

Impact of Social Media on Voting Behavior Of Youth During Pakistan General Elections-2018

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ABSTRACT

The present study aimed to explore the level of motivation at work for teachers in special education centers in the governorates (Jerash / Ajloun) from their perspective , and whether the level varies by center type, and the scientific qualification, and to achieve the objectives of the study the researchers prepared a tool which is consisted of (26) items, the sample of the study consisted of (60) teacher. The results showed that the level of motivation at work was a high degree among teachers, and also showed that there were any statistically significant differences at the level of motivation at work among the teachers due to the type of center (government / private). And it showed that there were no statistically significant differences at work motivation between female teachers due to the scientific qualification variable (diploma / bachelors or more).

Keywords

work motivation, special education teachers, special education centers

Introduction

Motivation is very important means among the leadership, administrators and teachers in order to increase efficiency, and improve skills and develop them.(Qatami and Adas 2002) (Shehata 2010) (Al-Atoum and others 2011) (Bawzana and Mansir 2017) (Al-Talhi and Bakr 2018) (Abu Aishaa 2019) indicated

that motivation is defined as latent energy, and the combined internal and external situation its orientation that drives and addresses individuals' behavior , and maintain stability in performance to achieve the goal, a combination of environment and genetics together .As many researchers indicated (Kubaisi, Eldahraoa, 2000) (lentils and Kitami, 2008((ushuri 2016) (Richardson, etal 2014)to that the topic of motivation is one of the most important and exciting topics in psychology, and this is due to the interest of society in increasing the motivation of individuals, and to the link of motivation to success, and its link to directing behavior and decision-making.

And the motives are classified according to what he indicated (stipek 2002) (Al-Rashdan and Al-Hamshari 2002) (Melhem 2006) to: Firstly, innate motives and related to satisfying physiological needs, such as: the hunger motive is related to the need to eat, secondly, motivations acquired from the environment and experience and they differ from one individual to another and are subject to

change and change and are more flexible Among the innate motives, and examples of it are the motive for collecting money, thirdly emotional motives that are under the control of the individual, fourthly, subconscious or repressed motives that lie behind the behavior of the individual whose cause is unknown and which originate from the unconscious or the subconscious.

And modern education aims to increase the motivation at work among the teachers through their training, and acquiring the necessary competencies to ensure that he provides a better education for their students. However, increasing the burden on special education teachers as indicated (Ataba 2016) (Tarawneh 2004) (Muhammad and Majazi 2017)(ares & buluc 2015)which represented by the weakness of tools and equipment, and the lack of using of modern technology in the instruction, it has become the cause of many educational problems that affect the motivation of their work, so it is necessary to improve their environment and work conditions, and the extent of his self-acceptance and acceptance by others, and amendment patterns of their behavior, in order to feel satisfaction, psychological and social comfort.

From here the relationship is highlighted between motivation and success in working with special needs and satisfaction with

the profession are the feelings and attitudes appeared by teachers with special needs about their work, their organization and their students more closely with their association .

Accordingly, we note that the idea of measuring work motivation among special education teachers is very important in order to maintain it if it is high, and improve it if it is low .That is why I showed researchers the idea of developing a tool to measure the work motivation of female teachers.

And for a review of the literature of education and previous studies ,researchers found that the average total degree of motivation among special education teachers was as high as the study results (Shoaib 2014) showed (Mutairi 2015) the results of the study showed (Alkotaih and others 2017) (Abu Aisha 2019) , the average of total degree scores of motivation at work among teachers, and female teachers was average .As for a study (Ates & Yilmaz 2018)It showed that their motivation score was low .As for the relationship between work motivation and the work center (public / governmental / private) , the results of the study (Zaini 2007) showed that there are statistically significant differences in the level of motivation among teachers in favor of workers in the public sector , while (Wangari & orodho 2014)showed that the opposite for workers in the private sector.

Othman's paper (2010), it showed that there are no statistically significant differences in the level of work motivation among special education teachers due to the type of center .Also, the study for Al-Mutairi (2010) indicated that there are statistically significant differences in work motivation due to the scientific qualification variable .While his study (Al-Marafi 2006) (Lukache 2008) (Abu Mustafa and Al-Zein 2018) indicated(kethees waran 2018)Due to the presence of statistically significant differences in work motivation due to the scientific qualification .This study is distinguished by the fact that it tried to find out the level of motivation among teachers who are working in government centers and public centers in the private sector in Jordan, as the largest proportion of the two year olds in these centers are females, and their work motivation

was compared according to the type of center (governmental / private) And this was not touched by a previous study - to the knowledge of researchers - and the problem of the study is crystallized in its endeavor to explore the level of motivation among teachers in special education centers .

