



A Quantitative Study On Job Satisfaction Of Special Educators Of Raipur District Chhattisgarh

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Abstract

Special educators work with a variety of children, including those who have intellectual disabilities. The focus of this study was on teachers who work with students who have developmental delays or impairments. Autism, ADHD, intellectual disabilities, and learning disabilities are all examples of developmental impairments. From mild to severe, these impairments range in intensity. To meet the unique needs of their children, special educators do a wide variety of tasks. In order to deliver an education that is both tailored to the student's needs and has a clear direction, they employ a variety of tactics mentioned in the IEP. If a special educator is happy with their work, they will be more effective. An important measure of progress in the special education system would be an increase in the level of work satisfaction among special educators. An individual's emotional or mental condition in relation to aspects of their employment is what we mean when we talk about job satisfaction. Several aspects of a job contribute to an employee's sense of fulfillment on the job, including their direct supervision, the level of independence they have in making decisions, the quality of their relationships with coworkers, and the company's overall culture. Children with special needs are receiving more attention in the classroom as a result of heightened public understanding of impairments and government programs aimed at assisting these students. But special educators are leaving the field in droves due to dissatisfaction with their work. The purpose of this research was to identify the perceptions of job satisfaction among special education teachers who work with students who have developmental disabilities. The researcher has employed a descriptive study design. As a sample, the researcher has selected 85 participants. The research team used a stratified, disproportionate random sampling technique. In the detailed article, the findings and suggestions will be further discussed.

Key words: job satisfaction, special educator, Raipur district, Chhattisgarh.

Introduction

To guarantee that all people have equal access to education, special education is an important but still-emerging field in India. Vocation in this field is both responsible and respectable. Those who work as special educators focus on helping students who have difficulties in the areas of learning, conduct, emotions, or physical abilities. The focus of this study was on special educators who work with students who have developmental delays or impairments. Autism, ADD/ADHD, intellectual disability, and learning disabilities are all examples of developmental impairments. The degree of these impairments ranges from very little to very severe. In order to meet the unique needs of each student, special education special educators carry out a wide variety of tasks according to the guidelines laid forth in each student's Individualized Education Plan (IEP). The retention rate of special education educators has been falling for a while now due to instructors' rapid departure from the field or changes in career paths. If you want to be happy and secure in your professional and personal lives, you need to be satisfied with your job. According to Woods and Weasmer (2004), job satisfaction predicts teacher retention. An individual's emotional or mental condition in relation to aspects of their employment is what we mean when we talk about job satisfaction. Several variables contribute to job satisfaction, including the workplace itself, employees' level of autonomy, their level of involvement in decision-making, the quality of their interpersonal connections, and the company's culture. Education for children with special needs has increased due to growing public understanding of disabilities and government programs aimed at helping these students. This has highlighted the critical role that special educators play in meeting the requirements of these students. Highly competent educators are those who consistently report high levels of student satisfaction. Special educators may feel lonely and dissatisfied with their jobs if they work in an unsupportive school environment. Employees who aren't happy in their jobs are more likely to act aggressively, withdraw emotionally, and miss work often. Finding out which factor had a bigger impact on special educators' job satisfaction was the primary goal of the study.

Review of relevant literature

Job satisfaction was studied in a study of 112 female special educators working in mental retardation facilities. There are statistically significant differences in job satisfaction according to salary and other incentives, according to the study.

Sisal (2018) The variables impacting job satisfaction among 245 special education instructors were the focus of a Turkish study. According to the poll, factors that affect job satisfaction include ineffective evaluation techniques, students' attitudes towards their classes, additional tasks, poor income, and an abundance of paperwork.

Doris(2018) Based on their training in the first few years of teaching, researchers looked at how happy special education teachers were with their jobs and how effective they were overall. Over the course of 22 schools in Kentucky, she surveyed 222 educators on their feelings and job satisfaction. She examined the relationship between special educators' training and credentials and their efficiency and happiness on the job. Special educators of students with special needs report high levels of job satisfaction regardless of their level of education or experience, according to her research.

Adenoma (2019). Special education special educators' levels of job satisfaction and self-efficacy are investigated in this study. This study set out to answer four research questions. The purpose of this study was to examine the relationship between job commitment, work satisfaction, and self-efficacy among 250 special education instructors. There was a robust positive association between job satisfaction and dedication, according to the results. Additionally, special education special educators' levels of self-efficacy were positively and significantly correlated with their levels of job satisfaction. Work satisfaction and self-efficacy were determined to be credible markers when used together, according to the study. When examined separately, work satisfaction was found to be a strong predictor of job commitment. Independently, special education special educators' perceptions of their own abilities to do their jobs well were a robust predictor of their dedication to their profession.

Bashara (2020). The purpose of this research is to identify factors that contribute to the level of job satisfaction among Jordanian special education educators. Sixteen men and one hundred thirty-three female special education special educators participated in the study by filling out a nine-dimensional questionnaire. It was clear from the data that the people were just mildly satisfied with their jobs. When looking at how satisfied people were with their jobs, there was no discernible difference between the sexes. There were notable differences in the degrees of job satisfaction among the respondents, with younger special educators showing a clear preference. With the goal of improving their effectiveness on the job, the research analyzed special education instructors' levels of job satisfaction in Jordan thoroughly. Findings from the study highlight the significance of designing inclusive classrooms for students with multiple disabilities.

Objectives of the study

1. To assess the present level of job satisfaction in the workplace among special education instructors.
2. To provide suitable suggestions for increasing this level of job satisfaction.

significance of research

The prevalence of special needs among youngsters has been steadily increasing over the past several years. The rising demands of children with special needs necessitate an increase in the number of special educators. Due to special educators' dissatisfaction with their job, there is an imbalance in the ratio of special educators to students with exceptional needs. Every year, fewer and fewer special educators remain in their positions. Employee retention is strongly correlated with their level of job satisfaction. In an effort to shed light on this pressing social issue, the researcher zeroed in on the contentment level of special educators in the workplace.

