



JOB SATISFACTION AMONG WOMEN SPECIAL EDUCATORS OF CHILDREN WITH INTELLECTUAL DISABILITY

C. Dhinesh Babu

Doctoral Research Scholar, PG & Research Department of Social Work, Bishop Heber College (Autonomous), Tiruchirappalli – 620017,

Dr. B. Arunkumar

Assistant Professor, PG & Research Department of Social Work, Bishop Heber College (Autonomous), Tiruchirappalli – 620017

ABSTRACT

Special Educators are those who are specialized in training with children who have learning, behavioural, emotional, and physical disabilities. All the special educators play an important role in the life of the disabled children. Special educators are educating the children with intellectual disabilities, hearing impaired and visually impaired. In this study focused only on Special educators of children with Intellectual Disabilities. While dealing with intellectual disability children, special educators experienced various problems related to educating them, handling the parents and administering the services for the welfare from the school management. So, the majority of the special educators dissatisfied in their job. Main aim of the study is to measure the level of job satisfaction among women special educators of children with intellectual disabilities. The researcher were adopted descriptive research design. 32 special educators were selected from 48 special educators in Chidambaram Taluk for purpose of data collection. The tool Job Satisfaction Survey (Paul E. Spector 1994) was used by a researcher. In this study was revealed that more than half (56%) of the women special educators are low level of job satisfaction in their job.

KEYWORDS : Women Special Educators, Intellectual Disability Children, Job Satisfaction, etc.

Introduction

Teaching is socially responsible occupation, highly accountable, demanding, intellectual, emotional, physical, intensive and unrelenting efforts (Sachs, 2003). Although employed primarily to teach, teachers are engaged in a wide variety of tasks along with the basic face-to-face teaching, such as curriculum design and development, school planning, marketing, community relations, information technology, workplace, health and safety, resource management, students' welfare, as well as playground and sports supervision. While demands on teachers have increased, there has been little change in their patterns of employment, compensation and career advancement (Kelly, 2000). Too many teachers who initially begin their career with enthusiasm and positive expectations are looking for a change in direction after only three to five years while experienced teachers suffering from lack of job satisfaction.

Special education is the practice of educating students with special needs. Ideally, this process involves individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the student were only given access to a typical classroom education. Approximately 20 percent of special educators planned to leave the special education field within five years (Martin & Bender, 2002).

While dealing with intellectual disability children, special educators experience various problems related to educating them, handling the parents and administering the services for the welfare from the school management. So, the majority of the special educators dissatisfied in their job.

Need and Significance of the Study

Job satisfaction of the teachers is highly explored area. Teacher is the central point of the system and his/her satisfaction is utmost important for running the special schools successfully. The most important point is majority of the special educators are women in India. So, the researcher would like to measure the job satisfaction among women special educators of children with intellectual disability. The results of the study would be useful in solving some of the problems confronted by the special educators related to job satisfaction. Also the results of the study would influence the

administrators and Government to create a congenial atmosphere in the institutions for better running of the schools. Therefore the present investigation is undertaken.

Review of Earlier Studies

Job satisfaction among female teachers working in mental retardation centers. According to the results of her study, there are statistically significant differences in job satisfaction regarding the level of income and incentives (Yahia, 1994).

Half of the special education teachers leave their jobs within 5 years. Half of those who make it past 5 years will leave within 10 years. Teachers who are satisfied with their jobs have a high degree of professional competence (Melissa, 2012).

Job satisfaction among special educators of children with developmental disabilities. The study revealed that the majority of the respondents have a moderate level of job satisfaction (Eljo, 2014).

Aim and Objectives of the study

Aim

The main aim of the present study is to measure the level of job satisfaction among women special educators of children with intellectual disability in Chidambaram Taluk, Cuddalore District.

Objectives

1. To describe the socio-economic characteristics of the special educators of children with intellectual disability.
2. To measure the level of job satisfaction among special educators of children with intellectual disability.
3. To find out the difference between urban and rural special educators and their level of job satisfaction.
4. To find out the difference between type of family of the special educators and their level of job satisfaction.

Hypotheses

1. There is a significant difference between urban and rural area special educators and their level of job satisfaction
2. There is a significant difference between based on the type of family of the special educators and their level of job satisfaction.

Materials and Methods

Research Design

The researcher adopted descriptive research method.

Universe and Sampling

Only 32 special educators were selected from 48 special educators in Chidambaram Taluk, Cuddalore District by using simple random sampling (lottery method).

Tools and Methods of Data Collection

The tool of Job Satisfaction Survey (Paul E. Spector 1994) was used by a researcher and to collect the data by interview method. There are 9 dimensions included in this job satisfaction survey such as Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Conditions, Co-workers, Nature of Work and Communication.