The study problem can be identified by answering the following questions:

- 1- What level of motivation work among teachers who are working in special education centers , from their perspective?
- 2- Are there any statistically significant differences in work motivation due to the center type variable?
- 3 -Are there any statistically significant differences in work motivation due to the scientific qualification variable ?

Significance of the study

The importance of the study lies in the fact that it has developed a tool that can be used and developed in order to conduct more studies related to the current subject of research, as well as the results of the application of the study tool benefits decision makers in taking some measures that contribute to increasing the motivation of working for teachers as well, which reflects positively on the working with special needs people.

It is expected that this study provides information on the level of motivation in the work of the teachers of students with disabilities , and the impact of her educational practices carried out by teachers in the classroom .

Purposes of the study

The current study aims to:

Examine the level of motivation at work among teachers of students with disabilities.

Knowing the effect of gender on the level of motivation at work among teachers of disabilities students .

.Knowing the impact of the environment work , whether governmental or private, on the level of motivation at work among teachers of disabilities students.

Statement of the study

As for the justifications for the current study, they lie in:

The scarcity of studies that dealt with detailed research into the level of motivation at work among teachers of students with disabilities .

scarcity of Arabic Studies - by science researcher yen - which dealt with research at the level of motivation in the work of the teachers of students with disabilities, and the impact on their practices process with students with disabilities.

Operational definitions:

- Motivation : known by researcher as " a set of practices and activities that practiced by the student 's teachers with disabilities in their places of work, affecting the educational practices with students with disabilities, and can be observed and measured by the adoption of the tool that was built here in the study.

- Disabilities Students: They are a group of students who suffer from various disabilities (mental, learning difficulties, autism), and they need special services by teachers and specialists who have special skills and competencies to deal with them, as they are heterogeneous groups.

limitations of the study:

The current study was conducted within the framework of the following :

First: The limits of the study: They are as follows:

Place limitation : governmental and private special education centers in Irbid, Ajloun, and Jerash.

-Time limitation: The period of time in which they were implemented and the study of the

semester 's second of the year school 2018 / 2019 English.

-Human border: include study individuals who are teachers special education workers in the public and private special education centers .

Second: Determinants of the study:

One of the determinants that this study faced: The lack of sufficient financial support for the study so that all working teachers in all the governorates of Jordan are reached, and the lack of Internet among all the teachers, whether the reason is material, or the presence of some teachers in remote places where there is no coverage of the Internet in which the tool of the study was transferred from paper to electronic.

In conclusion of the study, the researchers thank the members of the study sample for their cooperation during the application of the scale on them, and for the seriousness and credibility during the response to the items

of the scale. In addition, They are represented in the study tool with indications of its validity and reliability, the methodology of the research study in terms of its variables and the way of collecting its data and treating it statistically.

Research Methodology

Method of the study

The study used the descriptive analytical survey method, by designing a questionnaire as a tool for the study, and then collecting, organizing classifying data, and it was analyzed using the statistical program (SPSS) They were presented through models and tables. Theoretical literature, scientific research, references, literature, and Arab and foreign studies were also viewed.

Population and sample of the study

The population of the study consisted of all the teachers in the special education centers for the second semester of the academic year (2018-2019) and their number is (180). Bachelor's degree and higher where the questionnaire was distributed directly to the teachers of students with

disabilities by the researchers .After a period of 10 days, the questionnaires were retrieved for the purposes of verifying their completeness and validity for purposes of employing them in the study .Table No. (1) shows the distribution of the study members according to its variables:

Table(1)

Distribution of the sample members according to personal variables

variable	the level	Repetition	Mean scores high.	Percentage
Qualification	Diploma	27	Validity of the instrument The researchers achieved the validity of the tool through the validity of the content (face validity), as the scale was presented to a committee of experts and specialists (10) jury in the field of special education, psychology and school counseling from members of the teaching staff in Jordanian universities, and the standard for accepting the modification was adopted. It is agreed upon by jury or more, and they are asked to review the scale through deletion, addition and eformulation .The modification was made to make the scale in its final form consisting of (26) items.	45.0
	Bachelor's degree or more	33		55.0
	Total	60		100.0
Center type	Governmental	77		38.8
	Special	22		11.0
	Total	18		49.8

Instrumentation

A measure of the level of motivation at work for female teachers with special needs . The scale was prepared by researchers after reviewing some studies (Al Maraf 2006) (Zaini 2007) (Wangari & orodho 2014)) Al-Mutairi 2015 ((ketheeswarani 2018) (Abu Aishah 2019) and the scale in the final form consists of (26) paragraphs .

