

Job Satisfaction of Special School Teachers

A. Sathya¹, Dr. G. Arumugam²

¹Ph.D., Research Scholar

²Research Guide & Associate Professor, Department of Education, Annamalai University, Chidambaram

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ABSTRACT

The study's primary objectives were to find out the level of job satisfaction of special school teachers, to find out the significant difference between male and female special school teachers in their job satisfaction, to find out the significant difference between rural and urban special school teachers in their job satisfaction, to find out the significant difference among teaching experiences below 5 years, 6 to 10 years and above 10 years' special school teachers in their job satisfaction, and to find out the significant association between age of special school teachers in their job satisfaction. A survey method was used for the study. A simple random sampling technique was used for selecting 500 special school teachers in Tamil Nadu. The self-made tool Job Satisfaction Scale, was used to collect the data. Descriptive and inferential statistical techniques were used for analysing the data. It was found that the level of job satisfaction of special school teachers is moderate, there is significant difference between male and female special school teachers in their job satisfaction, there is no significant difference between rural and urban special school teachers in their job satisfaction, there is significant difference among teaching experiences below 5 years, 6 to 10 years and above 10 years' special school teachers in their job satisfaction, and there is significant association between age of special school teachers in their job satisfaction.

Keywords: Job satisfaction, special schools, teachers, special school teachers.

INTRODUCTION

Modern education requires the integration of human ability and technological know-how in the teaching-learning process. In recent years, a change has happened in the role of teachers from information providers and imposers of knowledge to organisers, facilitators, mentors, and scaffolders of learning (Roumell, 2019; Newel & Orton, 2018; Serravallo, 2014). The expectations placed by society on the teachers were also changed largely. The teacher has to strike a balance between responsibilities and the expectations of society. The mental and emotional pleasure that a teacher gets from the job is a function of the extent to which they succeed in maintaining this balance. Job satisfaction is an important factor that motivates an individual in any field of employment for the effective discharge of responsibilities in a consistently stable manner. In any workplace, job satisfaction is becoming more and more crucial, which is more so in jobs where human relationship is the base. Happy employees and content will support their superiors and coworkers and help them when necessary; as a result, happy employees will be more productive and perform better on the job, which will ultimately contribute to the success of the company (Bakotic, 2016). This also applies to teachers, who are the primary human resources of the educational system. The effectiveness of the pupils, the school environment, and the educational system as a whole are all influenced by teacher work satisfaction, according to Lopes and Oliveira (2020). Teachers who are happier and more content are more likely to be motivated and productive, and thus more successful in meeting the academic as well as developmental needs of learners. Teachers who are not satisfied with their jobs incur not only heavy economic costs but also decelerate the psycho-social development and academic career of the learners. Further, satisfied teachers seemed to have better interpersonal and working relations with their colleagues and supervisors, and were prepared to shoulder more responsibilities for the welfare of the student community.

Significance of the study

Job satisfaction is a critical factor influencing the performance, commitment, and retention of teachers. In the field of education, particularly in special schools, the role of teachers is complex and challenging. Teachers in special schools deal with diverse student needs, requiring tailored approaches and an empathetic understanding of their students. Job satisfaction in such an environment is crucial for maintaining high teaching standards and ensuring a supportive learning environment for students with special needs. Understanding the factors that contribute to the job satisfaction of special

school teachers are essential for creating strategies to improve their well-being and professional efficacy. This study is highly relevant in the context of the increasing demand for quality education in special schools. By identifying the factors that contribute to job satisfaction, educational institutions and policymakers can design interventions to support special school teachers better. Additionally, the findings can help to reduce teacher burnout and turnover, ultimately benefiting students with special needs. This research has the potential to contribute to both academic literature and practical applications, making it a valuable addition to the field of education. Thus, the present study is selected as “Job Satisfaction of Special School Teachers”.

Operational Definition of Key Terms

Job Satisfaction

Job satisfaction refers to the extent to which special school teachers feel fulfilled, contented, and motivated in their professional roles. It encompasses various dimensions, including intrinsic satisfaction derived from teaching, extrinsic satisfaction from working conditions, relationships with colleagues and administrators, and overall professional well-being.

Special School Teachers

Special school teachers are educators who work in specialised educational settings catering to students with disabilities or special needs, such as intellectual disabilities, autism, learning difficulties, or physical impairments. These teachers are responsible for creating and implementing individualised educational plans, fostering inclusive learning environments, and addressing the unique developmental needs of their students.

Population and Sample

The population taken for the survey was special school teachers. A sample of 500 teachers was chosen randomly from the special schools in Tamil Nadu.

Tool Used

The Job Satisfaction Scale was developed by the investigator and guide.

Objectives of the Study

1. To find out the level of job satisfaction of special school teachers.
2. To find out the significant difference between male and female special school teachers in their job satisfaction.
3. To find out the significant difference between rural and urban school special school teachers in their job satisfaction.
4. To find out the significant difference among teaching experiences below 5 years, 6 to 10 years and above 10 years' special school teachers in their job satisfaction.
5. To find out the significant association between the age of special school teachers in their job satisfaction.

