



# A Study on Job Satisfaction among Regular School Teachers working with Special Needs Children

Aarti Gupta<sup>1</sup>, Dr. Satyanarain Nai<sup>2</sup>

<sup>1</sup>TGT(MATHEMATICS), Montfort Senior Secondary School, Delhi (India)

<sup>2</sup>Assistant Professor, TTISE, YMCA, Nizamuddin East, New Delhi-(India)

## ABSTRACT

*This study explored on Job Satisfaction among Regular School Teachers working with Special Needs Children. As we know that Job satisfaction is an emotional reaction to an employee's work situation. This can be defined as an overall impression about one's job in terms of specific aspects of the job (e.g., compensation, autonomy, colleagues). With regular school teachers, satisfaction with their jobs may have strong implication for improving the quality of education. It is crucial for policy makers to measure the level of teachers' job satisfaction exactly in order to improve the quality of education given to children with special needs. For the sample the investigator randomly selected 200 regular school teachers out of which 100 teacher from Government and 100 from private for the present study and descriptive survey method was used. In the present study results shows that Male regular school teachers of above 35 years of age working with special needs children of standard IX and X in Government schools are more satisfied with their jobs of teaching. Because they receive a great deal of support from parents for the work they do. There is great deal of cooperative effort among the staff members. They are also satisfied with their teaching salary.*

**Key Words:** Job Satisfaction, Regular School Teachers, Special Needs Children

## INTRODUCTION

Attitude is a 'learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object, people, event and/or situation(s)'. One of the work attitudes that have been a topic of great interest for researchers and practitioners, in a wide range of fields, including organizational psychology, public administration, and management is Job satisfaction. Especially in this dynamic work life situation, the study of job satisfaction becomes more important and necessary, for the development of the organization. There are basically two job factors viz., *job intrinsic* and *job extrinsic factors* that affects the attitude towards the job.

Job satisfaction is an affective or emotional response toward various facets of one's job. This topic is important because of its implications for job-related variables. It expresses the extent of match between worker's expectations (also aspirations) and the rewards the job provides and the values it creates and gets cherished (Singh & Sharma, 1986). According to Dawis, R. V. (1992), overall job satisfaction is actually a combination of *intrinsic* and *extrinsic* job satisfaction. *Intrinsic job satisfaction* is when workers consider only *the kind of work they do*, the tasks that make up the job. *Extrinsic job satisfaction* is when workers consider *the conditions of work*, such as their pay, co-workers, and supervisor.

Many theories have been proposed concerning the causes of job satisfaction. They can be classified in three categories: Situational theories, Dispositional approaches, and Interactive theories (Judge et al., 2001).



Job satisfaction and personal characteristics are related in some way. Sex differences mainly were observed and it was found that females were more satisfied than males (Padmavathi, 1995). The relationship between job satisfaction and gender has been examined frequently. However, the results of many of the studies have been contradictory. Some studies have shown women to be more satisfied than men Clark, 1996, 1997; Sloane & Williams, 1996), whereas other studies have shown men to be more satisfied than women (Chiu, 1998; Shapiro & Stern, 1975; Weaver, 1974).

In regard to what men and women look for in a job, the evidence is also inconsistent (De Vaus & McAllister, 1991). Moreover, a very limited number of studies have focused on job satisfaction in Asian countries. Bilgic (1998) did not find clear gender differences in overall job satisfaction in Turkey, but did find clear and significant gender differences related to pay satisfaction and satisfaction with the physical environment. Despite the growing body of knowledge on job satisfaction, much of it has been limited to certain occupations such as factory workers, teachers, and bank employees. More recently, the literature has begun to expand in its coverage and it includes policing, as an occupation, in which job satisfaction can have impact and influence behavior.

## II. RESEARCH QUESTIONS

Following research questions came in the mind of the investigator when he started to think about the present study:

- i. Is there any relationship between level of job satisfaction and gender among regular school teachers working with special needs children?
- ii. Is there any relationship between level of job satisfaction and age among regular school teachers working with special needs children?
- iii. Is there any relationship between level of job satisfaction and different type of schools (government and private) in which regular school teachers teach the special needs children?
- iv. Is there any relationship between level of job satisfaction and different standards (Std. VI-VIII and Std. IX-X) in which regular school teachers teach the special needs children?