Correction method (s):

The researchers gradually used a five-point scale according to Likert's five-point scale , which are: they apply to a very large extent and are given (5) degrees ,apply to a large extent and are given (4) degrees, apply to a medium degree and are given (3) degrees, apply to a small degree and are given (two degrees), do not apply and are given (One degree), where the previous cross were determined based on the following equation:

Upper Limit Answer - Minimum Answer ÷ () 0% 6 ,0 = 5 ÷ (2 - 5) (5)increment(

Thus the following cross points became criteria for correction which are:

Mean scores equal to or less than (2) are considered low .

Mean scores between (2.01) and up to (2.60) are considered acceptable .

Mean scores between (2.61) and up (25. 3) are considered medium .

Mean scores more than (3.26) are considered high.

Validity of the instrument

 The researchers achieved the validity of the tool through the validity of the content (face validity), as the scale was presented to a committee of experts and specialists (10) jury in the field of special education, psychology and school counseling from members of the teaching staff in Jordanian universities, and the standard for accepting the modification was adopted. It is agreed upon by jury or more, and they are asked to review the scale through deletion, addition and eformulation .The modification was made to make the scale in its final form consisting of (26) items.

Reliability of the study

To achieve the reliability of the instrument, the researchers applied it to an exploratory sample from outside the sample of the study which is consisted of (15) teachers, and the reliability coefficient was calculated using the Cronbach's alpha coefficient and the value of the reliability coefficient came (0.84), which is a high and acceptable value for the purposes of the study.

Results and Discussion

Results related to the first question: **What is the level of work motivation among teachers who are working in special education centers from their perspective ?**

To answer this question, the mean scores and standard deviations were extracted for the answers of the study sample members for all the items of

the study tool. The level of work motivation for teachers with special needs. Table (2) shows that.

Table(2)

Extraction of the arithmetic means and standard deviations of the answers of the study sample individuals for all the items of the study tool (n = 60)

The number	Paragraph	SM A	standard deviation	Rank	Rating score
16	I have a good moral reputation among my co-workers	4.58	0.71	1	High
24	I do my best to achieve my business goals	4.54	0.65	2	High
10	My self-confidence is a reason for my work	4.48	0.73	3	
17	I have a good professional reputation among my co-workers	4.47	0.79	4	High
22	I do what my conscience dictates and my duty	4.47	0.73	5	High
26	Achievement in work is a value that I must	4.46	0.69	6	High

	achieve				
7	I maintain loving, friendly and respectful relationships with my female colleagues at work	4.35	0.76	7	High
25	I set goals for myself and do the work to achieve them	4.28	0.76	8	High
11	Set high standards of performance at work and strive to achieve them	4.25	0.81	9	High
4	I constantly strive to build a good relationship with my fellow teachers	4.23	0.85	10	High
5	I feel reassured while I work in the team	4.21	0.91	11	High
19	I have control over everything related to my work	4.21	0.84	11	High
18	I offer my opinion and discuss it	4.20	0.84	13	High

	freely with his / her business manager				
9	I feel confident in myself because of his good relations with my co-workers	4.15	0.87	14	High
8	There is confidence from his manager (s) at work	4.10	0.96	15	High
13	I have abilities and skills higher than the tasks required of me at work	4.03	0.99	16	High
15	I would be happy that my female colleagues are satisfied with the services I provide at work	4.03	0.94	16	High
12	I like to do difficult tasks at work	4.00	0.88	18	High
14	My manager at work respects my suggestions and opinion	3.97	1.00	19	High

23	I want to perform tasks that require a lot of responsibility	3.97	0.93	19	High
2	I would be happy to be in the classroom	3.94	0.91	21	High
21	I self-assess while doing the required work	3.89	0.80	22	High
6	I feel psychologically stable in my current profession.	3.80	1.06	23	High
1	The prevailing work environment makes me feel reassuring.	3.68	0.95	24	High
20	I have the ability to work for a long time without getting tired or bored	3.68	1.04	24	High
3	The prevailing organizational climate raises my drive towards work and achievement	3.58	1.04	26	

	t				
	The level of motivation to work for the teachers of students with special needs	4.14	0.54		High

