

Job Satisfaction: A Study of Teachers in General and Special School



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Abstract

Background

Job satisfaction describes how a person views ones job, the activities and environment related to it. It is a blend of psychological and emotional experiences of an individual of one's work.. Teachers both in general and special schools often undergo job dissatisfaction.This study attempts to outline the level of job satisfaction among teachers of general and special school for children with intellectual disability.

Sample

Twenty five teachers each from the special school of children with intellectual disability and a controlled group, matched on age and gender from general school were selected as a sample for the present study.

Tools

Self constructed interview schedule was used to collect data on socio demographic profile of the teachers and for job satisfaction, Teachers Job Satisfaction Questionnaire (Nasrin and Afshan Anees, 2014) was used.

Results and Discussion

The results showed that when compared, job satisfaction among teachers in general and special school for children with intellectual disability. Job satisfaction was found to be lower among teachers of special school as compared to the teachers in general school. Further significant differences were found among both the groups in all sub scales except two i.e. job acceptance, observational skills.

Keywords: Job Satisfaction, General School Teachers, Special School Teachers.

Introduction

Job satisfaction is not only related to one's job but it also includes sustaining in one's life.It is also enhancement and enrichment of one's life since many people carry on working even though their economic needs are already fulfilled. This shows that for some people work gives them satisfaction of many other needs such as individual recognition, accomplishment and also the happiness they get from working with other people (Darboe,2003). There are many factors that influence the teachers' job performance such as ability, approach, mastery over their subject, method adopted for teaching, personal features, the classroom environment, general mental ability and dealings with students(Usop et.al 2013). Job satisfaction among the teachers is also associated with the work culture and work pressure to a great extent.

Objectives of the Study

1. To study the socio demographic profile of the teachers in general and special school for children with intellectual disability.
2. To study the job satisfaction among the teachers in general and special school for children with intellectual disability.

Review of Literature

Ololube (2006) in the study on Teachers' job satisfaction and motivation for school effectiveness: An assessment. Education system, revolves around the teachers stated that teachers play a vital role in transferring of knowledge to the students. Job satisfaction is the general attitude of individuals towards their job. In context of teaching, it is the ability of the teaching job to meet the teachers' needs and improve their performance in teaching

Graham (1982) in the book on Understanding human relations: The individual, organizations and management put forth that it is not only a state of mind but also autonomy and participation in decision making and

also refers to the sum of an individual's perception and attitude towards their job.

Spector, P.E (2008) in their book on Industrial and organizational behaviour stated that it is an attitudinal and emotional response that reveals how people feel about the different aspects of their job and also about the job as a whole.

Panda,& Mohanty, (2003) in their book on. How to become a competent teacher. Positive attitude is related to job satisfaction and negative towards lack of satisfaction towards ones work. Unfavourable environment makes teachers feel isolated and may create dissatisfaction. Whereas their optimistic attitude towards their profession and their high aspiration level determine their positive perception towards the environment around them.

Das & Choudhury.(2014) Job satisfaction of higher secondary school teachers : A study of Sonitpur district, Assam, India. Some of the factors that enhance job satisfaction of the teachers include sufficient training, job security, appropriate salary apart from other benefits and colleagues with accommodative temperament, effective supervisors.

Usop et.al (2013) in their study on Work performance and job satisfaction among teachers. Aptitude, attitude, knowledge of subject, methodology adopted for teaching, personal features, overall environment of the classroom, and their quality relationship with their students are a couple of reasons that are bound to affect their job performance. Where teachers in special schools are concerned they have to deal with individualized needs of the students. Therefore have to prepare tailor made programmes as per the need of each child because intellectual disabilities may range from mild to severe.

Hypothesis

Job Satisfaction is likely to be significantly lower among the teachers in special school for children with intellectual disability as compared to the ones in the general school.

Method

Sample

A sample of fifty teachers i.e twenty five each from special schools and a controlled group of twenty five teachers matched on age and gender were selected from general school. Purposive sampling technique was followed. Consent for data collection was obtained from the institutions and the participants. The questionnaire was administered personally by the researcher.

