



Comparative study of job satisfaction between regular and special school teachers

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Abstract

The present study was conducted to investigate the job satisfaction of Regular and Special school teachers. The study was conducted on random sample of 40 teachers working in Regular and Special schools at Bhopal (M.P.). The Questionnaire prepared for job satisfaction. The Questionnaire was administered and collected data. For analysis of data 't' test was applied. The result of the study reveals that there was no significant difference between the mean score of job satisfaction between Special and Regular school teachers. It is also found that Regular school teachers have high job satisfaction as compare to Special school teachers. It is cleared from result that there was no significant difference between the mean score of job satisfaction between Special school teachers regarding their gender.

Keywords: Job satisfaction, disability, regular school, special school, regular school teacher, special educators

Introduction

Education is the process of facilitating learning of the acquisition of knowledge, skills, values, beliefs and habits. Education methods include teaching, training, storytelling, discussion and directed research. Special education, also called special needs education, the education of children who differ socially, mentally, or physically from the average to such an extent that they require modifications of usual school practices. Special education serves children with emotional, behavioral, or cognitive impairments or with intellectual, hearing, vision, speech, or learning disabilities; gifted children with advanced academic abilities; and children with orthopedic or neurological impairments. A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions). Job satisfaction is defined as the level of contentment employees feel with their job. This goes beyond their daily duties to cover satisfaction with team members/managers, satisfaction with organizational policies, and the impact of their job on employees' personal lives. Job satisfaction can be measured in cognitive (evaluative), affective (or emotional), and behavioral components.

A teacher (also called a schoolteacher or formally, an educator) is a person who helps students to acquire knowledge, competence or virtue. Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task).

Special education teachers, also known as Special Educators help their students reach their full potential, whatever that might look like. Their approach to teaching is one-of-a-kind: they use both traditional teaching methods and unconventional techniques to serve their students' unique learning needs. For

that reason, it can be challenging to nail down what a special education teacher is and what they do. Work occupies an important place in the life of man. It is a major source of the satisfaction of the biological, psychological and social needs of the individual, as well as the best single determinant of social class. Suitability of work, therefore, is very important for job satisfaction and the general mental health of the individual. The job satisfaction problem is the worst in our country. There is not a single profession where all people are satisfied with their job. Most of the teachers often feel dissatisfaction with their job. The reason may be the lower grades of pay and the social status, if these things are improved, we can think of a job satisfaction situation taking a turn to the positive side.

Teacher is not only a man who teaches the pupils but, the teacher is a society maker as well. Teacher is the pillar on which the strength of the entire system of education depends. No program of educational reconstruction can ignore the importance of teachers. In the field of special education, the job satisfaction problem also affects the special teachers. These teachers are part of the education system but their income, facilities, benefits and status are very low in comparison to the general teachers. If these gaps are filled, we may expect something better in this special field. However, at present, the majority of special teachers, though it is very distressing to find, are not satisfied with the job and the service conditions which need a radical change in order to ameliorate the standards of learning and teaching in India. The special child is often ignored in society. He can be a part of society with the help of a special teacher but, if the special teachers are not satisfied with their job, it will adversely affect the efficiency of them. Some way has to be found out to prevent the good teachers from leaving the profession due to dissatisfaction. For this, it is necessary that study of job

satisfaction be made and ways and means to attract the best people towards teaching found for the noble cause of educational improvement.

Methodology

Type of research study

The present study is Descriptive in nature. To carry out the above said exploration and to meet the objectives of the study Descriptive survey method of investigation was employed.

Variable of research study

- **Dependent variable:** Job Satisfaction
- **Independent variable:** Regular School teachers and Special School teachers.

Tools of research study

The researcher prepared Questionnaire for job satisfaction. The Questionnaire consists of 15 items with three point rating scale (Agree, Disagree, and Indecisive).

Sample and sampling method research study

The teachers of Regular and special education of Bhopal district will be considered as population of the study. Stratified random sample of Regular and special schools, 20 Regular teachers, 20 special teachers will be selected from Bhopal district covering 10schools

Objective of research study

Present research work has been carried out with the following objectives:-

- To Compare of job satisfaction between Regular and Special school teachers
- To compare of job satisfaction between Regular and Special school teachers with regard to their gender.

Data analysis and interpretation

Hypothesis 1.0

There is no significant difference between the mean score of job satisfaction between Special and Regular school teachers.

Table 1: Scores of job satisfaction between Regular and Special school teachers.

