RESEARCH SUMMARY

Education, in the present day context is perhaps the single most important means for individuals to improve personal endowments, overcome constraints, build capability levels and increase their available set of opportunities. But special education is not concerned so much with this point rather, it is emphasize to provide training of daily work to special students. Special education, is the education of students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process comprises the individually planned and systematically monitored arrangement of adapted equipment teaching procedures, materials, accessible settings and other interventions designed to help learners with special needs to achieve a higher level of personal self-sufficiency and success in school and community. Special schools may be specifically designed staffed and resourced to provide the appropriate special education for children with additional needs. Special education is a field that will continue to need qualified candidates. The ability to find new ways to explain and demonstrate subject matter is often the single most effective characteristic of special education teacher. Bringing creativity into the classroom will have the benefit of enriching the classroom environment.

Special education has a strong relationship with other sciences the new approaches intensely changed it. It is enough if we think about the prenatal-diagnosis, the period of incubator, psychological and sociological methods and neurological results etc. This transition is still continuing, therefore, the special educators have to gain knowledge of all these sciences to use the new results so as to make more effective therapy and care of the handicapped people.
Teaching objectives in the special education classroom are different than in the traditional classroom. Teaching special students can be a very challenging experience both at home and at school. The special teacher should internalize their changing role and make themselves ready for this change. Early identification of a child with special needs is an important part of a special education teacher’s job because early intervention is essential in educating children with disabilities. Special education teachers must know not only the child’s physical and mental possibilities and limitations but also the desires and interests pertaining to his/ her present and future undertakings. To improve the quality of special education, it is of vital importance that competent and committed teacher are given due place for this pious task of trained special students. There is a need to have teachers, who can handle the problem of students positively.

Optimism can be a factor which determines the Role Performance of teachers working with special students. Optimism is the opinion or doctrine that everything in the nature, being the work of God, is ordered for the best, or that organizing the things in the universe is such as to produce the highest good. An optimist sees opportunity in every difficulty and encapsulate the commonly held belief that peoples’ causal framework affects their outlook on and approach to life. The term explanatory style has been applied to the characteristic way in which people explained the causes of events in their lives.

Job Values can also influence the Role Performance of teachers working with special students. Different teachers possess different levels of Job Value. Value is concept or beliefs that determine how we live in our life. It is a belief, a mission or a philosophy of a person or social group in which they have an emotional investment. In recent years, a great deal of attention has been paid on Job Value. At work, values are major influences on how
individuals approach work. Values determine our decisions and cause us to summon up energy to preserve what people believe in or what people want to defend. Throughout the life one acquired a set of values, beliefs and ideas that are important. Even after any length of service, the Job Values of an individual may vary as one grows higher on the ladder of success. It is important to know, what the worker wants from his job because Job Values lead to job satisfaction and personal adjustment of an individual. The Role Performance of a special teacher may vary because the levels of Optimism and Job Value are different in special teachers.

The aforesaid discussion reveals that the ultimate goal of schooling on the part of the special students what they learn however, depends on the teacher’s Role Performance. The performance of the role of the special education teacher can be affected by some variables such as teacher commitment, professional growth, school environment, prevailing culture, teacher innovativeness, teacher job involvement, job satisfaction, job accommodation, teacher effectiveness, teacher attitude, teacher personality etc. Optimism and Job Value can also influence the Role Performance of teachers working with special children.

On the basis of this framework some questions arise automatically like (i) Is there any difference in Role Performance of male and female teachers working with special students in reference to Optimism and Job Value? (ii) Is there any difference in Role Performance of teachers working with different type of special students in reference to Optimism and Job Value? (iii) Is there any difference in Role Performance of teachers working with special students having different qualifications in reference to Optimism and Job Value? (iv) Is there any difference in Role Performance of teachers working with special students having different teaching experience in reference to Optimism and Job Value? (v) Is there any
relationship between Role Performance of teachers working with special students with Optimism and Job Value?

On the basis of these research questions the problem arises as the Role Performance of Teachers working with Special Students in reference to Optimism and Job Value.

OBJECTIVES OF THE STUDY

On the basis of conceptual framework and research questions the objectives of the study were -

1. To study the Role Performance of male and female teachers working with special students in reference to Optimism.
2. To study the Role Performance of teachers working with different types of special students in reference to Optimism.
3. To study the Role Performance of teachers working with special students having different qualifications in reference to Optimism.
4. To study the Role Performance of teachers working with special students having different experience in reference to Optimism.
5. To study the Role Performance of teachers working with special students in reference to the high, average and low levels of Optimism.
6. To study the Role Performance of male and female teachers working with special students in reference to Job Value.
7. To study the Role Performance of teachers working with different type of special students in reference to Job Values.
8. To study the Role Performance of teachers working with special students having different qualifications in reference to Job Value.
9. To study the Role Performance of teachers working with special students having different experience in reference to Job Value.
10. To study the Role Performance of teachers working with special students in reference to the high, average and low levels of Job Value.