Tools

1. A self constructed interview schedule was used to collect the data on the socio demographic profile of the teachers of the general and the special schools.
2. Teachers Job Satisfaction Questionnaire (2014) : The scale was developed by Nasrin and Afshan Anees to measure the level of job satisfaction among teachers. It consists of 42 questions under

ten dimensions of job satisfaction. i.e quality of teaching, innovative teaching, responsibility for teaching, cooperative teaching behaviour, teaching attitude, group relationship, job acceptance, classroom behaviour, social behaviour, observational skills. These are answerable in five point scale⁷.

Data Analysis

The data was analysed to calculate frequency distribution and t-test, by using SPSS.

Findings

Socio Demographic Profile of Teachers of General and School for Children with Intellectual Disability, Out of the total sample taken for the study, there were only 16 % males and rest were (84 %) were females among general school teachers, whereas there were 80% females and rest 20 % were male among teachers in special school. Results on age indicated that in the age group of 21-25 and 26-30 years, 32% each were general teachers and the special educators. In 31-35 and 36-40 years 8 % each of general teachers and the special educators, 5 % each were between were 40 & above. In both the groups more than half (52 %) general and special educators were married rest 48 % were un-married. In general school teachers group, more than half (56 %) were from joint families, 44 % from nuclear families. Whereas more than half of special educators (64 %) had nuclear family and rest (36 %) lived in joint families. Scores on their educational status showed that among general school teachers 8% were EET, 28% B.A., E.T.T and 30% each were M.A. B.Ed, 34% M.A.M.Ed. Among special educators half (56%) had done foundation course, only 8% each had done certificate course and MEd, 28% were B. Ed in special education. Around 40% of the general teachers were drawing salary above 20000, 60 % between Rs 6100-10000. Around 56%, special educators were drawing the salary between Rs 2000-6000, 32 % Rs 6100-10000 and only 3 % between Rs 11000-14000. Half (52 %) of the general teachers belonged to urban area, 48 % were from rural area. Similarly half (56%) of the special educators belonged to urban area and rest 44 % were from rural area. In the general group half (56%) had no children and 20% each had one and two children and only 4% had more than two children.

Among the teachers in special schools 44% had no children, 24% one child, 20% two children and 12 % more than two. Around 56 % teachers had no children, 20 % each had one child and two children in the category of general teachers. In general teachers group (23.1 %) of the teachers had their children with age up to 5 yrs and rest 30.8 % had children between 6-10 years and 7.7% in the age group of 16-20 years. And 38.4 % above 20 years. Nearly 38.5% of the special educators had children up to 5 years, 23.1% between 6-10 years, 7.7% each in the age group of 11-15 and 16-20 and 23.1 % above 20 years.

Table 1: Job Satisfaction among the Teachers in General and Special School for Children with Intellectual Disability

Sub Scales of Job Satisfaction	General & Special School Teachers	Mean	SD	t-test	p value
Quality of Teaching	General	48.56	4.55	4.091	.001*
	Special	43.92	3.39		
Innovative Teaching	General	31.84	3.17	4.000	.001*
	Special	27.88	3.80		
Responsibility for Teaching	General	17.48	2.83	3.658	.001*
	Special	14.56	2.81		
Cooperative Teaching Behaviour	General	12.96	1.77	6.478	.001*
	Special	9.52	1.98		
Teaching Attitudes	General	24.28	2.56	3.617	.001*
	Special	21.16	3.47		
Group Relationship	General	13.64	1.55	3.152	.003*
	Special	11.64	2.77		
Job Acceptance	General	13.20	1.38	1.665	.102
	Special	12.48	1.66		
Classroom Behaviour	General	9.28	1.21	2.245	.029*
	Special	8.36	1.66		
Social Behaviour	General	13.68	1.49	2.845	.007*
	Special	12.36	1.78		
Observational Skills	General	1.56	0.65	1.369	.177
	Special	1.88	0.97		
Job Satisfaction Total	General	186.48	14.75	6.729	.001*
	Special	163.76	8.21		

