




ESTABLISHING CAREER COMMITMENT VIA JOB AUTONOMY: EXPLORING GENERAL & SPECIAL EDUCATION TEACHERS' PERSPECTIVE

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KEYWORDS	ABSTRACT
<p>Job Autonomy, Career Commitment, School, Education, Special Education</p>	<p>The job autonomy and career commitment are essential but latent factors of teachers' personality in education and special education. This study aimed to seek job autonomy for establishing career commitment among general and special education teachers. A correlational design was used for data collection from teachers of special education (N = 60) and general education (N = 60). A convenient sampling technique was used in this study. Two self-developed structured questionnaires were used as instruments of the study. The expert opinion (N=02) validated the instrument validity, and reliability coefficients were .816 and .873. The data analysis was done over SPSS version – 23 with descriptive and inferential statistics. The study's findings depicted that most respondents were having freedom to decide what to do each day. The degree of career commitment and autonomy shared by teachers is not significantly different. Thus, study offered valuable data in reaching desired conclusion. Study recommends that professional development opportunities must be provided by special education and school education departments of Punjab to maintain level of job autonomy to develop career commitment among teachers.</p>
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INTRODUCTION

Education and special education both have common focus to develop the personality of students by edifying their personalities. According to Husaeni (2023), special needs education is branch of study that focuses on offering educational services to students with special needs who face learning and developmental obstacles. The educational objectives for special education are comparable to those for regular education; the methods used to achieve them vary (Britannica, 2023). To attain

standardized results from the teachers of both systems of education, having job satisfaction among the teachers to develop career commitment is much more significant. Employees' psychological and social well-being will increase if they have autonomy over how they work competence with job-related tasks, and attachment to their work (Gan & Cheng, 2021). The attitude that people have towards their careers, particularly their eagerness and readiness to work in the certain position, is referred to as career commitment. The importance of career commitment and work engagement is recognized increasingly by organizations (Mudann, Bhanu & Maley, 2024). Everyone must stay updated on their knowledge and skills as fields get more difficult and evolving (Rusticus, Pashootan & Mah, 2022). Previous researchers depict those turnover intentions are significantly associated with job autonomy (Zhang, Xu, Yoon, Chen & Parmenter, 2024). This study aims at finding actual relationship between job autonomy and career commitment among general and special education teachers at school levels.

Problem Statement

Teaching profession requires committed behavior to bring change in the lives of the students either normal or special needs students. To develop committed personalities of the teachers, it is essential to offer them the job autonomy. If teachers are committed to their career development on the basis of job autonomy, then it would be certainly beneficial for general education school. As concerning to special education schools for special needs students, it becomes more serious when talking about bringing positive change in the lives of students with special needs. The statement of the problem is to establish a career commitment among general and special education teachers on foundation of job autonomy by analyzing existing status of job autonomy and career commitment among teachers of both departments.

Objectives of Study

1. To analyse the job autonomy level amid general and special education teachers by their demographics i.e., gender, job type, school level, and experience.
2. To analyse the level of career commitment of general and special education teachers by their demographics i.e., gender, job type, school level, and experience.
3. To explore the job autonomy and career commitment by gender, experience, education, and field of specialization among educators of special education.
4. To highlight job autonomy role in establishing career commitment for the teachers of school education department and special education department.
5. To compare job autonomy levels in establishing the career commitment among general and special education teachers.

Questions of Study

1. What is job autonomy level between teachers of general and special education department by the demographics i.e., gender, designation, school type, and experience?
2. What is the level of career commitment of general & special education teachers by their demographics i.e., gender, designation, school type, and experience?
3. What is the job autonomy and career commitment by gender, experience, education, & field of specialization among special education teachers?

4. What is the role of job autonomy in establishing career commitment for general & special education teachers?
5. What are the levels of job autonomy in establishing career commitment among general and special education teachers?