11. To study the relationship of Role Performance with Optimism and Job Value of teachers working with Special students.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated in reference to the above objectives given by the researcher:

1- There is no significant difference in Role Performance of male and female teachers working with special students in reference to Optimism.
   - There is no significant difference in Role Performance of male and female teachers working with special students having high Optimism.
   - There is no significant difference in Role Performance of male and female teachers working with special students having average Optimism.
   - There is no significant difference in Role Performance of male and female teachers working with special students having low Optimism.

2- There is no significant difference in Role Performance of teachers working with different type of special students in reference to Optimism.
   - There is no significant difference in Role Performance of teachers working with different type of special students having high Optimism.
   - There is no significant difference in Role Performance of teachers working with different type of special students having average Optimism.
   - There is no significant difference in Role Performance of teachers working with different type of special students having low Optimism.
teachers working with special students having low Optimism.

3- There is no significant difference in Role Performance of teachers working with special students with different qualification in reference to Optimism.

- There is no significant difference in Role Performance of teachers working with special students with different qualifications having high Optimism.
- There is no significant difference in Role Performance of teachers working with special students with different qualifications having average Optimism.
- There is no significant difference in Role Performance of teachers working with special students with different qualifications having low Optimism.

4- There is no significant difference in Role Performance of teachers working with special students with different teaching experience in reference to Optimism.

- There is no significant difference in Role Performance of teachers working with special students with different teaching experience having high Optimism.
- There is no significant difference in Role Performance of teachers working with special students with different teaching experience having average Optimism.
- There is no significant difference in Role Performance of teachers working with special students with different teaching experience having low Optimism.

5- There is no significant difference in Role Performance of teachers working with special students having high, average and low Optimism.

6- There is no significant difference in Role Performance of male and female teachers working with special students in reference to Job Value.
• There is no significant difference in Role Performance of male and female teachers working with special students having high Job Value.

• There is no significant difference in Role Performance of male and female teachers working with special students having average Job Value.

• There is no significant difference in Role Performance of male and female teachers working with special students having low Job Value.

7- There is no significant difference in Role Performance of teachers working with different type of special students in reference to Job Value.

• There is no significant difference in Role Performance of teachers working with different type of special students having high Job Value.

• There is no significant difference in Role Performance of teachers working with different type of special students having average Job Value.

• There is no significant difference in Role Performance of teachers working with special students having low Job Value.

8- There is no significant difference in Role Performance of teachers working with special students with different qualification in reference to Job Value.

• There is no significant difference in Role Performance of teachers working with special students with different qualifications having high Job Value.

• There is no significant difference in Role Performance of teachers working with special students with different qualifications having average Job Value.

• There is no significant difference in Role Performance of
teachers working with special students with different qualifications having low Job Value.

9- There is no significant difference in Role Performance of teachers working with special students with different teaching experience in reference to Job Value.

- There is no significant difference in Role Performance of teachers working with special students with different teaching experience having high Job Value.
- There is no significant difference in Role Performance of teachers working with special students with different teaching experience having average Job Value.
- There is no significant difference in Role Performance of teachers working with special students with different teaching experience having low Job Value.

10- There is no significant difference in Role Performance of teachers working with special students having high, average and low Job Value.

11- There is no significant relationship lies between Role Performance with Optimism and Job Value of teachers working with special students.

**OPERATIONAL DEFINITIONS OF THE VARIABLES USED IN THE STUDY**

The technical terms of the study which need deeper clarification are as below:

*Special students*

According to Comprehensive Dictionary of Education special students are those who deviate from normal students in any one or more dimension such as physical, psychological, cognitive or social and learning that make the fulfillment of their needs and potentials more difficult than for other
students. So these deviations can be on both sides either positive or negative. In the present study only negative problems of special students were taken. So in the study students who are mentally retarded, visually handicapped, deaf & dumb or orthopedically handicapped were considered as Special students.

**Special education teacher**

According to Bella Weaver, Special teachers are those who work with the students having wide range of disabilities. These include cognitive disabilities as well as physical or emotional ones. In the present study special teachers are those who are working with mentally retarded, visually handicapped, deaf & dumb and orthopedically handicapped students in special schools.

**Role Performance**

According to Dictionary of Education, Role Performance is the actual behaviour of people in a particular Role, in contrast to how they are supposed to behave. It is the inclusion of functions performed by teacher in a particular situation. In the present study the Role Performance of teachers working with special students will be defined on the basis of four major Roles. These Roles are-

- **Instructional Roles** – The instructional Roles of teachers working with special students include all the functions which are related to instructional process. These functions are- To Recognize students’ individual abilities, Planning, preparing and delivering lesson to a variety of pupils, Prepare material for classroom activity, Use innovative instructional strategies, Teach basic skills to students to improve the area of weakness, Giving positive reinforcement, Monitor and evaluate the progress of students.
• **Organizational Roles** – The organizational Roles of teachers working with special students included all the planned & organized activities done by teacher for the development of students. These roles are- To design appropriate curriculum framework, Prepare individual education thereby plan according to the need of student, Maintain accurate record, Monitor

• **Societal Roles** – School is a sub-system of society. Being a member of society, teacher has to play societal Roles which are – To teach socially accepted behaviour to the students, Facilitate positive social relationships among children, Organizing community projects, Follow up activities, Contact with experts and parents, Monitoring the progress of community based projects and plans, Conduct disability awareness activities in society and Conduct the survey for diagnosis of children with disability.

