Holding discussions about stresses could be beneficial for increasing motivation among special educators. Apart from that, physical exercise and a healthy diet plan are necessary to eradicate stress in special educators.

Conclusion

Implementing coping strategies and motivation programmes is essential for the eradication of professional stress of special educators. Adaptation of stress management activities can promote efficiency among teachers. In addition, it helps to develop a strong and positive relationship among the teaching community. The introduction has focused on research objectives, aim and hypothesis. A review of pieces of literature has been mentioned to acquire knowledge on this topic. An effective teaching-learning process is essential for increasing job satisfaction. The primary quantitative data collection method has been used to analyse collected information from participants. The recommended strategy will help to improve teachers' performance capacity in the workplace and reduce teacher attrition.

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