Null Hypotheses of the Study

1. The level of job satisfaction of special school teachers is moderate.
2. There is no significant difference between male and female special school teachers in their job satisfaction. There is no significant difference between rural and urban school special school teachers in their job satisfaction.
3. There is no significant difference among teaching experiences below 5 years, 6 to 10 years and above 10 years' special school teachers in their job satisfaction.
4. There is no significant association between the age of special school teachers in their job satisfaction.

Analysis of Data

Table 1
Level of job satisfaction of special school teachers

Variable	Total Sample	Low		Moderate		High	
		No.	%	No.	%	No.	%
Job Satisfaction	500	108	21.6	309	61.8	83	16.6

(Low = Below 40; Moderate = Between 40-60; High = Above 60 from the 'T' Scores)

It is inferred from the above table that 21.6%, 61.8% and 16.6% of special school teachers have low, moderate and high levels of job satisfaction, respectively.

Table 2

A t-test showing the mean difference between male and female special school teachers in their job satisfaction

Category	Number	Mean	SD	CR Value	Table Value	Remarks 5% level
Male	108	85.03	7.355	2.115	1.96	Significant
Female	392	85.36	6.809			

It is inferred from the above table that there is a significant difference between male and female special school teachers in their job satisfaction. Hence, the null hypothesis is rejected. While comparing the mean scores, female special school teachers are little more satisfied than male special school teachers.

Table 3

A t-test showing the mean difference between rural and urban special school teachers in their job satisfaction

Category	Number	Mean	SD	CR Value	Table Value	Remarks 5% level
Rural	263	85.15	7.018	0.489	1.96	Not Significant
Urban	237	85.45	6.831			

It is inferred from the above table that there is no significant difference between rural and urban special school teachers in their job satisfaction. Hence, the null hypothesis is accepted.

Table 4

F-test showing the mean difference among teaching experiences below 5 years, 6 to 10 years and above 10 years' special school teachers in their job satisfaction

Source	Sum of squares	df	Mean square variance	Calculated 'F' value	Table Value	Remarks 5% level
Between	50.423	2	25.211	3.525	3.00	Significant
Within	23876.945	497	48.042			

It is inferred from the above table that there is a significant difference among teaching experiences below 5 years, 6 to 10 years and above 10 years' special school teachers in their job satisfaction. Hence, the null hypothesis is rejected. The Duncan test shows that the mean scores of those who have teaching experiences above 10 years (85.52) have having better

mean value than those who have teaching experiences below 5 years (85.48) and 6 to 10 years (84.81).

Table 5

The chi-square test shows an association between the age of special school teachers in their job satisfaction

Variable	df	Calculated χ^2 Value	Remarks
Job Satisfaction	4	9.936	Significant

(At 5% level of significance, the table value of χ^2 is 9.488)

It is inferred from the above table that there is a significant association between the age of special school teachers in their job satisfaction. Hence, the null hypothesis is rejected.

Delimitations

1. The study is restricted to the special school teachers in Tamil Nadu only.
2. Though there are many data collection techniques, the investigator has used a questionnaire for a survey to measure the job satisfaction of special school teachers.
3. The sample will be delimited to 500 special school teachers in special schools.

Recommendations and Educational Implications

Enhancing the job satisfaction of special school teachers in Tamil Nadu requires a multifaceted approach. Improving the work environment by providing adequate infrastructure, resources, and safe working conditions is essential. Regular professional development through tailored training programs and advanced certifications can equip teachers to address challenges effectively. Recognition and reward systems, including financial incentives and promotions, can boost morale, while access to counselling and peer support networks can help manage stress. Inclusive policies that involve teachers in decision-making and reduce bureaucratic burdens are crucial, as is fostering work-life balance through reasonable workloads and flexible scheduling. Community engagement, including collaboration with parents and awareness campaigns, can create a supportive ecosystem. These measures not only enhance teacher retention and professional fulfilment but also improve student outcomes, foster innovation, and strengthen trust between schools and parents. Addressing job satisfaction ensures that special education remains a respected and impactful profession, contributing to the holistic development of students with special needs.

Suggestions for Further Study

- ❖ Examine job satisfaction among special school teachers in Tamil Nadu compared to those in other states or countries to identify unique challenges and successful interventions.
- ❖ Investigate how specific aspects of the school environment, such as administrative support, class size, and availability of teaching aids, influence job satisfaction.
- ❖ Explore the impact of targeted training programs and professional development opportunities on teacher satisfaction and performance.
- ❖ Study the effect of student-teacher interactions on teacher satisfaction, particularly in managing behavioural and learning challenges of students with special needs.
- ❖ Research the mental health challenges faced by special educators and the effectiveness of different support mechanisms.
- ❖ Examine the influence of parental collaboration and involvement on teachers' job satisfaction and professional experiences.
- ❖ Assess the role of technology in enhancing teaching experiences and its impact on job satisfaction in special education settings.

CONCLUSION

Job satisfaction among special school teachers is a multifaceted issue influenced by other issues. Schools must focus on developing training programs that enhance skills, creating a supportive and resourceful school environment, and

implementing policies that prioritise teacher well-being. Investing in these areas will not only improve job satisfaction but also enhance teacher performance, reduce turnover rates, and ultimately benefit students by providing them with dedicated, motivated, and emotionally resilient educators. The insights from this study can serve as a guide for educational policymakers, administrators, and stakeholders in building a more sustainable and effective special education system.

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