Results

Table No.1: Socio-Economic Characteristics of the Special Educator of Children with Intellectual Disability

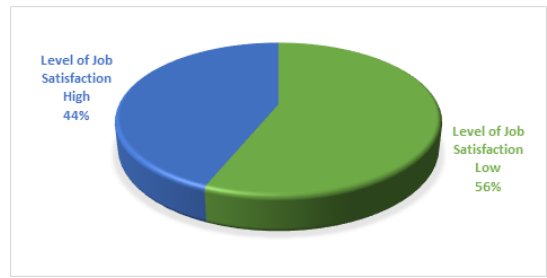
Variables	No. of Respondents (No.32)	Percentage
Age		
Below 25	4	12.5%
26 – 30	10	31.3%
31 – 35	12	37.5%
Above 36	6	18.8%
Domicile		
Urban	17	53.1%
Rural	15	46.9%
Marital Status		
Married	28	87.5%
Unmarried	2	6.3%
Widower	2	6.3%
Type of Family		
Joint Family	14	43.8%
Nuclear Family	18	56.3%
Teaching Experience		
Below 3 yrs	9	28.1%
4 – 6 yrs	13	40.6%
Above 7 yrs	10	31.3%
Income per Month		
4000	1	3.1%
4500	13	40.6%
6000	14	43.8%
10000	4	12.5%

The above table shows that, around one fourth of the special educators are below 25 years and above 36 years age group. Nearly one third of the respondents are 26 – 30 years age group and more than one third of the respondents are 31 – 35 years age group. With regard to the domicile of the teachers, more than half of them are living in rural areas. Regarding the special educators' marital status is vast majority of them are married and below 10 percent of them are unmarried and widower.

The above table explained that, less than half of the special educators are belonging to joint family and more than half of them are belonging to nuclear family. With regard to the special educators teaching experience is less than one third of them are below 3 years and above 7 years and less than half of them are having 4 – 6 year experience in the field of teaching. Regarding the teachers' income per month is below 10 percent of them are getting Rs.4000 and Rs.6000. Less than half of them are getting Rs.4500 and 10000 per month.

Chart No.1: Level of Job Satisfaction among Special Educators of

Children with Intellectual Disability



The above pie chart explained that, more than half (56.0%) of the special educators' level of job satisfaction is low and less than half (44.0%) of the special educators' level of job satisfaction is high.

Table No.2: Difference between Urban and Rural area special educators with regard to Overall Job Satisfaction

Domicile	Mean	Std. Deviation	Statistical Inference
Urban (n.17)	1.53	0.514	z = 1.102 df = 30 p > 0.05 (NS)
Rural (n.15)	1.33	0.488	

The researcher applied 'z' test between the urban and rural area special educators with regard to overall job satisfaction. The 'z' value is 1.102 and significant level is greater than 0.05. So, there is no significant difference between urban and rural area special educators with regard to their overall job satisfaction.

Table No.3: Difference between Joint Family and Nuclear Family special educators with regard to Overall Job Satisfaction

Type of Family	Mean	Std. Deviation	Statistical Inference
Joint Family (n.14)	1.29	0.469	z = -1.535 df = 30 p > 0.05 (NS)
Nuclear Family (n.18)	1.56	0.511	

The researcher applied 'z' test between the joint family and nuclear family special educators with regard to overall job satisfaction. The 'z' value is -1.535 and significant level is more than 0.05. So, there is no significant difference between joint family and nuclear family special educators with regard to overall job satisfaction.

Hypotheses Results

1. Research Hypothesis: There is a significant difference between urban and rural area special educators with regard to overall job satisfaction.

Null Hypothesis: There is no significant difference between urban and rural area special educators with regard to overall job satisfaction.

Result: Null Hypothesis is accepted

2. Research Hypothesis: There is a significant difference between joint and nuclear family special educators with regard to overall job satisfaction.

Null Hypothesis: There is no significant difference between joint and nuclear family special educators with regard to overall job satisfaction.

Result: Null Hypothesis is accepted.

Conclusion

The researcher concluded that, more than half of the women special educators of children with intellectually challenged are having low level job satisfaction. And more than half of them are stated that their monthly income is Rs.6000 only. Special educators were

appointed in Sarva Shiksha Abhiyan (SSA) Scheme and Non-Governmental Organization (NGO). The researcher undertook the study only in Non-Governmental Organization special educators. The special educators also highlight that, SSA special educators are having more income than NGO special educators. As a researcher I recommend that the Non-Governmental Organization should increase the level of income to the special educators based on their experience, work involvement and teaching attitude. Because, less than half of the special educators' are earning around 6,000 only. And also I suggest that, heavy work load and institution rules and regulation also one of the reasons for their low level job satisfaction.

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