LITERATURE REVIEW

The job autonomy is a crucial issue that can help academic staff members manage or balance their professional and personal obligations better. According to [Olsen and Mason \(2023\)](#), job satisfaction and improved student results have been associated with understanding of how general and special education teachers view autonomy. This is consistent with a recent wave of studies that examine the idea of how a pandemic would affect workers ([Darouei & Pluut, 2021](#)). In addition to allowing the teachers to reflect on their potential at work and increase their commitment, teacher autonomy helps teachers become more capable, innovative & successful in their working activities ([Dilekçi, 2022](#)). The concept of career commitment is crucial in understanding how teachers, both in general & special education, maintain their dedication to profession over time. Higher career commitment is linked with lower turnover rates, higher job satisfaction, and improved performance. If teacher satisfaction were to rise, teacher effectiveness and well-being as a whole would rise, and students would be inspired to participate in teaching and learning activities that result in higher-quality learning outcomes ([Hoque & Yang Qi, 2023](#)). Self-determination theory has altered knowledge of what best motivates employees as it clarifies how work environment effects basic psychological demands for relatedness, competence as well as autonomy ([Gagné, Parker, Griffin, Dunlop, Knight & Parent, 2022](#)).

To achieve a high level of the career commitment and give their entire dedication to teaching and developing education, and increase their personal development, teachers should value or be proud of their professional job as teachers and have a desire to remain in teaching as a job ([Atmaca, 2022](#)). [Wu, Ghayas, Aziz, Adil and Niazi \(2024\)](#), discovered that the worker's professional identity has a significant role in determining how happy they are with their career. Regarding educators, career commitment validates their devotion to teaching students and aids in enhancing their cognitive, emotional, and behavioral growth ([Atmaca, 2022](#)). The mindsets of teachers who are highly loyal to their careers differ from those who are not. Teachers will demonstrate a strong desire to learn, grow in knowledge, and impart that information to their students ([Mulyana. & Izzati, 2022](#)). Job autonomy is a way of giving employees the freedom to decide how they carry out their work ([Abun, Lucas, Magallanes, Encarnation, & Flores, 2021](#)). Significantly, these results concur with the body of research already in the existence ([Oubibi, Fute, Xiao, Sun & Zhou, 2022](#), [Syrek, Kühnel, Hinz & Bloom, 2022](#)). To sustain organizational sustainable competitiveness & foster employees' personal growth, individuals can tailor their job perceptions, work duties, and relationships to better fit the organization and jobs in volatile, unpredictable, complex, and ambiguous environment ([Nie, Tian, Cai & Yan, 2023](#)).

RESEARCH METHODOLOGY

Studying the impact of job autonomy on career commitment among general and special education teachers was done using a quantitative research methodology. This was a correlational study with

a survey method. Examining the links, which may be multifaceted, amid one or more variables in a single group is done over a research design called correlational design. An analysis of relationship between two or more variables is done using this kind of non-experimental framework. Just keep in mind that cause-and-effect link is not being tested by researcher. The examination of correlations between variables occurs in correlational study design, wherein no variable is changed or modified (Devi et al., 2023). The researchers were able to ascertain whether there is a statistically significant correlation among two variables and comprehend relationship amid them with the aid of this kind of research methodology. To predict or explain behavior, it can be helpful to analyze relationship strength and structure.

Population & Sample

Teachers of special education and general education made up the study's population. According to the specifics of this research problem, this population was selected by the researchers. There are 38 (31.7%) males and 82 (68.3%) females in the sample. Thus, the teachers' qualifications ranged from B.Ed. to PhD.

Table 1 Samples' Demographics as per their Districts

Districts	Size of Sample	GE	SE
Lahore	44 (36%)	33	11
Attock	2 (1%)	0	2
Bahawalnagar	4 (3%)	1	3
Chakwal	2 (1%)	0	2
Dera Ghazi Khan	6 (5%)	3	3
Faisalabad	6 (5%)	4	2
Islamabad	1 (3%)	1	0
Jhang	4 (3%)	1	3
Qasur	2 (1%)	0	2
Multan	3 (2.5%)	1	2

Table 1A Samples' Demographics as per their Districts

Districts	Size of Sample	GE	SE
Muzafgrher	1 (0.83%)	0	1
Nankana sahib	7 (5.8%)	5	2
Narowal	7 (5.8%)	1	6
Okara	4 (3%)	0	4
Pak Patan	2 (1%)	0	2
Raheem Yar Khan	9 (7.5%)	8	1
Sarghodha	4 (3%)	0	4
Saahiwal	1 (0.83%)	0	1
Sheikhu Pura	2 (1%)	0	2
T.T Singh	5 (4%)	2	3
Vehari	4 (3%)	0	4
Total	120 (100%)	60	60

Sampling Procedure

For the selection of sample, convenient sampling techniques were used. A conveniently available source is used to create a convenience sample. However, it's possible that this sample isn't typical of the entire population (Andrade, 2021). In this connection, the convenience sampling for current particular type of research was used because it was convenient for researchers to find the sample and time savings as well to collect data. Convenient sampling allows the researchers to gather data quickly and easily.