• **Professional Roles** – Teaching is a professional work. So the professional Roles of teachers working with special students include all the functions done by teachers for their professional development. These functions are- Attend Seminar and Conference, Research, Innovations, Publication in the field of special education.

**Optimism**

According to **Victoria Ocampo**, Optimism is a tendency to expect the best possible outcome or dwell on the most hopeful aspects of a situation. In the present study Optimism is defined on the basis of three factors. These factors are given below:

1) Enthusiasm
2) Confidence
3) Control
**Job Value**

The term ‘Job Value’ comprises of two words that are Job and Value. Job means a group of homogeneous tasks related by similarity of functions performed by an employee in an exchange for pay. A job consists of responsibilities, duties and tasks which are defined, specific and can be accomplished. From a wider perspective, a job is synonymous with a Role and includes the physical and social aspects of a work environment. Value means relative worth, merit, or importance. In the present study Job Value is defined on the basis of eleven factors given by Seema Sanghi. These factors are-

1. Financial Benefits
2. Non-financial benefits
3. Opportunities for development and promotion
4. Opportunities for responsible and independent action
5. Job and Personal security
6. Type or kind of work
7. Job according to interest and abilities
8. Supervisor – Supervision and Management
9. Co-workers and sub-ordinates
10. Recognition and appreciation for accomplishment of job
11. Working conditions

**SOURCES OF DATA**

All the teachers working with mentally retarded, visually handicapped, deaf & dumb and orthopedically handicapped students of different special schools were the source of the study.
TOOLS USED IN THE STUDY

For collection of data tools have been selected on the basis of objectives for taking data from Schools dealing with special students. There were three variables taken in this study Role Performance, Optimism and Job Value. So that for measuring Optimism of teachers working with special students, Learned Optimism scale developed by Sanjyot Pethe was used and for measuring Job Value, Job Value Questionnaire developed by Dr. Seema Sanghi was used. The tools were selected because, these tools were found according to the purpose of the study. It means age or grade level covered by these tests have been found to be according to the need of the study. Some practical features as- Ease of administration of tool, ease of scoring, ease of interpretation was also found. The tests were cost effective and norms were friendly. So these two tools were selected for data collection. No standardized tool was found for measuring Role Performance. Therefore, the Role Performance scale was prepared by the researcher.

RESEARCH PROCEDURE

The Research procedure is being presented stepwise-

- In the first step, the two tools were selected and Role Performance scale was prepared by researcher. For the preparation of Role Performance scale, firstly related literature was consulted. After collecting the content, first draft of test items was prepared and for selecting necessary points regarding the test, a discussion was held with subject experts and research supervisor for determination of test sequence in the test. A panel of 8 judges with more than ten years of experience in concerned field was selected. After constructing the items, it was sent to five distinguished field experts for evaluation
and it was revised again in the light of their suggestions. After preparing first phase of the test, the prepared items were showed to the language experts for the removal of language and grammatical mistakes. Some of the items were modified and some of the items were dropped out. Final draft of the test was prepared after modifying the test. After final draft a tryout was done on a small sample of 50 teachers working with special students. Finally after removing the ambiguous items, 60 questions were taken in the Role Performance scale.

- In the second step, special schools were selected for the study in Agra, Mainpuri, Firozabad and Mathura districts by simple random sampling and teachers working with special students were selected by purposive sampling method.
- In the third step, a meeting was done with Principals and head of the Special schools for rapport building and for taking permission for data collection.
- Next, the process of the data collection started. The process was very difficult because some schools were conducting internal activities at that time, sometimes due to festive season school heads/teachers were not available, teachers would hesitate to give their opinion/fill the scale and in completing the tools. First of all an introductory and orientation address was given by the researcher to establish rapport. Then the tools were administered on the Teachers working with special students. Before administrating the tools, proper instructions were given to the subjects. After that, scoring was done as per the manuals of the tools. The raw scores were inserted into a spreadsheet and then the result was drawn on the basis of suitable statistics technique.
ANALYSIS OF DATA

Analysis of data has been done through Mean, Standard deviation, t-test, correlation and other relevant statistical measures like graphical representation.

CONCLUSION

The results and conclusions according to hypotheses are presented as below:

Hypothesis 1: There is no significant difference in Role Performance of male and female teachers working with special students in reference to Optimism.

It can be revealed from the first hypothesis that there is no significant difference in Role Performance of male and female teachers working with special students in reference to Optimism. It can be said that Role Performance of teachers working with special students having high, average and low Optimism do not vary on the basis of gender. This agrees with the earlier study of Vijyalakhmi G. (2002), which indicated the factors affecting teacher effectiveness with the main objective to see the impact of some variables namely sex, age, marital status, qualification, designation, experience, subject of teaching, status of college, type of college, and type of management on teacher effectiveness. The data was collected from 200 degree and professional college teachers with the help of teacher effectiveness scale which was a checklist with weightages 0 and 1 for the absence or presence of that characteristic under study. It was found that except the age, all variables had no significant impact on teacher effectiveness.
Hypothesis 2: There is no significant difference in Role Performance of teachers working with different type of special students in reference to Optimism.

