



## **A comparative study of: Job satisfaction on regular teacher and special teacher**

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### **Abstract**

The purpose of the present study was to investigate the comparison between Job Satisfaction Regular Teacher and Special teacher. The sample included in this study was Regular Teacher 60 Male, 60 Female and Special teacher 60 Male, 60 Female Teachers in Ahmednagar District. To assess the Job Satisfaction factors of the subject the eight factor inventory Proposed Statistical procedure is Descriptive statistics i.e. Mean, S.D, will be computed and 't' test. Conclusion in this study On the basis of data and discussion of results, the hypotheses were tested and verified. Subject with Special teachers Job Satisfaction high between Regular Teachers.

**Keywords:** job satisfaction, normal children school, special children school

### **Introduction**

Education for all government of India policy 1986 under all state education play the vital role in the next few year those scheme provided all types of equipments related by education and those result come the educational ratio has been grow up those the fact since 2001 the government India stated the new Scheme Sarva shiksha abhiyan those scheme provided all types of facility Training, Educational equipment, etc, the mean theme of the Education is the process of development which consists of the passage of human being from infancy to maturity. In which teachers play the most important role in teaching learning process, because while he is teaching he is shaping generations The progress of a country is depends on educational system and the education system will be able to discharge its set function only when accomplishment by right kind of teaching staff.

The teacher is a very important person in the field of education. Upon his shoulders organization of education is based. His scholarship, conduct and behaviors have a permanent effect on the students, because the student usually imitates his teacher. For young children he is the ideal. It is necessary for the teacher to be intelligent, polite nature and expert in his subject.

Teaching is one of the most complicated jobs today. It demands broad knowledge of subject matter, curriculum, and standards; enthusiasm, a caring attitude, and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young people.

But the job of a teacher get more challenging when it came about teaching to a student who are not as like as normal student. We are talking about the students with disability that needs a special education, children's who are Mental challenged, learning disabled, hearing impaired, visual impairment, physical impairment, ADHD, etc. This job is challenging because while teaching these kind of children's a teacher requires some extra efforts and qualities, like empathetic approach, sensitivity, patients, emotionally

stability, interest in teaching children, specific knowledge as well as Teaching aptitude, and job satisfaction. Some of this factors also required in a teacher who are teaching in a normal children school.

Teaching to such kind of students is known as special education. Special education is a specialized area of education which uses unique instructional methods, materials, learning aids, and equipment to meet the educational needs of children with learning disabilities.

This kind of education comes under the Educational Scheme for Special Need. Under which Special school, Sarva Shiksha Abhiyan and Integration scheme are covered by the Indian government.

For achieving all the of the Educational goals or for the accomplishment of teaching learning process in the area normal children school and special children school Teachers job Satisfaction are very essential things for a teacher. Job satisfaction in teacher is very crucial for the development of the any educational institution. Unless a teacher of school is satisfied with his work he won't give his best performance. It's also increase the attachment between teacher and particular school. Unless a teacher has teaching aptitude he won't get satisfaction in teaching because with less teaching aptitude teacher might not perform well in the working conditions and that will leads to many more problems such as burnout, stress, carelessness, dissatisfaction etc.

Teacher teaching in a both school and special education school requires high emotional intelligence because teaching to the children's who between aged 6 to 18 and children's with some special educational need requires lots of emotional stability and patient. Because A teacher while teaching those with children's

Here in this study a researcher wanted to study all these job satisfaction eight factors with relation to normal children school and special children school. Because a teacher with good teaching aptitude will have in teaching and high emotional intelligence of a teacher would be good predictor of having teaching job satisfaction Study's

**Job Satisfaction**

Locke (1976), who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences"

Hulin and Judge (2003), who have noted that job satisfaction includes multidimensional psychological responses to an individual's job, and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioral components.

A teacher, who is happy with his or job, plays a pivotal role in the growth of society. Well-adjusted and satisfied teacher can contribute a lot to the wellbeing of his/her pupils.