Instruments of Study

Two self-developed structured questionnaires were administered for this study. Concerning job autonomy, first questionnaire was administered. Five factors made up this questionnaire. A total of 34 items made up these factors. Second questionnaire was based on career commitment and this was based on 4 factors. All factors contained total of 34 items. Each instrument had its own demographic criteria for the sample.

Table 2 Factors of Instruments

Job Autonomy	Career Commitment
Individual job characteristics	Organizational commitment
Job autonomy	Service commitment
Dealing with staff	Work Commitment
Job Benefits	Career commitment
Working conditions	

The surveys used 5-point Likert scale for their framework. Strongly agree to strongly disagree was the range of scores assigned to each item. Included in the questionnaire was reverse scoring as well. With the research supervisor's assistance, surveys were translated into Urdu so that teachers could easily understand them.

Validity & Reliability

To measure the importance of job autonomy, first questionnaire was used. N = 02 experts' opinion validated the validity of instrument. Subsequently, the instrument's reliability was tested in a pilot study with ten teachers who specialize in hearing impairment. The instrument's Cronbach's Alpha 752 dependability score was high. To measure the teachers' level of commitment to their careers, a second questionnaire was administered. There were 34 items in this questionnaire. There were five options: strongly disagree, disagree, agree, and disagree. To make it easier for the respondents to understand, the questionnaire was translated into Urdu. Through expert opinion (N=02), content validity of the instrument was validated. The questionnaire's reliability was determined using the Cronbach Alpha 927.

Table 3 Reliability of Instrument for Career Commitment & Job Autonomy

Reliability at the Time of Pilot Testing	Reliability of the Time of Data Collection
Job autonomy Cronbach's Alpha .752	Job Autonomy .816
Career Commitment Cronbach's Alpha .927	Career Commitment.873

Data Collection & Analysis

The entire research instrument was first designed as a Google form. Once informed consent had been obtained, the respondents were contacted and asked to honestly and sincerely respond to the questions. Through online resources, researchers individually gathered data from several cities of the province Punjab. The researchers made personal approach to respondents. This study examines the impact of job autonomy on career commitment among general and special education teachers using several assessments administered using the statistical package of social studies (SPSS) version 23. This study's responses were obtained using a different statistical approach. For the roles of career commitment and job autonomy, correlation analysis was performed. An analysis of variance and independent t-tests was used to assess the impact of job autonomy on career commitment in general and special education teachers. The research findings were also reached through use of additional descriptive analyses.

Procedure of Study

After deciding on a topic, the researchers set study's objectives and importance by reviewing the literature. Two structured questionnaires were developed by the researchers on their own for use by general and special education teachers. The researchers gathered the data both in-person and over the phone by using internet resources. In this linking, to collect data via questionnaires from general and special education teachers, researchers also went to the general and special education schools. The data was gathered, organized, and tabulated. In this connection, data was entered into SPSS. The data were subjected to several statistical tests. Following analysis, conclusions and results were generated.

RESULTS OF STUDY

The results of study have been produced in this section in order to extract desired data for reaching the conclusion of study.

Table 4 I like Doing the Things I Do at Work

Scale	Frequency	Per cent	Cumulative Percent
Disagree	6	5	5
Neutral	13	10.8	15.8
Agree	67	55.8	71.7
Strongly agree	34	28.3	100
Total	120	100	

Table 5 A sense of pride is felt by me during my job

Scale	Frequency	Per cent	Cumulative Percent
Strongly disagree	1	.8	.8
Disagree	1	.8	1.7
Neutral	3	2.5	4.2
Agree	46	38.3	42.5
Strongly agree	69	57.5	100
Total	120	100	

Table 6 I am Satisfied with my Autonomy; I can Make Decisions During my Job Activities

Scale	Frequency	Percent	Cumulative Percent
Strongly disagree	1	.8	.8
Disagree	8	6.7	7.5
Neutral	11	9.2	16.7
Agree	67	55.8	72.5
Strongly agree	33	27.5	100
Total	120	100	

Table 7 In my level of responsibilities, I feel comfortable.

