

Abstract

The study on “Desirable Qualifications of Special Education Teachers” aims at studying the qualifications or indicators of knowledge, morality and respectability as well as additional qualifications specially needed for being a special education teacher. The instrument for data collection is questionnaire. The sampling group consist of 60 general and special education teachers of secondary education division, Chitrlada School.

The study finds that the sampling group are more females than males aged between 22-30. Most of them are teachers teaching ordinary students and are nominated or recommended by insiders, graduated with Bachelor’s Degree in direct teaching and have 1-10 years of teaching experience. They have been trained by Chitrlada School to efficiently teach ordinary and special students through training, seminars, and counseling with experienced teachers. However, the sampling group view that their educational background and supplementary knowledge-seeking effect their functioning as special education teachers only moderately.

The sampling group highly agree that desirable qualifications of special education teachers prioritized by their importance are knowledge, respectability and morality, while desirable additional qualifications are perceptiveness, endurance, benevolence, calmness, sacrifice, readiness to be giver, devotion of time for special students, understanding of nature, behavior, and development of special students, sincere love for teaching and helping special students without expecting any pay back, determination, dedication, courage to overcome obstacles, inspiring teaching techniques, good personality, sweet tongue, students’ spiritual supporter, listening and help solving students’ problems, good human relations, and capability to work with psychiatrists and psychologists as well as to be counselor of the students’ parents. Tests of relationship among variables reveal that gender, age, present position, educational background, experience, selection, and means of seeking additional

knowledge do not have any effect on desirable qualifications of special education teachers in all aspects namely knowledge, morality and respectability.

The study recommends that higher educational institutes and responsible agencies should stimulate the production of special education teachers by adding special education specialization in the Faculty of Education. The School should be seriously anxious about and recognize the importance of special education teachers. On the other hand, special education teachers should be really fond of teaching and continually develop teaching techniques besides morality and respectability which are already existed.