It is revealed from the second hypothesis that there is no significant difference in Role Performance of teachers working with different type of special students in reference to Optimism. It can be said that Role Performance of teachers working with special students having high, average and low Optimism do not vary on the basis of different type of special students. This agrees with the earlier study of- Vijyalakshmi G. (2002) who investigated the factors affecting teacher effectiveness with the main objective to see the impact of some variables namely sex, age, qualification, experience, marital status, designation, status of college, type of college, and type of management on teacher effectiveness. It was found that except the age, all variables had no significant impact on teacher effectiveness.

Hypothesis 3: There is no significant difference in Role Performance of teachers working with special students with different qualification in reference to Optimism.

It is revealed from the third hypothesis that there is significant difference in Role Performance of teachers working with special students with different qualification in reference to Optimism. Thus it can be said that Role Performance of highly qualified group (M.Ed) of teachers working with special students in case of high and average Optimism is higher than the other two categories. In case of low Optimism the Role Performance of teachers working with special students with B.Ed qualification is slightly higher than the other group of teachers. F-test is used to examine that the difference found in mean scores is significant or not. The calculated F-values was not significant at 0.05 level of significance in case of high and
low Optimism. In average Optimism category, there is a significant difference in the mean scores of Role Performance. It may be due to the reason that the teachers working with special students having M.Ed qualification must have deeply studied about special students. M.Ed involves intensive project work, publication, participation in seminar and conference, knowledge of recent researches and innovations in India and abroad in the field of special education. So that the teachers working with special students having M.Ed qualification can do many qualitative works related to their roles & responsibility. So the group (Diploma and M.Ed.) are significantly different from each other in reference to Optimism. This agrees with the earlier study of Jayan, C. (2006) identified the role of extrapolative variance of emotional competencies, job attitudes and personality variables in job performance. The sample comprised of 203 moderate level managers, who completed the Emotional Competency Inventory (ECI), Type A Personality Pattern, Job Attitudes Scale (JAS) and Performance Scale. Colleagues rating and Superior ratings for these managers were also taken. Regression analysis showed that R² increased from 0.11 to 0.33 with totaling of each of the seven variables that added significantly to the prediction of job performance. The result revealed that there is a significant influence of teacher’s attitude on their performance.

**Hypothesis 4: There is no significant difference in Role Performance of teachers working with special students with different teaching experience in reference to Optimism.**

It is revealed from the fourth hypothesis that there is significant difference in Role Performance of teachers working with special students with different teaching experience in reference to Optimism. Then, t-values were calculated to locate where the groups actually differ. It was found that Role Performance of highly experienced group (more than 5 years) of
teachers working with special students in case of high and average Optimism is higher than the other two categories. In case of low Optimism the Role Performance of teachers working with special students with less than 2 years experience is slightly higher than the other category of teachers. F-test is used to examine that the difference found in mean scores is significant or not. The calculated F-values are not significant at 0.05 level of significance in case of high and low Optimism. In average Optimism category, there is a significant difference in the mean scores of Role Performance. It may be due to the reason that teachers having more than 5 years experience are expected to understand special student’s problem in specific manner. The multiplicity of the activities to be performed by the special education teacher demand certain specific knowledge, attitude to deal with different situation, preparation & planning for teaching, class room management skill, interpersonal relationship with special students & adjustment in challenging environment. These all qualities can be assumed better in the more experienced teacher. On the contrary the teachers with less experience take the time to get familiar in the new working environment and hesitate to take initiatives which can affect their Role Performance. So it may be possible that more experienced teacher perform their roles in more effective manner than less experienced teacher. This agrees with the earlier study of Chika, P. E. & Ebele, J. E. (2008) focused on two major research questions, how do the principals perform their instructional leadership roles? And to what degree do these roles influence the teacher’s work performance? This study was a survey conducted in all the government- secondary schools in Asaba metropolis of Delta state. The sample comprises 240 teachers randomly selected from these schools. The instrument was a questionnaire titled “Questionnaire on Instructional Leadership Employed by Principals (QILEP). The two research questions were replied using Measure of central tendency i.e.
Mean, whereas the hypothesis was tested using the Pearson’s Product Moment Correlation Coefficient. The outcomes revealed that the principals perform their instructional leadership roles to high degree and these roles influence the teacher’s work performance. Renuka, J. & Sapna, T. (2010) investigated the differences among adolescents, adults and old age people on Optimism/ Pessimism and Emotional Maturity. This research was administered on 600 subjects equally divided into Adults, Adolescents, and Old age subjects. The data was collected using quota random sampling and all subjects were matched on socio-economic status, and belonged to urban setup. Optimism/Pessimism attitude was measured using Optimism/Pessimism scale developed by Dr.D.S.Prashar(1998). Emotional Maturity Scale (EMS) constructed and standardized by Dr. Yashvir Singh and Dr. Mahesh Bhargava (1990) was administered to know Emotional Maturity of the subjects. The result of the present study explored significant generational differences on Optimism/Pessimism attitude. All the three groups were not found to be significantly different from each other on the level of Emotional Maturity. In another study Nan, M. K. (2006) presented those beliefs of teachers that influence their commitment towards profession. Relationship between commitment of teachers to the profession and their sense of academic Optimism was tested on third and fourth grade teachers in Ohio selected by random sampling. Exploratory and Co-relational factor analysis was used for data analysis and the models proposed. In addition, analysis involved an enquiry into teacher factors of teachers such as- teaching experience, valid status and degree achieved. The analysis also involved some student factors such as- socio-economic status, minority background and acknowledged status related to teachers’ sense of academic Optimism. Outcomes showed that academic Optimism included teachers’ sense of efficacy and their emphasis on academics. Teacher factors are not concerned to academic Optimism sense of teachers.
There was positive relationship found between Academic Optimism and students’ socio-economic status, but teacher experience and expertise factors were not related to academic Optimism sense of teachers. Exploratory analysis revealed that positive teacher beliefs were related to teachers’ commitment to their profession.