Scale	Frequency	Percent	Cumulative percent
Strongly disagree	1	.8	.8
Disagree	10	8.3	9.2
Neutral	11	9.2	18.3
Agree	72	60	78.3
Strongly agree	26	21.7	100
Total	120	100	

Table 8 I feel like ‘part of the family’ at my institute

Scale	Frequency	Percent	Cumulative percent
Strongly disagree	3	2.5	2.5
Disagree	4	3.3	5.8
Neutral	11	9.2	15
Agree	67	55.8	70.8
Strongly agree	35	29.2	100
Total	120	100	

Table 9 I am very much involved personally in my job.

Scale	Frequency	Percent	Cumulative Percent
Disagree	2	1.7	1.7
Neutral	12	10	11.7
Agree	78	65	76.7
Strongly agree	28	23.3	100
Total	120	100	

Table 10 Most of my interests are centered around my job.

Scale	Frequency	Percent	Cumulative Percent
Agree	120	100	100
Total	120	100	

Table 11 I shared with my friend about organization that this is a good organization for work

Scale	Frequency	Percent	Cumulative Percent
Disagree	2	1.7	1.7
Neutral	11	9.2	10.8

Agree	81	67.5	78.3
Strongly agree	26	21.7	100
Total	120	100	

Table 12 My head/principal is committed to high levels of educational services.

Scale	Frequency	Percent	Cumulative Percent
Strongly disagree	4	3.3	3.3
Disagree	4	3.3	6.7
Neutral	16	13.3	20
Agree	65	54.2	74.2
Strongly agree	31	25.8	100
Total	120	100	

Table 13 My colleagues have a similar commitment to their profession as I have.

Scale	Frequency	Percent	Cumulative percent
Strongly disagree	2	1.7	1.7
Disagree	6	5	6.7
Neutral	19	15.8	22.5
Agree	68	56.7	79.2
Strongly agree	25	20.8	100
Total	120	100	

Table 14 The major satisfaction in my life comes from my job.

Scale	Frequency	Percent	Cumulative percent
Strongly disagree	3	2.5	2.5
Disagree	1	.8	3.3
Neural	12	10	13.3
Agree	77	64.2	77.5
Strongly agree	27	22.5	100
Total	120	100	

Table 15 I live for my job.

Scale	Frequency	Percent	Cumulative Percent
Disagree	8	6.7	6.7
Neutral	25	20.8	27.5
Agree	62	51.7	79.2
Strongly agree	25	20.8	100
Total	120	100	

Table 16 My head inspires me as the reason for my work commitment.

Scale	Frequency	Percent	Cumulative Percent
Disagree	6	5	5
Neutral	17	14.2	19.2
Agree	76	63.3	82.5
Strongly agree	21	17.5	100
Total	120	100	

Table 17 My colleagues are committed to their teaching responsibilities.

Scale	Frequency	Percent	Cumulative Percent
Strongly disagree	1	.8	.8
Disagree	1	.8	1.7
Neutral	8	6.7	8.3
Agree	70	58.3	66.7
Strongly agree	40	33.3	100
Total	120	100	

Table 18 Working in my current profession is important to me.

Scale	Frequency	Percent	Cumulative Percent
Disagree	13	10.8	10.8
Neutral	29	24.4	35
Agree	66	55	90
strongly agree	12	10	100
Total	120	100	

Table 19 I think my profession is a rewarding career.

Scale	Frequency	Percent	Cumulative Percent
Strongly disagree	4	3.3	3.3
Disagree	16	13.3	16.7
Neutral	11	9.2	25.8
Agree	66	55	80.8
Strongly agree	23	19.2	100
Total	120	100	

Table 20 Independent t-test to find out difference in gender of teachers

	Gender	N	M	SD	t	Df	Sig. (p)
Job	Male	38	123.68	12.41	1.33	118	.18
	Female	82	120.77	10.44			
Autonomy	Male	38	131.34	12.21	1.23	118	.21
	Female	82	128.34	12.46			

Table 21 Independent t-test to find out the difference in departments of teachers

	Department	N	M	SD	t	Df	Sig. (p)
Job	General education	60	121.63	12.16	-.057	118	.95
	Special education	60	121.75	10.11			
Career	General education	60	128.73	13.36	-.491	118	.62
	Special education	60	129.85	11.46			

Table 22 One-way analysis of variance based on teaching experiences

		SS	Df	MS	F	Sig.
Job	Between Groups	383.03	3	127.67	1.03	.38
	Within Groups	14376.56	116	123.93		

	Total	14759.59	119			
Career	Between Groups	96.21	3	32.07	.20	.89
Commitment	Within Groups	18236.57	116	157.21		
	Total	18332.79	119			

Table 23 One-way analysis of variance based on school level.

