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# A post-pandemic study on the perception of stress by Special Education Teachers.

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# Topic and problem

- Occupational stress impacts teaching as a vocation (Kotowski et al., 2022),
- Occupational stress affects both physical and mental health
- Little is known about the SET in Ireland, their perception of occupational stress and its link to teaching
- Personal interest in the subject area

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# Aim and questions of the research

- The perception of post-Covid-19 occupational stress among special education teachers and its effect on providing quality teaching.
- What are teachers' individual experiences of stress in a special education setting?
- How does post-covid 19 occupational stress level affect special education teachers' performance in providing quality teaching?

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# Research design and participants

- Method: Qualitative research
- Where? Special School (severe to profound)
- How? Five face to face interviews
- Who? Five SET teachers
- Why? According to Yin (2014), qualitative research provides a distinctive perspective and interpretation of an inner circle, enabling the investigator to gather distinctive and unbiased data.

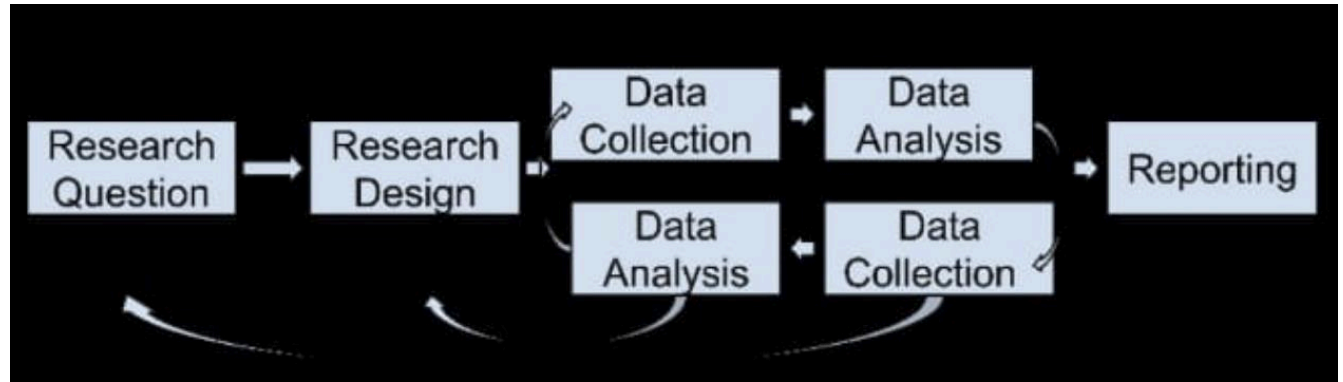
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# Data collection process and tools

- Semi-structured Interviews
- Open-ended questions
- Examples: 'Explain, what comes to your mind when you hear the word stress?', 'How has pandemic affected your stress levels?'
- No 'Why' questions
- No 'yes' or 'no' questions

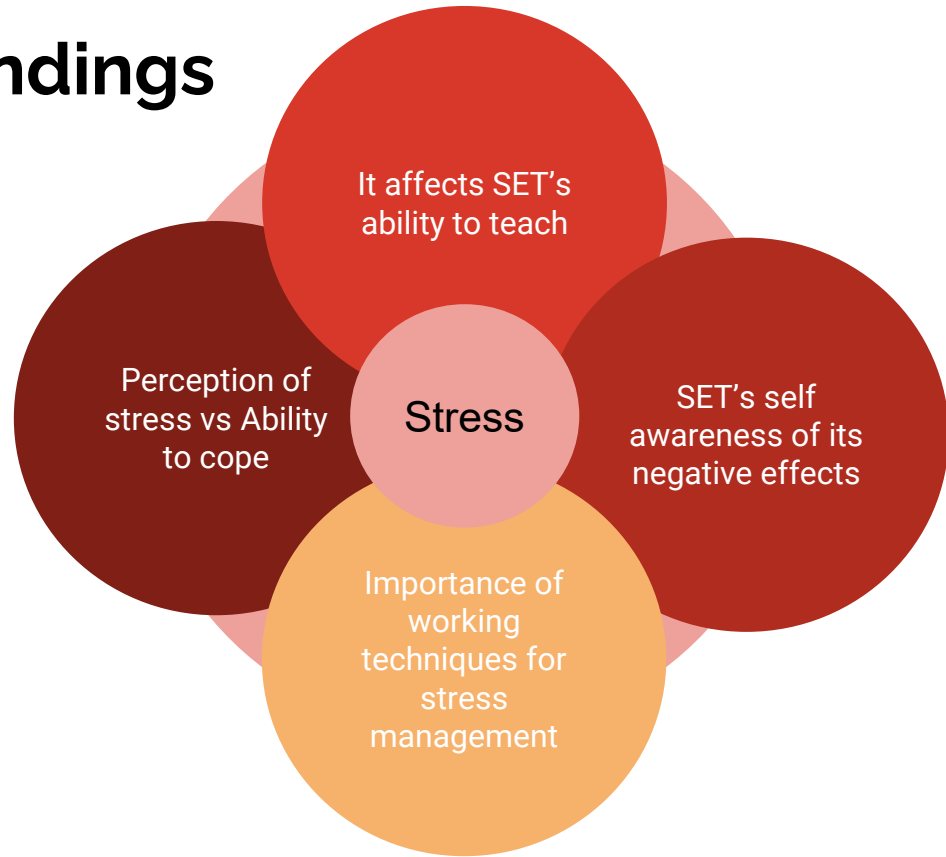
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# Analysis approach



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# Key findings



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# Limitations and recommendations

- Small number of participants
- Sensitive topic
- Bias
- method

## Recommendations:

- Proactive measures to alleviate stress
- Increased self awareness
- Teacher training, sick leave, early retirement



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# References:

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