

Job Satisfaction Among Teachers of Children with Learning Disability



Education

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All living organism have their aim to reach heights of their own interest and feel satisfied. To be content in their work the motivating factor should be satisfactory. This view is more suitable for teachers who aspire to fulfill their needs by educating their children. Because teachers are the building blocks in making the children feel perfect and satisfied without expecting any returns from them. Based on this view, the study was carried out to find the job satisfaction of teachers of children with learning disability. Data was collected from 30 teachers of learning disability from five schools in Trichy district. Job Satisfaction Survey (JSS) by Paul E. Spector was used to find the job satisfaction of the teachers of children with learning disability. The results show that some factors which affect job satisfaction are salary, promotion, fringe benefits, supervision, communication, coworkers.

Education plays an important role for progress and development of any nation. It is the responsibility of teachers and the institutions to impart quality education in moulding the next generation. So it solely depends on the successful teaching that leads to overall development. Therefore the job satisfaction is the most interesting field for many researchers to study work attitude in workers (Koustelios, 2001). Paul Spector's (1985) define job satisfaction as a cluster of evaluative feelings about the job. Similarly, Spector (1997) argues that the most common facets or aspects of job satisfaction include the following: "appreciation, communication, co-workers, fringe benefits, job conditions, nature of the work itself, organization itself, organization's policies and procedures, pay, personal growth, promotion opportunities, recognition, security, and supervision."

Research focusing specially on job satisfaction for school teachers identified several indicators of satisfaction and dissatisfaction. Job satisfaction is also associated with teacher quality, organizational commitment and performance with reference to scholastic achievement, attitude of students, tutors turnover, and executive performance (Mathieu, 1991; Ostroff, 1992). The study of job satisfaction is a major research activity throughout the world and more of the work is done in business and industry, however, a reasonable number of studies have also been conducted in the field of education throughout world. Job satisfaction is a pleasurable that results from reaching their goals through various responsibilities. Teacher's job satisfaction is the satisfaction of teachers while teaching and the perceived relationship between the wants and offering to a teacher (Zambylas & Papanastasiou, 2004).

According to Woods and Weasmer (2002), workers' job satisfaction is derived from collegial relationship that they enjoy at their place of work. It is very important for teachers to have time to share experiences. Coworkers are the degree to which fellow workers are technically proficient and socially supportive (Luthans, 1995) organizational behavior. Latham (1998), argues that teachers' motivation and job satisfaction are associated with "intrinsic and extrinsic rewards". Intrinsic rewards include such issues as: professional development, nature of work itself and sense of achievement. While the extrinsic ones include pay and job security (Latham, 1998). Though there are various job dimensions that represent the most important characteristics of a job

about which people have affective response. Among them is the pay which represents the amount of financial remuneration that is received is competitive with other jobs. The daily Ittefaq, (12.1. 2006) is a daily newspaper in Bangladesh had its headline like this "Increase our salary. Otherwise we will stop to teach. We are building the nation but we cannot do it with empty stomach"

Maslow (1987) argues that "the human being is a wanting animal and rarely reaches a state of complete satisfaction except for short time. As one of the desires is satisfied, another pops up to take its place. When this is satisfied, still another comes into the foreground, and so on". Based on the above reviews, in the present age of globalization there are many highly paid jobs available, only a less number opt for teacher jobs with inadequate qualification. A comprehensive study on this aspect of a teacher is very important. The source of job satisfaction is not in the job, but the teachers are more interested to work in the organization as well as the services where they get more satisfaction. It is even more important to study the job satisfaction of teachers with learning disability as they need to adapt various measures to support these children in learning. With this view, the hypothesis of the study is to enumerate the various factors of job satisfaction of teachers with learning disability working in government and non-government schools.

Method

Job Satisfaction Survey (JSS) by Paul E. Spector was administered to the teachers of children with learning disability to evaluate nine facets of job satisfaction. The study was carried out in Trichy district among 30 teachers of children with learning disability. The schools with the State Board curriculum and Tamil medium were selected. The children with learning disability were identified based on the criteria of DSM-V and their respective teachers were assessed for job satisfaction.