**Hypothesis 5: There is no significant difference in Role Performance of teachers working with special students having high, average and low Optimism.**

It is revealed from the fifth hypothesis that there is significant difference in Role Performance of teachers working with special students having high, average and low Optimism. Then, t-values were calculated to locate where the groups actually differ. It is found that the Role Performance of teachers working with special students having high Optimism is higher than the other two categories of teachers. F-test is used to examine that the difference found in mean scores is significant or not. Then, significant differences in Role Performance are found between the teachers having average and low Optimism and between the teachers having high and low Job Value at 0.01 level of significance. But, no significant difference in Role Performance is found between the teachers having high and average Optimism at 0.05 level of significance. It may be due to the reason that Optimism includes Enthusiasm, Confidence and Control. Enthusiasm is a great excitement or interest in a subject. Confidence is dependence on one’s own abilities. Control is sense or command over the situation. So Optimism is the ability to evaluate positively. The teachers working with special students who have high Optimism should have all these qualities. If all these qualities are present in them, then it may quite sure that their Role Performance must go higher than others. Role Performance includes four roles- Instructional roles, organizational roles, societal roles and
Professional roles. If a teacher working with special students has high Optimism, then he/she can organize teaching learning process effectively, plan strategies relevant to teaching, attend seminar and conferences, involve in research and innovation with enthusiasm and a positive attitude. As the Optimism of teachers working with special students decreases, the Role Performance also decreases. That is why the two groups (Average and Low, High and Low) are significantly different from each other in reference to Optimism. But another study not in support in that is done by Nan, M. K. (2006) presented those beliefs of teachers that influence their commitment towards profession. Outcomes showed that academic Optimism included teachers’ sense of efficacy and their emphasis on academics. Teacher factors are not concerned to academic Optimism sense of teachers. There was positive relationship found between Academic Optimism and students’ socio-economic status, but teacher experience and expertise factors were not related to academic Optimism sense of teachers. Exploratory analysis revealed that positive teacher beliefs were related to teachers’ commitment to their profession.

Hypothesis 6: There is no significant difference in Role Performance of male and female teachers working with special students in reference to Job Value.

It is revealed from the sixth hypothesis that there is no significant difference in Role Performance of male and female teachers working with special students in reference to Job Value. It can be said that Role Performance of teachers working with special students having high, average and low Job Value do not vary on the basis of gender. Kanwar, J. P. S. (2004) studied degree of correlation between values and attitudes of teachers towards teaching profession. He also studied value in reference to gender. Descriptive method of research has been suitably employed for the
study. The sample of 480 teachers was taken by using multistage randomization technique. The two tools namely Study of Values (1992) by Dr. R.K. Ojha and Teacher Attitude Inventory (1978) by Dr. S.P. Ahluwalia were used for the present study. The relationship between Teacher’s attitude towards teaching profession and different types of values was calculated by Pearson’s coefficient of correlation. Homogeneity of variance in the groups was tested by Cochran test. To test the interactional effects of variables, t-test was employed, wherever F-ratio was found significant. Result revealed that there is a negative and significant correlation found between (theoretical and social) values and attitude towards teaching profession but there is positive and significant correlation found between (economical, aesthetic, political and religious) values and attitude towards teaching profession. Gender of the teacher had not been found to interact significantly in determining all values of the teachers.