**Research review**

1. Usha and Sasikumar (2007) studied the predictors of job satisfaction and revealed that teacher commitment is the best predictor of job satisfaction among school teachers.
2. Mishra (2005) studied the organizational climate of different types of secondary schools and its relationship with leadership behavior of principals and teachers' job satisfaction. The sample consisted of 184 teachers working in 46 secondary schools selected by stratified random sampling techniques from the aided and non-aided secondary schools of rural and urban areas of Allahabad district. The major findings of the study were:
  1. Positive relationship existed between leadership behavior of principals and teachers' job satisfaction
  2. Healthy and open climate of the school enhanced the job satisfaction of teachers. Closed climate marred the job satisfaction of teachers.
3. Lobosco and Newman (1992) studied 'Teaching Special Needs Populations and Teacher Job Satisfaction'. Teachers' perceptions of their jobs are strongly related to their perceptions of their students. This article confirms what one might expect: Working with students who are gifted and talented positively predicts job satisfaction, whereas working with students who have learning difficulties has a negative effect. Yet teachers 'self-reports of general job satisfaction reverse when asked about how the reality of their teaching experience compares to ideal conditions. This has clear implications for urban school districts involved in massive mainstreaming efforts. Teacher preparation and the impending merger of general and special education are discussed.

**Statement of Problem**

The researcher has focused on comparisons between Job Satisfaction of in Regular Teacher & Special (CWSN) Teacher. There might be positive comparisons between Regular Teacher. But researcher wants to search if it is true or not. Therefore research has selected these three variables which have major influence on individual's Job Satisfaction factors in the life. Job Satisfaction is a basic factor which encourages. Therefore in the present study researcher wants to see the comparisons between Job Satisfaction of in Regular Teacher & Special (CWSN) Teacher males and females.

**Significant of the study**

1. This study may quantitative data on effect of Job satisfaction to improve of Special Teachers

2. To suggest the importance of special teachers is predictive of their compatibility with regular teachers.

**Objectives of the study**

1. To study Job Satisfaction of teachers teaching in normal children school and special children school.
2. To compare Job Satisfaction between teachers teaching in normal children school and special children school.

**Hypothesis**

1. There will be high Job Satisfaction in teachers teaching in special children school than normal children school.

**Methodology**

**a) Sampling**

To study the problem statement of the research 240 teachers will be selected as a sample from Ahmednagar district. In which 120 (60 Male and 60 Female) teacher belonging to Schools of age 25 to 50 years and 120 (60 Male and 60 Female) teacher belonging to Special Education School aged 25 to 50 years of Zillah Prasad & Municipal Corporation from Ahmednagar, will be selected.

While sampling the accidental, randomize method of sampling will be used. While selecting the sample the age, gender, educational qualification and granted and non granted position will be considered as control factors.

This study will base on purposive random sampling technique.

**Table 1**

Type of school	Male	Female	Total
Regular Teachers	60	60	120
Special Teachers	60	60	120
Total			240

All Sample will be administered all the tests.

**b) Design**

Factorial design- ANOVA

**Table 2**

Level	A1	A2
B1	B1 A1	B1 A2
	120	120
B2	B2 A1	B2 A2
	120	120

1. Type of teacher
  - A1.Regular Teacher
  - B2.Special Teacher
2. Gender
  - B1.Male
  - B2. Female

**c) Variables**

- 1) Independent Variable
  - a) Teachers teaching normal children school,
  - b) Teachers teaching special children school.
- 2) Dependent Variable
  - a) Job Satisfaction,
- 3) Constant Variable
  - a) Age range
  - b) Educational & Professional qualification

**Measurement Tools:** Job Satisfaction scale by Meera Dixit

**Proposed statically procedure**

The data will carefully analyze and accordingly interpreted as per the norms of the tests. Following steps will be carried out for the data analysis.

1. Data will be analyzed by calculating Means and SDs for

all groups.

2. The ‘t’ will be calculated by ‘ANOVA’ to find out the gender differences.

The raw data compared Job Satisfaction scale factors within, Regular Teaches and Special Teachers in order to accept or reject the hypotheses.