Variable	Group	No. of cases	Mean	Le SD	Table t- value	Calculated t- value (.05 level)
Job satisfaction	Special school teachers	20	36.45	6.361	2.02	.481**
	Regular school teachers	20	37.30	4.68		

*Significant ** Not significant

It is also shown diagrammatically

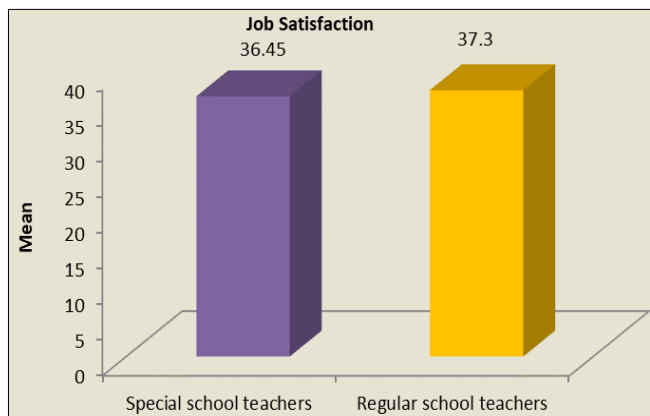


Fig 1

The mean score and standard deviation indicate job satisfaction in Special and Regular school teachers is shown in table. Mean score of job satisfaction in Special school teachers (36.45) and Regular school teachers (37.30). It is evident from the results that Regular school teachers scored higher as compared to Special school teachers.

To examine the job satisfaction of group (Special and Regular school teachers) 't' test was applied and 't' value was obtained not significant (.421 < 2.02 df=48). The results indicate that there is no significant difference between Special and Regular school teachers in job satisfaction.

Hypothesis 2.0

There is no significant difference between the mean score of job satisfaction between Regular and Special school teachers with regard to their gender

Table 2: Scores of job satisfaction between Regular and Special school teachers with Regard to their gender

Variable	Group	No. of cases	Mean	Le SD	Table t- value	Calculated t- value (.05 level)
Job satisfaction	Male teachers	20	36.15	7.08	2.02	.826**
	Female teachers	20	37.60	3.39		

*Significant ** Not significant

It is also shown diagrammatically

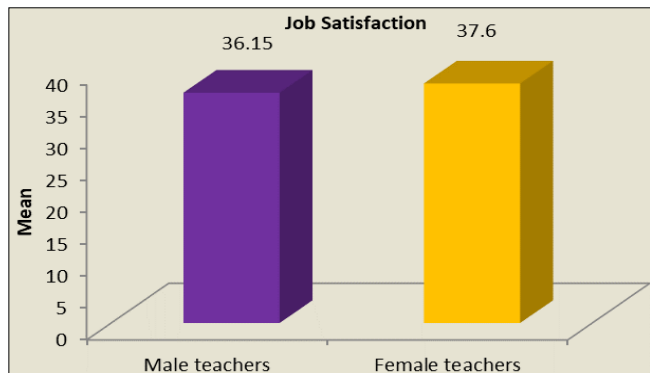


Fig 2

Table 3: Scores of job satisfaction between Male and Female Special school Teachers

Variable	Group	No. of cases	Mean	Le SD	Table t- value	Calculated t- value (.05 level)
Job Satisfaction	Male Special school Teachers	10	37.40	5.77	2.09	.744**
	Female Special school Teachers	10	39.00	3.59		

*Significant ** Not significant

It is also shown diagrammatically



Fig 3

The mean score and standard deviation indicate job satisfaction Male Special school Teachers and Female Special school Teachers is shown in table. Mean score of job satisfaction in male Special school Teachers (37.40) and Female Special school Teachers (39.00). It is evident from the results that female Special school teachers scored higher as compared to male Special school teachers. To examine the job satisfaction of group (Male and Female Special school Teachers) ‘t’ test was applied and ‘t’ value was obtained not significant (.744 < 1.96 df=18).The results indicate that there is no significant difference between Male Special school Teachers and Female Special school teachers in job satisfaction.

Findings

- There was no significant difference between the mean score of job satisfaction between Special and Regular school teachers. On the basis of comparison of mean score, it was revealed that Regular school teachers scored higher as compared to Special school teachers.

The mean score and standard deviation indicate job satisfaction of male and female school teachers is shown in table. Mean score of job satisfaction in male teachers is (36.15) and female teachers (37.60). It is evident from the results that Female teachers scored higher as compared to male teachers. To examine the job satisfaction of group (male and female school teachers) ‘t’ test was applied and ‘t’ value was obtained not significant (.826 < 12.02 df=48). The results indicate that there is no significant difference between male and female school teachers In job satisfaction.

Hypothesis 3.0

There is no significant difference between the mean score of job Satisfaction between Special school teachers with regard to their gender.

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Discussion and Conclusions

The present study involved 40 teachers teaching in regular and special school. The result indicates that regular and special school teachers have no difference in perception of job stability, Learning and career development, financial stability. Working flexibility, work stressed and burden. It is clear that there is difference in class environment and work condition in regular and special school. So special school teachers needs positive attitudes and beliefs about the nature of job.

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