**Hypothesis 7: There is no significant difference in Role Performance of teachers working with different type of special students in reference to Job Value.**

It is revealed from the seventh hypothesis that there is no significant difference in Role Performance of teachers working with different type of special students in reference to Job Value. It can be said that Role Performance of teachers working with special students having high, average and low Job Value do not vary on the basis of different type of special students. This agrees with the earlier study of – Jolideh, F. & K. Yeshodhara (2007) examined the impact of age and teaching subject taught on work values of teachers teaching high school classes in India and Iran. In India, data were collected from Bangalore city. Iranian data were collected from Sanandaj city. A sample of 71 (37 Indian and 34 Iranian)
high schools was selected randomly. From the selected schools, a sample of 721 teachers was selected using stratified random sampling technique. While, choosing teachers attention was given to their age and subject taught by them that is, science or arts group subjects. The tool containing 24 items on work values prepared & methodically tested by Elizur (1984) in various cultural backgrounds (Borg, 1986; Elizur et.al 1991) was employed in this study. The significance of difference between countries, age and subjects taught for work values was tested by MANOVA (Multivariate Analysis of Variance). Results showed that Iranian teachers have superior work values in physical and emotional component compared to Indian teachers. Age groups and subject taught do not have any impact on work value.

**Hypothesis 8: There is no significant difference in Role Performance of teachers working with special students with different qualification in reference to Job Value.**

It is revealed from the eighth hypothesis that there is no significant difference in Role Performance of teachers working with special students with different qualification in reference to Job Value. It can be said that Role Performance of teachers working with special students having high, average and low Job Value do not vary on the basis of different qualification. This agrees with the earlier study of Kahya, E. (2008) has studied the impact of job performance on effectiveness of Teachers. Task performance and contextual performance are two separate dimension of behaviour at work that contribute independently to effectiveness outcomes. Least research has studied the relationship between job performance and effectiveness. This study covers earlier investigation by examining the issue of which degree of job performance plays a significant role in inducing any effectiveness result. 7 items for task performance, 12 items
for contextual performance and 3 items for effectiveness such as productivity, quality and innovation were used for measuring employee performance. From a medium sized company, a sample of 143 employees was taken for the study. The outcomes showed that two items, “attention to important details” and “creativity to solve a work problem” were the highest effective items to provide to productivity, innovation and quality. Job experience and level of education had minor impact on effectiveness.

Hypothesis 9: There is no significant difference in Role Performance of teachers working with special students with different teaching experience in reference to Job Value.

It is revealed from the ninth hypothesis that there is significant difference in Role Performance of teachers working with special students with different teaching experience in reference to Job Value. t-values were calculated to locate where the groups actually differ. It is found that mean scores of Role Performance of highly experienced group (more than 5 years) of teachers working with special students in case of high and average Job Value is higher than the other two categories. In case of low Job Value the mean score of Role Performance of teachers working with special students with less than 2 years experience is slightly higher than the other category of teachers. F-test is used to examine that the difference found in mean scores is significant or not. The calculated F-values are not significant at 0.05 level of significance in case of average and low Job Value. In average Job Value category, there is a significant difference is found in the mean scores of Role Performance at .01 level of significance. It may be due to the reason that when an individual enter in the field of special education as special education teacher then he/she has to face many difficulties in performing their challenging roles and in adopting that challenging environment. Much patience is needed in dealing with special
students so special teacher has to give so much time in understanding the special students and in establishing rapport with them. Due to that he/she has left very less time to update himself/herself with innovations or in doing some creative work. This may affect the Role Performance of special teacher but as soon as teacher get familiar with the environment and with the roles he/she will be able to use and frame strategies to make their performance better. This agrees with the earlier study of –Matthews, E. C. et. al. (2009) presented factors influencing Role Performance of community based organizations in agricultural development in Imo State, Nigeria. The sample of 72 respondents was selected by random sampling and then structured questionnaire was administered properly. Frequencies, percentages and ordinary least square multiple regression was used for analysis of data. Findings presented that income, work experience, type of agriculture activity and quality of leadership were significant at 1% level while membership size was significant at 5% level. Johnson M. K. (2001) has studied variation in Job Values during the shift to adulthood. This panel study of young people in the United States discourses a group of interrelated questions on how Job Values modified during the transition to adulthood, comprising whether the sex differences in Job Values seeming in adolescence continue across the transition to adulthood, and whether young men’s and young women’s Job Values vary in same ways. The findings revealed that there is a good deal of instability in Job Values during this stage of the life as young people make the transition from student to adult worker. Sex differences in Job Values narrow in the process, though do not appear. For gender difference, Job Values change in response to the attainment of valued rewards and not in response to their family roles.
Hypothesis 10: There is no significant difference in Role Performance of teachers working with special students having high, average and low Job Value.