It appears from the table that the mean scores of the sample's responses to the items of the study tool ranged between (3.58-4.58), the highest of which is paragraph "(16) I have a good moral reputation among my co-workers" with an mean scores (4.58) with a high rating, followed by paragraph "(24) I work all my efforts to achieve the goals of work" with an mean scores (4.54) and a high evaluation score, while the lowest mean scores for paragraph (3) stimulates the organizational climate in the work my motivation towards work and achievement "with mean scores (3.58) and a high degree of evaluation, and the mean score reached the instrument as a whole (4.14) and highly evaluated high, this indicates that the level of motivation to work among teachers with special needs was high from their perspective, this result due to the adopted practices within these centers by the management and staff are effective in increasing the motivation among teacher, also contributed to the teacher accepts data for their work, and self-realization through teamwork within these centers.

The result of this study is consistent with Al-Mutairi's study (2015) that the average overall score for work motivation is high, while the result of this study differed with (2014), (And the study of Qutaish and others 2017) (Abu Ashaima 2019) (Ateş and Yilmaz. 2018), Which it indicated its findings to the low level of motivation for members of these studies.

Results related to the second question: Are there statistically significant differences in work motivation due to the variable of the center type?

To answer this question, a test was applied (Independent Samples T-Test (On the tool as a

whole according to the variable of the center type (governmental and private), and Table 7 shows that.

Table(7)

Test results) Independent Samples T-Test (On the instrument as a whole depending on the center type variable

Variable		SMA	Standard deviation	T	Degrees of freedom	Statistical significance
Center type	Governmental	4.13	0.63	0.11	69	0.91
	Special	4.14	0.49			

It appears from the table that there are no statistically significant differences at the level of significance ($\alpha = 0.05$) in the level of work motivation among teachers with special needs attributable to the variable of the center type, where the values of) T , (0.11) (the values of non - statistically significant . This indicates that the level of motivation to work for teachers with special needs is not affected by the type of center, whether working in the centers and governmental institutions or in the private sector from their perspective. the, but the desire for self-realization to reach achievement and prove oneself remains the path that workers in these centers wish to reach. And the result of this study is consistent with the study (Othman 2010), and it differed with his study (Zaini 2007) (Wangari & orodho 2014)

Results related to the third question: Are there statistically significant differences at work motivation due to the scientific qualification variable?

To answer this question, the MSOA analysis was applied) ANOVA (On the tool as a whole according to the educational qualification variable, and table 8 shows that .

Table(8)

Results of the the single-factor variance analysis) ANOVA (On the tool as a whole depending on the educational qualification variable

Qualification	SMA	standard deviation	F	Statistical significance
Diploma	4.09	0.60	0.19	0.82
Bachelor's degree or more	4.18	0.50		

It appears from the table that there are no statistically significant differences at the level of significance ($\alpha = 0.05$) in the level of work motivation among teachers with special needs due to the scientific qualification variable, where the value of) F (0.19) (It is a non-statistically significant value .This indicates that the level of motivation to work among teachers is not affected by whether the scientific qualification diploma or Bachelor from their perspective . The researchers explained this result of the desire to prove capacity , regardless of educational qualification for the teacher because what matters the teacher is to demonstrate capabilities and achieve positive results in their role reflected positively on the motivation level of work for the working teachers with these categories of students, and highlights the productivity and the existing energy rate when these teacher.

The results of this study are consistent with the study of Al Marafi (2006), Lukacha) (2008) Abu Mustafa and Al Zain 2009) , (Ketheeswaran, 2018 , (Which results indicated that there is no statistically significant differences in the level of motivation to work due to the variables of academic qualification and disagreed with the study (Mutairi 2015) .

Conclusions

In light of the results, the researchers conclude that it is necessary to continuously monitor and measure the motivation among teachers working with people with special needs, because this motivation is the basis for achievement and creativity in working with these groups of students .Therefore, it is imperative to continuous development of measuring tools for work motivation in order to strengthen the citizen that increases motivation, and to treat the citizen that weakens the motivation of work, whether this citizen is psychological or material.

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