### Statement of the Problem

The problem of the present study may be stated as: “A *Study on Job Satisfaction among Regular School Teachers working with Special Needs Children.*”

### Operational Definition of the Terms

- **Job Satisfaction:** It is an affective reaction to an individual’s work situation. It can be defined as an overall feeling about one’s job or in terms of specific facets of the job and it can be related to specific outcomes.
- **Regular School Teachers:** In the present study, ‘Regular school teachers’ refers to teachers who teach in formal system of schooling at elementary (VI - VIII) and secondary (IX - X) levels.
- **Special Needs Children:** For the present study, ‘special needs children’ mean children with disabilities such as visual impairment, hearing impairment and orthopedic impairment.

### Objectives of the Study

The objectives of the present study are:



- i. To develop a questionnaire to measure level of job satisfaction among regular school teachers working with special needs children.
- ii. To find the relationship between level of job satisfaction and gender among regular school teachers working with special needs children.
- iii. To find the relationship between level of job satisfaction and age among regular school teachers working with special needs children.
- iv. To find the relationship between level of job satisfaction and different type of schools (government and private) in which regular school teachers teach the special needs children.
- v. To find the relationship between level of job satisfaction and different standards (Std. VI-VIII and Std. IX-X) in which regular school teachers teach the special needs children.

### III.HYPOTHESES OF THE STUDY

In order to achieve the above objectives ii, iii, iv and v, the investigator formulated following null hypotheses:

- H<sub>0</sub>1: There is no significant relationship between level of job satisfaction and gender among regular school teachers working with special needs children.
- H<sub>0</sub>2: There is no significant relationship between level of job satisfaction and age among regular school teachers working with special needs children.
- H<sub>0</sub>3: There is no significant relationship between level of job satisfaction and different type of schools (government and private) in which regular school teachers teach the special needs children.
- H<sub>0</sub>4: There is no significant relationship between level of job satisfaction and different standards (Std. VI-VIII and Std. IX-X) in which regular school teachers teach the special needs children.

### Population and Sample of the Study

All regular school teachers working with special needs children either in government or private schools of Southern region of Delhi constitute the population of this study. For the sample the investigator randomly selected 200 regular school teachers out of this population. The detail of sample size is given below:

	Std. VI-VIII	Std. IX-X	<i>Total</i>
Government Teachers	50	50	100
Private Teachers	50	50	100
<i>Total</i>	100	100	<b>200</b>

### Variables of the Study

<i>Independent</i>	Gender	Male
		Female
	Age	Below 35 years
		Above 35 years



<i>Variables</i>	Type of School	Government
		Private
	Standard	VI-VIII
		IX-X
<i>Dependent Variable</i>	Level of Job Satisfaction	Low
		High

### Tool used for the Study

The questionnaire used in this study consisted of two parts. Part 1 elicited background information about the participants. Part 2 consisted of 30 statements related to job satisfaction. For each statement there were two responses (low and high) which indicate the levels of job satisfaction of teachers. The statements expressing the job satisfaction were scored as:

Level of Satisfaction	Low	High
Score	1	2

## IV. RESULTS AND DISCUSSION

The level of job satisfaction of regular school teachers working with special needs children is given below:

Table 1: Level of Job Satisfaction of Regular School Teachers

<i>Variable</i>	Attribute	Level of Job Satisfaction	
		<i>Low</i>	<i>High</i>
<i>Gender</i>	Male	26.27%	73.73%
	Female	57.32%	42.68%
<i>Age</i>	< 35 Years	67.82%	32.18%
	> 35 Years	26.55%	73.45%
<i>Type of School</i>	Government	19.00%	81.00%
	Private	67.00%	33.00%
<i>Standard</i>	VI - VIII	63.00%	37.00%
	IX - X	26.00%	74.00%

**H<sub>0</sub>1:** There is no significant relationship between level of job satisfaction and gender among regular school teachers working with special needs children.