It is revealed from the tenth hypothesis that there is significant difference in Role Performance of teachers working with special students having high, average and low Job Value. t-values were calculated to locate where the groups actually differ. It is found that the Role Performance of teachers working with special students having high Job Value is higher than the other two categories of teachers working with special students. F-test is used to examine that the difference found in mean scores is significant or not. The significant differences in mean scores of Role Performance are found between all group i.e. teachers having high & average Job Value, average & low Job Value and high & low Job Value at 0.01 level of significance. A significant difference in Role Performance is also found between the teachers working with special students having high and average Job Value at 0.05 level of significance. This agrees with the earlier study of Godiyal, S. (2001) studied work values and work involvement of English medium school teachers. It has been conducted on a sample of 200 male and female teachers teaching in English medium schools selected randomly. Work was measured by a work value scale and work involvement by questionnaire of R.N. Kanungo’s. Normative survey research method was adopted. The result indicates that work involvement is related to such work values as the amount of control with the job allows to the teachers. It may be due to the reason that Job Value includes financial benefits, non-financial benefits, opportunities for development and promotion, personal and job security, job according to interest and abilities, Co-workers Sub-ordinates, Recognition and Appreciation for Accomplishment of Job, Working Conditions etc. The teachers working
with special students who have high Job Value should get all these facilities. If all these facilities are given to them, then it may quite sure that their Role Performance must go higher than others. As special teachers having high Job Value are highly paid which may help them to increase their confidence level and job satisfaction due to which it may result in their high potentiality. Independent actions helps the special teacher in taking initiatives and it also helps them to take creative decisions which results for them appreciation in their field. So teachers working with special students having high Job Value do their work with full devotion. Thus, the teachers working with special students who have high Job Value may show high Role Performance. Those teachers, who work in an ordinary working environment, perform their role in a normal way. On the other hand outcome of teachers working in unpleasant environment will be low. Teachers working with special students who have high Job Value, do their work with full devotion. Thus, the teachers working with special students who have high Job Value may show high Role Performance. That is why the three groups (High, Average, and Low) are significantly different from each other in reference to Job Value.

Hypothesis 11: There is no significant relationship lies between Role Performance with Optimism and Job Value of teachers working with special students.

It is revealed from the eleventh hypothesis that there is a significant relationship lies between two groups i.e. Role Performance & Optimism and Role Performance & Job Value of teachers working with special students. When the level of significance of correlation is tested, the correlation between is found significant at 0.01 level of significance in both the cases. It may be due to the reason that Optimism includes enthusiasm, control and confidence. If a teacher working with special student does
his/her work with all above mentioned qualities, then he/she will definitely be successful in fulfilling their all types of roles i.e. instructional, organizational, societal and professional. If teacher working with special students is not enthusiastic and confident then he/she will be not able to control their emotions at the problematic situations with special students, as we know so much patience is required at the time of dealing with special student. At the same time if teachers working with special students gets financial benefits, non-financial benefits, development and promotion. Then, he/she may show high Job Value. So if the teacher working with special students has personal and job security and job according to interest and abilities which are the dimensions of Job Value, he may do their work efficiently and fulfill their roles effectively. So, if teachers working with special students have high Optimism or high Job Value, they must also possess high Role Performance. Hence, both the variables Optimism and Job Value are positively correlated with Role Performance. This agrees with the earlier study of- Aamir A. C (2008) tested the effect of job involvement on the self-report measures of in role job performance and OCB. Organizational commitment was measured by Organizational Commitment Questionnaire (OCQ) was developed by Modway, Steers and Porter, (1982) to measure Organizational commitment. Job involvement scale was developed by Lodahl and Kejner (1965) was used to measure Job involvement. A self-appraisal approach designed by the researcher was used to measure In Role Performance. The results of this study explored that there are positive correlation found in job involvement with in-role job performance (r = 0.30, p<0.01) and OCB (r = 0.43, p<0.01). It was also explored that organizational commitment moderately mediated the job involvement performance relationship. Gede, N. T. & Lawanson, O. A. (2011) explored the correlation employee characteristics with job performance in Bayelsa State Ministry of Education. The intervening
variables of the study were sex, level of education, age, and work experience. The study was done on the lines of descriptive method. A sample of 50 employees out of 221 members of staff representing 22.7% was randomly selected for the study. A 14 item questionnaire titled “Employee Characteristics and Job Performance (ECJP) was developed for collecting the data. The instrument was validated and a reliability coefficient of 0.791 was calculated using test-retest method. The results of the study indicated that there exists a relationship between all the characteristics tested and job performance. It was therefore, concluded that the poor performance of the staff of Ministry of Education could be attributed to employee characteristics.

Jhonson, M. L. (2008) determined the factors that contribute to special education teachers' intent to remain in the special education field in South Dakota. Data was collected using a researcher-designed survey instrument administered to 300 special education teachers in the state of South Dakota. The results of this study indicate that special educators perceive the personal satisfaction they receive from teaching and professional values as the most important in enhancing intent to remain in the field. Conversely, special education teachers report that the lack of student growth, pay unequal to other positions, and non-teaching duties (including special education paperwork) negatively impact their intent to remain in the field.

EDUCATIONAL IMPLICATIONS

The educational implications of the present study are not difficult to discern. The subject of study is of much importance in the present day context as there is a growing focus on Role Performance of the teachers including the enhancement of this trait.

For Authorities -

- It should be remember that Role Performance is very necessary for
teachers working with special students. This study clearly indicates that there is a significant difference in Role Performance of teachers working with special students having high, average and low Job Value. Hence, it is the time for authorities to incorporate a set of inputs in special education for increasing Job Value, simultaneously, enhancing Role Performance. Job Value can be increased by giving financial benefits, non-financial benefits, job according to interest and abilities, opportunities for development and promotion, job and personal security.