**Result Analysis**

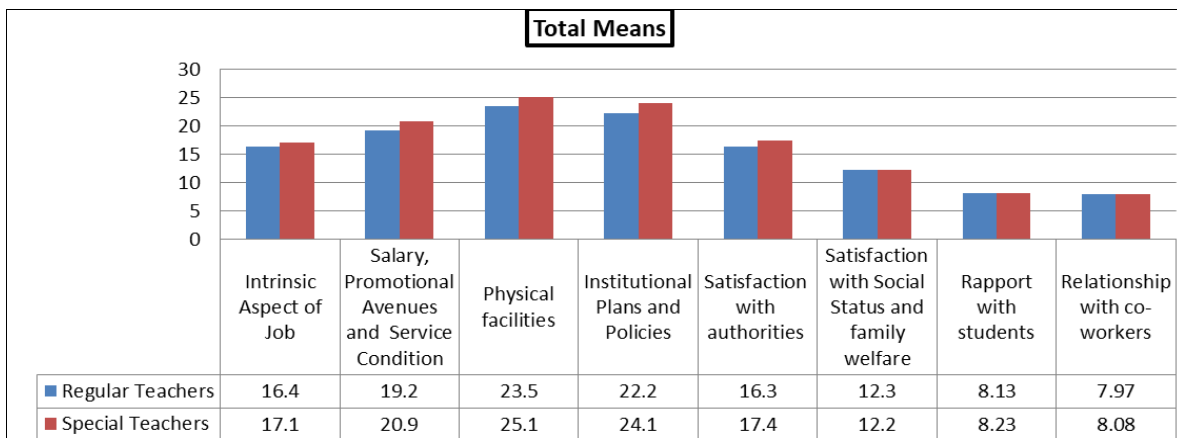
**Table 3:** Compared Job Satisfaction factors Means by Regular Teaches and Special Teachers

Test	Factors	Total Test	Regular Teachers				Special Teachers				df value	t-value
			Mean			Standard Deviation	Mean			Standard Deviation		
			Male	Female	Total		Male	Female	Total			
Job Satisfaction scale	Intrinsic Aspect of Job	120	8.3	8.1	16.4	1.7	9.2	7.9	17.1	1.79	118	2.25
	Salary, Promotional Avenues and Service Condition		9.9	9.3	19.2	2.39	11	9.9	20.9	2.33	118	3.88
	Physical facilities		12	11.5	23.5	2.26	12.8	12.3	25.1	2.08	118	4.04
	Institutional Plans and Policies		11.2	11	22.2	1.97	12.3	11.8	24.1	2.04	118	3.99
	Satisfaction with authorities		8.03	8	16.3	1.87	9.2	8.2	17.4	1.59	118	3.53
	Satisfaction with Social Status and family welfare		7.02	5.01	12.3	1.54	7	5.2	12.2	1.66	118	0.11
	Rapport with students		4.11	4.02	8.13	1.24	4.21	4.02	8.23	1.37	118	0.42
	Relationship with co-workers		4.1	3.69	7.97	1.07	4.05	4.03	8.08	1.25	118	0.55
Total			65.11	61.16	126	14.04	69.76	63.35	133.11	14.11		18.77

Table 3 showing mean comparison of Regular Teachers (N=60) and Special Teachers (N=60) teachers on various factors of job satisfaction scale. The table clearly explains the details about Means, Standard Deviations (S.D’s) and ‘t’ values of Regular Teachers and Special Teachers on various

dimensions of job satisfaction scale and on total score of job satisfaction scale by Meera Dixit.

The result of the proposed test of significance levels of the teachers has been given in all rows makes it clear that the all factors increase Special teachers between regular Teachers



**Fig 1:** Bar diagram showing Job Satisfaction factors Mean value for Regular Teaches and Special Teachers

Fig. 1 showing mean comparison of Regular Teachers (N=60) and Special Teachers (N=60) teachers on various factors of job satisfaction scales Means Eight Factors makes it clear that

the all factors increase Special teachers between regular Teachers

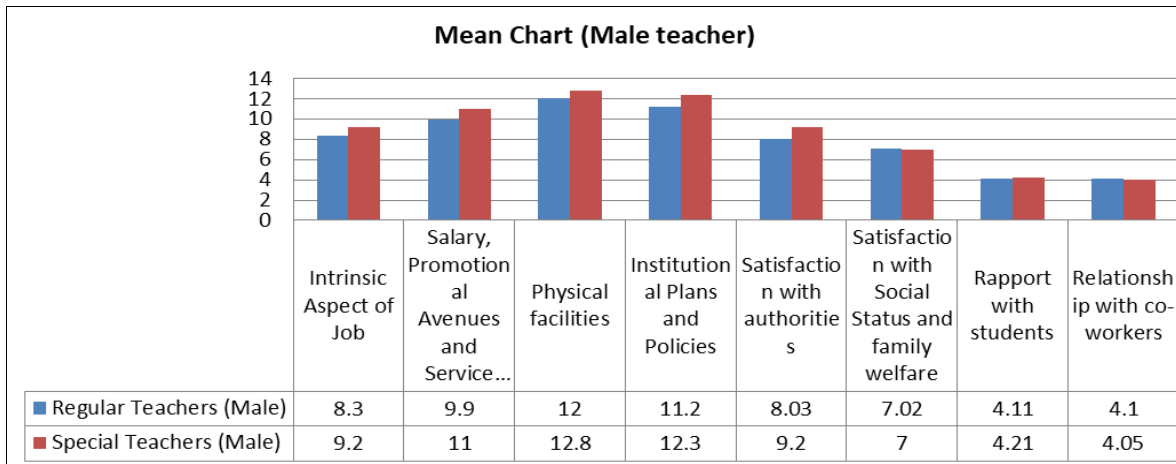


Fig 2: Bar diagram showing Job Satisfaction factors Mean value for Regular Male Teaches and Special Male Teachers