Table 2: Contingency Table with Expected Frequency for Gender of Regular Teachers and their Level of Job Satisfaction

Gender	Level of Job Satisfaction		Total
	Low	High	
Male	31 (46.02)	87 (71.98)	118
Female	47 (31.98)	35 (50.02)	82
Total	78	122	<b>200</b>

$$\chi^2 = 19.59 \quad (\text{Number of Degrees of Freedom} = 1)$$

Critical value of  $\chi^2 = 3.841$  at 0.05 level of significance.

The computed value of  $\chi^2$  is much more than the critical value of  $\chi^2$  at 0.05 level of significance. Hence, it is to be taken as significant. Consequently, the null hypothesis can be rejected and we say that there is significant relationship between level of job satisfaction and gender among regular school teachers working with special needs children.

It means gender affects the level of job satisfaction of regular school teachers working with special needs children. Also, from Table 1, it is clear that male teachers working with special needs children are more satisfied to their job of teaching these children as compared to female teachers.

**H<sub>0</sub>2: There is no significant relationship between level of job satisfaction and age among regular school teachers working with special needs children.**

Table 3: Contingency Table with Expected Frequency for Age of Regular Teachers and their Level of Job Satisfaction

Age	Level of Job Satisfaction		Total
	Low	High	
< 35 years	59 (38.72)	28 (48.28)	87
> 35 years	30 (50.28)	83 (62.72)	113
Total	89	111	<b>200</b>

$$\chi^2 = 33.88 \quad (\text{Number of Degrees of Freedom} = 1)$$

Critical value of  $\chi^2 = 3.841$  at 0.05 level of significance.

The computed value of  $\chi^2$  is much more than the critical value of  $\chi^2$  at 0.05 level of significance. Hence, it is to be taken as significant. Consequently, the null hypothesis can be rejected and we say that there is significant relationship between level of job satisfaction and age among regular school teachers working with special needs children.

It means age of regular school teachers working with special needs children affects their job satisfaction. Also, from Table 1, it is clear that regular school teachers of above 35 years of age are more satisfied with their job of teaching special needs children as compared to that of below 35 years of age.



**H<sub>0</sub>3: There is no significant relationship between level of job satisfaction and different type of schools (government and private) in which regular school teachers teach the special needs children.**

Table 4: Contingency Table with Expected Frequency for Type of School of Regular Teachers and their Level of Job Satisfaction

Type of School	Level of Job Satisfaction		Total
	Low	High	
Government	19 (43)	81 (57)	100
Private	67 (43)	33 (57)	100
Total	86	114	<b>200</b>

$$\chi^2 = 47.02 \quad (\text{Number of Degrees of Freedom} = 1)$$

Critical value of  $\chi^2 = 3.841$  at 0.05 level of significance.

The computed value of  $\chi^2$  is much more than the critical value of  $\chi^2$  at 0.05 level of significance. Hence it is to be taken as significant. Consequently, the null hypothesis can be rejected and we say that there is significant relationship between level of job satisfaction and type of schools in which regular school teachers deal with special needs children.

It means type of school in which regular school teachers teach special needs children affects their level of job satisfaction. Also, from Table 1, it is clear that Government school teachers are more satisfied to their job of teaching these children as compared to private school teachers.

**H<sub>0</sub>4: There is no significant relationship between level of job satisfaction and different standards (Std. VI-VIII and Std. IX-X) in which regular school teachers teach the special needs children.**

Table 5: Contingency Table with Expected Frequency for Standard of Regular Teachers and their Level of Job Satisfaction

Standard	Level of Job Satisfaction		Total
	Low	High	
VI - VIII	63 (44.5)	37 (55.5)	100
IX - X	26 (44.5)	74 (55.5)	100
Total	89	111	<b>200</b>

$$\chi^2 = 27.72 \quad (\text{Number of Degrees of Freedom} = 1)$$

Critical value of  $\chi^2 = 3.841$  at 0.05 level of significance.