- This study also shows that the teachers working with special students who have high level of Optimism show high level of Role Performance than the teachers who have low level of Optimism. Learning from the existing theoretical knowledge and empirical evidence the low optimistic teachers seem to be lacking in Role Performance. As a matter of strategy, therefore, these teachers need to increase their patience, confidence, adaptability and positivity. This can be done by arranging refresher course, orientation program, seminars, workshops and training programs for them. There should be need based programmes throughout the year and should deal with concrete or actual problems confront the teachers working with special students. Training should be given at regular intervals with systematic assessment and feedback programme. A vigorous follow-up of all the workshops, courses etc. meant for their Optimism and Job Value will ensure better results.

- The present study further reveals the significant positive relationship between Role Performance and Job Value. It gives a strong message that the teachers who get financial benefits, non-financial benefits, job according to interest and abilities, opportunities for development and...
promotion, job and personal security also have good Role Performance. The study also reveals the significant positive relationship between Role Performance and Optimism. It means teachers having high Job Value and Optimism must have high level of confidence, command, adaptability, individuality, positive attitude, and personal effectiveness. Therefore, this finding again focuses to give inputs for strengthen Optimism and Job Value.

For Teachers

This study shows that the teachers working with special students who have high level of Optimism show high level of Role Performance than the teachers who have low level of Optimism. Therefore, teachers working with special students need to increase their patience, confidence, adaptability and positivity. He/she should take their profession as best profession because this is not only a teaching but it includes training and social work also. Not everybody can do this rigorous work with special students. They are doing a challenging task which will increase their confidence. This study also indicates that there is a significant difference in Role Performance of teachers working with special students having high, average and low Job Value. So teacher have to do work to increase their Job Value by doing efforts for better Financial Benefits, Recognition and appreciation. He/she also have to make an healthy environment around the class by taking responsible and independent action which will increase their Role Performance.

For Teacher Educators

The teacher educators will also be benefited with this study because this is the teacher educators’ Role Performance which directly affects the personality of the pupil teacher’s in the teacher education
institutions. Teacher educators should know about Role Performance, Optimism and Job Value and always try to increase all these important variables in pupil teachers so that they can perform their role in proper manner at the time of dealing with special students.

For Government and Policy Makers

- This study clearly shows that Job Value leads to the better Role Performance of teachers working with special students. So the policy makers always keep in mind while policy making that there should be opportunities for development and promotion, job and personal security, proper working conditions, recognition and appreciation for accomplishment of job.

- The indicators offered in this study also focused on Role Performance and Optimism. It is revealed that level of Optimism affects Role Performance of teachers working with special students. Hence, it is time to take a set of necessary actions in special education for developing Optimism in teachers. The present study may be helpful to the government in improving Optimism of teachers working with special students by changing attitude and enhancing individuality, patience, control, adaptability, confidence, command and personal effectiveness. This can be done by reorganizing the courses of studies both in theory and practice, disseminating innovative practices, developing healthy attitude in teachers, systematizing the admission procedures, motivating to be reflective practitioners, and involving themselves in projects.

- Last, but not in the least, the government can plan some special program commonly for male and female school teachers, teachers working with different type of special students to bridge up the gap.
SUGGESTIONS FOR FURTHER STUDY

Research in any field is a continuous process and no research in itself is considered finished. Every research lays down the foundation for a new study. The statement “we live on the past in present for future” is very pertinent in relation to any research, whatever explored in this research was assigned by past researchers and it was assumed that few suggestions may be given for future investigations in the light of present study which may prove worthwhile. Some suggestions are-

- The test used for measuring Job Value of teachers working with special students have many dimensions but in present study analysis have been done by considering global scores of all the test. It was felt that analysis of all the dimensions would be done separately and intensively to explore result in depth.
- A similar study may be carried out on the teachers of different age group, different medium of instruction, different socio-economic status.
- A comparative study may be conducted by taking the groups of general teachers, special teachers and teachers working in inclusive setting.
- The same study can be carried out to get better and more authentic results on a large group.
- Some higher order statistical techniques could be employed in analyzing the data to reach the conclusion in finer forms of result.
- A similar study can be carried out by taking some other variables such as Job stress, job satisfaction, teacher effectiveness, patience and perception of teachers working with special students.
- The same study can be carried out on teachers working with the students having different learning disabilities like Dyslexia.
• The study can be done in other divisions of Uttar Pradesh.

LIMITATIONS OF THE STUDY

It is universal fact that no finding can be perfect. Every aspect of changing surrounding affects the human behaviour. Thus it is an illusion to reach at any perfect conclusion in behaviour science due the dynamic nature of the human being and rapid change in environment. The present study is not an exception and following are the limitations of the present research:

• Role Performance of teachers working with special students in reference to Optimism and Job Value was studied on the basis of gender, qualification and teaching experience and type of special students.
• The study was delimited to Agra Division only.
• Optimism was measured by ‘Learned Optimism Scale’ developed by S.Pethe, S. Chaudhary, S.Dhar & U.Dhar.
• Job Values was measured by ‘Job Value Questionnaire’ developed by Dr. (Mrs.) Seema Sanghi.
• The study was delimited to the teachers working with mentally retarded, visually handicapped, deaf & dumb and orthopedically handicapped students.