Research methodology

Research strategy

The survey provides a snapshot of special educators' demographics and occupational happiness. This led the researchers to choose a descriptive study design.

Space and data collection

A total of 85 special education special educators from 25 different schools in the Raipur district participated in the study. From each school, the researcher has selected a group of unique educators. We used a random sampling method. An 85-person sample was used.

Instruments for gathering data

To collect the participants' socio-demographic data, we used an interview schedule that we made ourselves. The work satisfaction scale, which Amar Singh and Sharma created in 1986, served as the method of data collection. A reliability score of 0.836 was assigned to the instrument.

Data analysis and interpretation

Table 1 Respondent distribution according to their degree of contentment with their current position

S.No	Level of job satisfaction	Frequency(n=85)	Percentage (%)
1.	Low	13	14
2.	Moderate	37	44
3.	High	35	42
	Total	85	100

Interpretation

In respondent distribution according to degree of contentment with the current position level of job satisfaction, low is 13 (13%), moderate is 37 (44%), and high is 35 (42%) of the total population.

Table 2 Employment job satisfaction as a function of both monthly and family incomes.

S.No	Variables	Correlation value	P value
1.	Monthly income	.155	0.45
2.	Family income	.275	0.01

Interpretation

In the above table, the employment job satisfaction function of the monthly income correlation is .155 and the P value is 0.45, which is not significant and the family income variable correlation value is .275 and the P value is 0.01, which is significant.

Table 3 Comparing nature of job with job satisfaction using t-test.

S.No	Nature of job	Mean	S.D	T value	P value
1.	Permanent	.155	63.66	6.73	1.4
2.	Temporarily	.275	64.78	6.16	0.6

Interpretation

In the above table, the nature of the job for a permanent special educator with a job satisfaction mean is .155, the S.D. is 63.66, whereas the T value is 6.73 and the P value is 1.4, which is not significant and the nature of the job for a temporary special educator with a mean is .275, the S.D. is 64.78, the T value is 6.16 and the P value is 0.6, which is non-significant.

Table 4 One-way analysis of variance comparing job satisfaction levels across respondents of different religions.

S.No	Religion	Mean	F	P value
1.	Between Groups Within Groups	64.55	5.88	0.01

Interpretation

In the above table, one-way analysis of variance compares job satisfaction levels across respondents from different religions within the group. The mean is 64.55, the frequency is 5.88 and the P value is 0.01, which is significant.

Table 5 A one-way analysis of variance was conducted to compare the respondents' levels of job satisfaction with respect to their educational credentials.

S.No	Education qualification	Mean	df	F	P value
1.	Between Groups Within Groups	67.8	3.47	1.799	0.02

Interpretation

In the above table, a one-way analysis of variance was conducted to compare the respondents' levels of job satisfaction with respect to their educational qualifications between the groups and within groups. The mean is 67.8, the df is 3.47, the frequency is 1.799 and the P value is 0.02, which is significant.

Findings

- Respondents aged 31–45 made up 52% of the total. Among those who took the survey, 48% said they were Hindu.
- Married people made up 76% of the answer.
- 50% of those who took the survey had completed their bachelor's degrees. Nearly three-quarters of those who took the survey lived in urban areas.
- A whopping 70% of those who took the survey were working in temporary capacities.
Forty-two percent of those who took the survey had worked in the field for more than fifteen years.
- R5000–10,000 was the income range for 48% of those who participated.
- Members of nuclear households made up 60% of the respondents.
- The percentage of respondents whose wives worked for private companies was around 46%.
- Some 52% of those who took the survey had two or more children.
- The percentage of respondents whose family income was below Rs. 100,000 was 36%.

- Nearly all of the participants (96%) reported working between two and five hours annually.
- Spouses worked more than 8 hours for 36% of the respondents.
- 44% of the respondents reported a moderate level of work satisfaction.

Discussion

Despite the lack of an association between monthly compensation and work satisfaction level, the survey found that most participants were somewhat satisfied with their jobs. When looking at the relationship between work satisfaction and employment type, no statistically significant relationship was found. There was a strong relationship between respondents' degrees of job satisfaction and their family income, according to this study. This result indicates that special educators' job satisfaction was affected by their salary level. Money has a major impact on how happy you are at work. There was a statistically significant relationship between religious diversity and levels of work satisfaction. Levels of job satisfaction were not significantly different according to respondents' levels of education. This finding is in line with the findings, which found no significant difference between levels of job satisfaction and educational achievement. The study found that special educators' feelings of job satisfaction were more affected by factors outside their control.

Conclusion

Keeping incompetent special educators on staff is a major issue in the field of special education. Special educators are not well respected at the moment. Employees are less satisfied with their jobs when the retention rate is low. Lack of autonomy, inadequate assistance, hurried deadlines, a heavy workload, monotonous work, subpar facilities, and a lack of social and professional recognition can all contribute to job dissatisfaction. The majority of respondents also reported a moderate degree of job satisfaction, according to this study. It is imperative that the government and educational authorities take the necessary measures to support special educators in overcoming the obstacles they encounter.

Suggestions

- Make sure everyone is comfortable by setting reasonable work schedules, giving people more time to complete tasks, extending due dates, providing enough breaks, and encouraging and supporting one another.
- Special educators who work with students who have more than one disability might benefit from better pay and other incentives.
- A special educator can get ongoing instruction in self-care, communication, and problem-solving techniques.
- To better equip educators, study the challenges special educators face.

- Regularly give them relaxation methods; maintain a student-to-special educator ratio of one to four.

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