		SS	Df	MS	F	Sig.
Job	Between Groups	63.83	2	31.91	.25	.77
Autonomy	Within Groups	14695.7	117	125.60		
	Total	14759.59	119			
Career	Between Groups	575.14	2	287.58	1.89	.15
Commitment	Within Groups	17757.61	117	151.77		
	Total	18332.79	119			

Table 24 Correlation of Job Autonomy and Career Commitment (n = 120)

		[1]	[2]
Job Autonomy [1]	Pearson correlation	1	.366**
	Sig. (2-tailed)		.000
	N	120	120
Career Commitment [2]	Pearson correlation	.366**	1
	Sig. (2-tailed)	.000	
	N	120	120

** Correlation is significant at the 0.01 level (2-tailed)

FINDINGS OF STUDY

1. Maximum respondents 55.8% of teachers said they like doing the things they do at the work.
2. Maximum respondents (57.5%) of teachers said they feel a sense of pride in doing their jobs.
3. Maximum respondents 55.8% of the teachers responded that their level of satisfaction with their autonomy in choosing their everyday tasks was high.
4. Maximum respondents 60% of teachers express that with the amount of responsibility they currently have at work, they feel at ease.
5. Maximum respondents 55.8% of teachers narrated that they feel like 'part of the family' at their institute.
6. The maximum respondents 65% of the teachers narrate that they are very much involved personally in their job.
7. 100% of the teachers responded that the most of their interests are centered around their job.
8. Maximum respondents 67% of the teachers think that they tell their friends this is a good organization to work for.
9. Maximum respondents 54% of teachers narrated that their head/principal is committed to high levels of educational services.
10. Maximum respondent 56% of teachers think that their colleagues have similar commitment to their profession as they have.
11. Maximum respondents 64% of the teachers expressed that the major satisfaction in their life comes from their job.

12. Results revealed that maximum respondents 51% of teachers think that they live for their job.
13. Maximum respondents 63% of teachers expressed that their head inspires them as the reason for their work commitment.
14. Maximum respondents 58% of the teachers responded that their colleagues are committed to their teaching responsibilities.
15. Maximum respondents 55% of the teachers narrate that working in their current profession is important to them.
16. Maximum respondents 55% of the teachers responded that they think their profession is a rewarding career.
17. T-test results revealed that the mean scores of job autonomy and career commitment among general and special education teachers do not show statistically significant difference amid males and females, and gender does not play a significant role in job autonomy and career commitment among general and special education teachers.
18. The T-test results revealed that Teachers in general education and special education do not significantly differ in terms of professional autonomy or career commitment.
19. Among general and special education teachers with varying teaching experiences, there was no statistically significant difference in job autonomy and career commitment.
20. Among primary, elementary, secondary school-level general & special education teachers, there was no statistically significant difference in job autonomy or career commitment).
21. Among teachers, job autonomy and career commitment have strong positive link. Hence, career commitment tends to rise along with job autonomy. There is a strong and consistent association because the correlation is statistically significant at the 0.01 level.

DISCUSSION

The teaching profession is characterized by its intrinsic challenges, and teachers face a multitude of factors that influence their career commitment. Among these factors, job autonomy has emerged as critical element that significantly impacts the level of commitment teachers exhibit toward their careers. This discussion explores the role of job autonomy in establishing career commitment among both general and special education teachers, drawing on relevant literature and empirical studies. According to [Deci et al. \(2017\)](#), job autonomy is degree of independence and control people have over the decisions they make and the activities they complete at work in their professional jobs. In context of teaching, autonomy includes freedom teachers have in designing curriculum, selecting instructional methods, managing classroom activities. For GET, job autonomy plays a pivotal role in shaping career commitment. To address varied requirements of their students, general education teachers can customize their teaching tactics with autonomy, which promotes job satisfaction and a sense of efficacy ([Rice, 2018](#)). However, satisfying and rewarding career is teaching, and teachers experience much pressure. These pressures impact very negatively on the professional performance of the teachers. It also influences their capacity to foster quality environment for students' learning ([Zakaria et al., 2021](#)).