In the above table in order to assess whether significant differences existed among the two groups of teachers on job satisfaction, t test analysis was done. The means of job satisfaction and its sub variables i.e quality of teaching, innovative teaching, responsibility for teaching, cooperative teaching behaviour, teaching attitude, group relationship, job acceptance, classroom behaviour, social behaviour, observational skills were compared in the two groups under the study i.e teachers in general and special school for children with intellectual disability. The hypothesis stated that job satisfaction is likely to be significantly lower among the teachers in special school for children with intellectual disability as compared to teachers general school. The results of the present study were in line with the stated hypothesis. When compared, significant differences were found job satisfaction among teachers of general and special schools for the children with intellectual disability ($t=6.729, P<.001$). The level of job satisfaction among the teachers of school for children with intellectual disability was found to be in the category of average satisfaction, whereas level of job satisfaction of teachers in general school were in the category of high satisfaction. Significant differences were found in the means of sub

variables of job satisfaction among both the groups except two sub variables i.e job acceptance and group observational skills. Means of all other sub variables i.e quality of teaching ($t=4.091, p<.001$), innovative teaching ($t=4.000, p<.001$), responsibility for teaching ($t=3.658, p<.001$), cooperative teaching behavior ($t=6.478, p<.001$), teaching attitude ($t = 3.617, p<.001$), group relationship ($t=3.152, p<.003$), classroom behaviour ($t=2.245, p<.029$), social behaviour ($t=2.845, p<.007$) were found to be significantly higher among the general school teachers than teachers of special school for children with intellectual disability. Same was documented by Stempien and Loeb (2002) in a comparative study between job satisfaction among the special education teachers working with the emotional disordered students and the general education teachers. Which found that the level of job satisfaction among the special education teachers is lesser than the general education teachers. The results also showed that the job pressure from within the classroom and from outside had an impact. Such pressure is more prevalent among the special education teachers who were new and had less experience. On the other in another study on An evaluation of teacher stress and job satisfaction examined teacher stress and job

satisfaction in 10 special-education teachers (average age 25.5 yrs) and 10 regular-education teachers (average age 31.8 yrs). Results were otherwise. There were no differences between groups in sources of stress or in how they coped with stress. However, special-education teachers reported slightly more satisfaction with their jobs than did regular-education teachers. An inverse relationship was found between job satisfaction and level of stress, suggesting a tendency for teachers to report higher levels of job satisfaction when stress levels are low. It was thus concluded that the sources of teacher stress in public schools are related to individual differences, the transitory nature of stressors in the environment, and the coping methods that teachers use (Sutton & Huberty 1984). A unique factor related to dissatisfaction for teachers of students in special education is that of frustration. Withdrawal from their personal commitment and involvement in their jobs may be seen as a response to frustration by teachers in a school of special needs (Billingsley & Cross 1992). Other teachers of students in special education may stay strongly involved but pay the price of being forced to cope with high stress and its concomitant dissatisfaction. In another study it was suggested that teachers of students with special needs may begin their careers with high expectations, may be able to overcome the unique challenges faced by their students. Instead they need to cope with apparently realities with no solutions that probably incite a sense of not been able to come up to their own professional goals but result in stress, job frustration, and dissatisfaction (Evans 1997)..

Conclusion

Job satisfaction of the teachers has direct relationship with their performance, results of their students and the overall environment of the workplace. It is important that teachers in general are able to achieve maximum satisfaction in all aspects of their job, since the eventual goal of any educational system is to achieve high level of academic performance of their students. The teachers of special schools normally begin their careers with high expectations, eager to overcome the unique challenges faced while working. Instead they have to cope with realities with no solutions at times that probably provokes a sense of not been able to achieve their professional goals. Thus resulting in stress, job frustration, and dissatisfaction. A unique factor related to dissatisfaction for these teachers is frustration. Withdrawal from their personal commitment and involvement in their jobs is often seen as a response to frustration. It is thus recommended that teachers in special schools need

to have more control over the disciplinary process without infringing on the learners' rights. They should thus undergo training so that they acquire a more comprehensive understanding of the learners' disabilities become more effective on continuous basis

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