Fig. 2 showing mean comparison of Regular Teachers (N=60) and Special Teachers (N=60) teachers on various factors of job satisfaction scales Means Male teachers Eight Factors makes it clear that the all factors increase Special teachers between regular Teachers

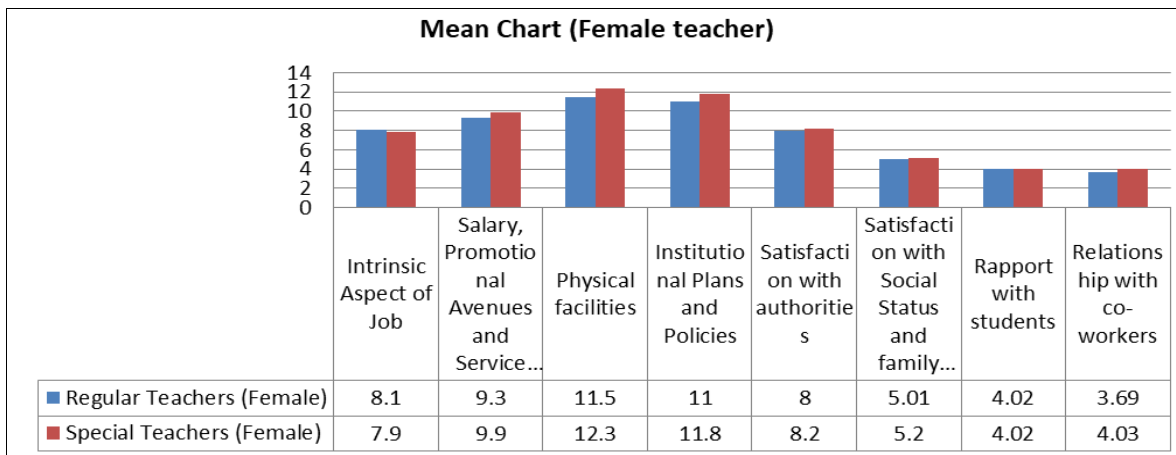


Fig 3: Bar diagram showing Job Satisfaction factors Mean value for Regular Female Teaches and Special Female Teachers

Fig. 3 showing mean comparison of Regular Teachers (N=60) and Special Teachers (N=60) teachers on various factors of job satisfaction scales Means Female teachers Eight Factors makes it clear that the all factors increase Special teachers between regular Teachers

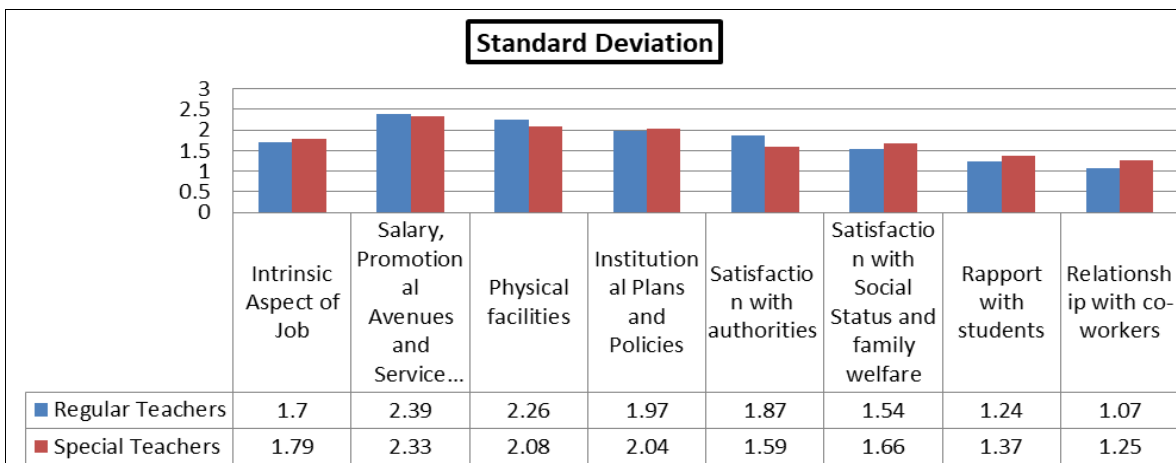


Fig 4: Bar diagram showing Job Satisfaction factors stranded deviation value for Regular Teaches and Special Teachers