It is easier to create schools that support teachers' job satisfaction and the provision of high-quality education when one is aware of elements that donate to teacher burnout ([Saloviita & Pakarinen,](#)

2021). When teachers feel empowered and trusted in their roles, they likely to invest emotionally and professionally in their careers. In case of special education teachers, job autonomy is equally crucial, if not more so, due to unique challenges associated with catering to students with diverse learning needs. Special education teachers often have to adapt & modify instructional approaches to address individualized education plans and offer tailored support for students with disabilities (Giangreco et al., 2019). The role of organizational support is vital in easing autonomy. Schools and educational institutions that recognize importance of autonomy and offer supportive environment are likely to witness higher commitment from their teachers (Spreitzer & Doneson, 2018). In special education context, where students' diverse learning needs are tackled by teachers, job autonomy becomes even more crucial. Special education teachers require the flexibility to adapt and modify instructional approaches to address unique requirements of students (Forlin et al., 2019). A positive association is supported by research amid job autonomy, job satisfaction & commitment for special education teachers.

The ability to make decisions about individualized teaching strategies and interventions enhances their professional efficacy & commitment to challenging but rewarding field of special education. The school administrators and policymakers should consider fostering environments that empower teachers with autonomy needed to excel in their roles, ultimately contributing to more committed and satisfied teaching workforce. Access to principal's valuable resources has a significant impact on teachers' organizational citizenship behavior, which is essential for smooth operation of schools (Hsieh et al., 2024). The flexibility to make decisions related to individualized teaching strategies and interventions enables special education teachers to navigate the complexities of their roles, fostering a sense of efficacy and dedication. Thus, recognizing the importance of job autonomy in teaching roles is crucial for creating supportive work environments that enhance both educators' well-being and the overall quality of education. The correlation between autonomy for the job and the commitment to a career highlights the importance of recognizing teachers as professionals who thrive when given the freedom to make decisions related to their work. Professional autonomy for teachers is critical to their empowerment, well-being, productivity, and job happiness. But because it is contextual and relational, it cannot be reduced to the simple definition of freedom from control (Keddie et al., 2023).

CONCLUSION

The role of job autonomy is crucial in fostering career commitment among both general and special education teachers. Autonomy provides a sensibility to control the ownership in the tasks, which leads to enhanced satisfaction for a job with a dedication to their profession. For general education teachers, autonomy allows for creative teaching approaches, while special teachers benefit from tailoring interventions to meet individual student needs. Overall, job autonomy plays a pivotal role in shaping teacher's commitment to their career, contributing to positive and fulfilling professional experience. The pivotal role of job autonomy in creating career commitment cannot be overstated. Whether for general or special education teachers, ability to make decisions, exercise creativity, and adapt teaching methods fosters a profound sense of professional ownership. This autonomy sets a long-term pledge to teaching profession. As educators guide complexities of their roles, providing

them with autonomy to shape their work environment is essential factor in cultivating a dedicated and fulfilled teaching workforce. The role of job autonomy in shaping commitment to the career of both special education and general education teachers is a crucial and complicated aspect of their professional journey.

Job autonomy is defined as the extent to individuality and problem-solving individuality to serve as per the situation for promoting commitment and job satisfaction among educators. For general education teachers, job autonomy manifests in freedom to design and implement their instructional methods. The ability to adapt teaching approaches to cater to diverse learning styles and classroom dynamics enhances their sense of the efficacy and professional fulfilment. This creative latitude not only stimulates innovation but also contributes significantly to job satisfaction, a key driver of sustained commitment to the teaching profession. Thus, in the context of special education, where educators often navigate a unique set of challenges, job autonomy takes on a distinctive role. The flexibility to tailor interventions and accommodations according to the specific needs of students with diverse abilities is paramount. The special education teachers require the autonomy to make informed decisions that directly impact the individualized learning experience of their students. This ability not only empowers them to address the unique learning requirements of each student but also instils a profound sense of purpose and commitment to advocating for inclusivity and equal educational opportunities.

Recommendations

1. Job autonomy should be provided to general education and special education teachers by school heads to produce a commitment to their careers that may result in improving their performance.
2. Professional development chances must be provided by education and special education departments in Punjab to all teachers to facilitate their autonomy and commitment in the particular contexts.
3. Schools should give job autonomy by allowing teachers to take ownership of professional decisions, such as lesson planning, classroom management, and student assessments for the better outcomes.
4. Government should introduce incentive programs for general special education teachers to show commitment to their careers at department and school level through performance evaluation.
5. The research in future should be conducted to explore the same phenomenon with various research designs to extract new and innovative information about the research issues that are under considerations.

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