Paul Spector's (1985) identified 9 facets in his Job Satisfaction Survey (JSS) which include: "pay, promotion, supervision, operating conditions, co-workers, nature of work and communication." The JSS uses 6-point agree-disagree response choices that represent agreement with positively-worded items and disagreement with negatively-worded items would represent satisfaction, whereas disagreement with positive-worded items, and agreement with negative-worded items represents dissatisfaction. It has subscales based on 4 items each that range from 4 to 24 and the total scores based on the sum of all 36 items that range from 36 to 216.

The percentage of total scores and subscales in satisfaction, dissatisfaction and ambivalent were calculated by using the suitable statistical measures. The scores for subscales and total scores are interpreted from table 1.

Results and Discussion

From the calculated data, it shows that job satisfaction in all the nine facets is not unique as they differ in various degrees in satisfaction, dissatisfaction and ambivalent. The highest percentages in total score and in all the nine facets are considered for job satisfaction of teachers. The percentage of the total score and

the percentage of nine facets are given in the table 2.

The total score shows that 48% are ambivalent. This makes it clear that in average the teachers are inconsistent in their job. Teacher's commitment and effectiveness solely depend on motivation, morale and job satisfaction (Shann, 2001). This makes even more difficult for children with learning disability as they have to build rapport every time with the new teacher as their consistency in learning is also being lost. On the other hand the teacher who takes new responsibility a consume more time to understand the students and their learning patterns. This implies that teacher's motivation and job satisfaction depends on many factors which is an important phenomenon for all schools in any country. In the subscales, 44% of the teachers are satisfied with their pay.

Majority of them are not satisfied because most of the teachers in private schools are paid less. Promotion is the chances for advancement in the hierarchy. 40% are dissatisfied in their promotion as they get fewer chances for upgrading their career. Hence their financial remuneration and hierarchy in job not only creates a sense of satisfaction for the teachers in general but it is more significant for teachers of children with learning disability. 60% are satisfied with supervision, as they provide technical assistance and are cooperative, democratic and friendly. Most of the teachers of children with learning disability expressed that they are given freedom to do their job which makes them more responsible. The results illustrate that 38% of the teachers are satisfied with their fringe benefits like insurance, vacation and other benefits in addition to their salary.

The contingent rewards portrays 40% of the teachers are dissatisfied as they are not recognized and appreciated for their various efforts taken to educate the children with learning disability . 56% are dissatisfied with their operating conditions because most of the schools had poor infrastructure like school building, class rooms, furniture and teacher's room, toilets and location of the school. Physical environment has a direct impact on the job satisfaction as it is a mandatory for any organization. Coworkers is the degree to which fellow workers are technically proficient and socially supportive (Luthans, 1995). 44% are satisfied with their coworkers, which represents their colleagues are efficient and cooperative. 48% of the teachers are satisfied with their nature of work as they show enjoyment of the actual tasks in involving their ideas and creativity. When compare to other teachers, the achievements of children with learning disability bring more joy to their teachers. 44% are satisfied with communication. In today's modern era all schools provide computer training to their teachers which makes them to compete with other professions.

Conclusion:

The teacher's attitude towards teaching considered significant as the teachers enjoy their job with positive attitude, their work

will be easier, expertise their knowledge which will have a long lasting impact on the students. Teachers usually exit the profession if their experience in their school is not satisfactory (Kirby & Grissmer, 1993). Teachers usually leave their job for many reasons like salary, contingent rewards, operating conditions and promotion. The growth of children depends on retaining a quality teaching staff (Eberhard, Reinhardt-Mondragon, & Stottlemeyer, 2000). It is more harmful to children with learning disability if the problem of teacher retention is not recognized and actions taken to resolve it. The educational institutions must give priority to the stability of the teachers in their institutions as it has an impact on learning of the children and hence the education of the country.

Table 1. The scores for subscales and total scores

	Scores of subscales	Total scores
Dissatisfaction	4 to 12	36 to 108
Satisfaction	16 to 24	144 to 216
Ambivalent	between 12 and 16	between 108 and 144

Table 2. The percentage of the total score and the percentage of nine facets

Dimensions	Percentage %	Results
Total score	48	Ambivalent
Pay	44	Satisfied
Promotion	40	Dissatisfied
Supervision	60	Satisfied
Fringe benefits	38	Satisfied
Contingent rewards	40	Dissatisfied
Operating conditions	56	Dissatisfied
Co-workers	44	Satisfied
Nature of work	48	Satisfied
communication	44	Satisfied

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