The computed value of  $\chi^2$  is much more than the critical value of  $\chi^2$  at 0.05 level of significance. Hence it is to be taken as significant. Consequently, the null hypothesis can be rejected and we say that there is significant relationship between level of job satisfaction and standard in which regular school teachers deal with special needs children.

It means standard in which regular school teachers are working with special needs children affects their level of job satisfaction. Also, from Table 1, it is clear that regular school teachers working with these children of standard IX & X are more satisfied with their jobs as compared to teachers working with children of standard VI, VII & VIII.



## V.CONCLUSION

Male regular school teachers of above 35 years of age working with special needs children of standard IX and X in Government schools are more satisfied with their jobs of teaching. Because they receive a great deal of support from parents for the work they do. There is great deal of cooperative effort among the staff members. They are also satisfied with their teaching salary.

### **Suggestions for School Administrators**

- a. Let participate regular school teachers working with special needs children in making important school decisions.
- b. Evaluate teachers in the school fairly.
- c. Behavior towards the teachers should be supportive and encouraging.
- d. Recognize the teachers for a job well done.
- e. Goals and priorities for the school should be clear.

### **Suggestions for School Principals**

- i. Let regular school teachers working with special needs children know what is expected from them.
- ii. Allow teachers to participate in making most of the important educational decisions in the school.
- iii. Make available necessary materials (e.g., textbooks, supplies, copy machine) by the teachers.
- iv. Talk with teachers frequently about their instructional practices.
- v. Communicate to the teachers what kind of school he/she wants.

### **Suggestions for Regular School Teachers working with Special Needs Children**

- a. Regular school teachers should have complete control in the classroom.
- b. Share their beliefs and values to the colleagues about what the central mission of the school should be.
- c. They should be satisfied with their class sizes.
- d. They should plan with the library media specialist/ librarian for the integration of library/ media services into their teaching.

## REFERENCES

- [1.] Bilgic, R. (1998). The relationship between job satisfaction and personal characteristics of Turkish workers. *Journal of Psychology*, 132, 549-557.
- [2.] Chiu, C. (1998). Do professional women have lower job satisfaction than professional men? Lawyers as a case study. *Sex Roles*, 38, 521-537.
- [3.] Clark, A.E. (1997). Job satisfaction and gender: Why are women so happy at work? *Labor Economics*, 4, 341-372.
- [4.] Dawis, R.V. (1992). Job satisfaction. In L. K. Jones (Ed.), *Encyclopedia of career change and work issues* (pp. 142-143). Phoenix: The Oryx Press.
- [5.] De Vaus, D., & McAllister, I. (1991). Gender and work orientation: Values and satisfaction in Western Europe. *Work and Occupation*, 18, 72-93.
- [6.] Judge, T.A., Parker, S., Colbert, A.E., Heller, D., & Ilies, R. (2001). Job satisfaction: A cross-cultural review. In N. Anderson, D.S. Ones, H.K. Sinangil, & C. Viswesvaran (Eds.), *Handbook of industrial, work & organizational psychology* (Vol. 2. pp. 25-52). London: Sage.



- [7.] Padmavathi, M.(1995). Job satisfaction among teachers at primary and secondary levels. Compendium on Good practices in Police (Welfare of men)- Volume- II, SVP National Police Academy.
- [8.] Shapiro, H.J., & Stern, L.W. (1975). Job satisfaction: Male and female, professional and non-professional workers. *Personnel Journal*, 28, 388-407.
- [9.] Singh, A. and Sharma, T.R. (1986): *Manual for Job satisfaction Scale*. Agra: National Psychological Corporation.
- [10.] Sloane, P., & Williams, H. (1996). Are 'overpaid' workers really unhappy? A test of the theory of cognitive dissonance. *Labour*, 10, 3-15.
- [11.] Weaver, C.N. (1974). Correlates of job satisfaction: Some evidence from the national surveys. *Academy of Management Journal*, 17, 373-375.