Fig. 4 showing mean comparison of Regular Teachers (N=60) and Special Teachers (N=60) teachers on various factors of

job satisfaction scales Standard deviation Eight Factors different level both factors.

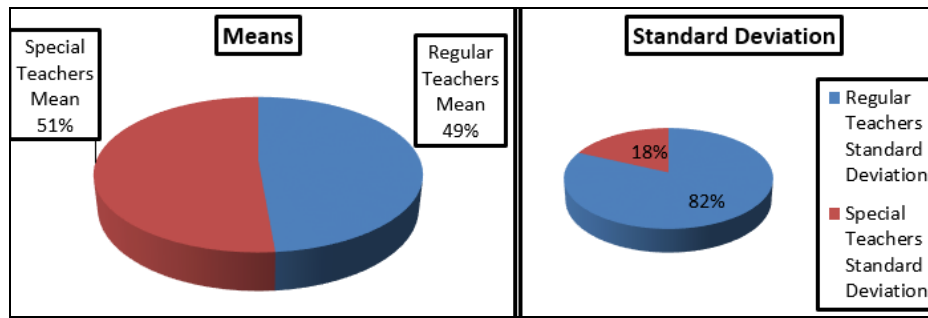


Fig 5: Bar diagram showing Job Satisfaction factors Means & Stranded deviation value for Regular Teaches and Special Teachers

Fig. 5 showing mean comparison of Regular Teachers (N=60) and Special Teachers (N=60) teachers on various factors of job satisfaction scales Means Regular teachers 49% & Special teachers 51% levels and Standard deviation Regular teachers

82% & Special teachers 18% levels Eight Factors makes it clear that the all factors increase Special teachers between regular Teachers.

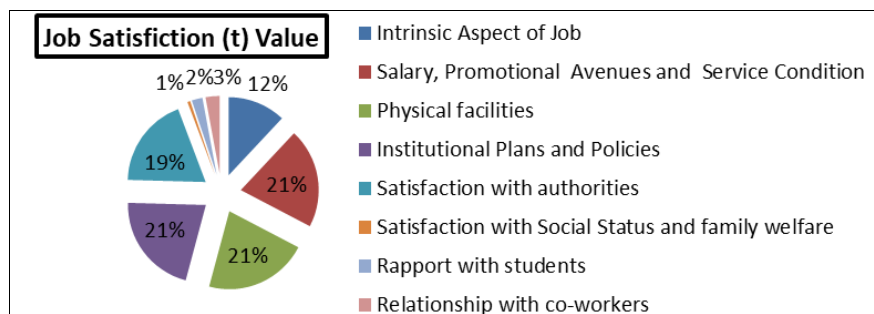


Fig 6: Bar diagram showing Job Satisfaction factors ‘t’ value for Regular Teaches and Special Teachers

Fig. 6 showing mean comparison of Regular Teachers (N=60) and Special Teachers (N=60) teachers on various factors of job satisfaction scales t value description on factors Intrinsic Aspect of Job 12%, Salary, Promotional Avenues and Service Condition 21%, Physical facilities 21%, Institutional Plans and Policies 21%, Satisfaction with authorities 19%, Satisfaction with Social Status and family welfare 1%, Rapport with students 2%, Relationship with co-workers 3% those all factors t value showing Special teachers increase between Regular teacher factors all levels.

All Tables and Figures present the mean & stranded deviation value the Job satisfaction for Regular Teacher’s and Special Teacher’s. It can be observed from the table that the score of the Special Teacher’s means& Stranded deviation value is increase than Regular Teacher’s almost some factors.

**Limitations and Suggestions of the present research-**

1. The population was limited area restricted to Dist. Ahmednagar only. It can be spread into other area also.
2. The sample of the study was small. The study can also be done by taking large sample size

**Conclusion**

On the basis of data and discussion of results, the hypotheses were tested and verified following conclusions were drawn. Tend to show Job satisfaction factors can be improved in Special Teacher’s between Regular Teacher’s

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