CHAPTER - V

SUMMARY AND CONCLUSIONS

5.0. Introduction

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.

Education of Children with special needs, for life to go on change is inevitable. Most educators believed that children with physical, sensory, or intellectual disabilities were so different that they could not participate in the activities of a common school (Advani, 2002). Against the belief of such educators that the disabled children cannot participate in the activities of a common school, the Christian missionaries, in the 1880s, started schools for the disabled as charitable undertaking (Mehta, 1982). The first school for the blind was established in 1887. An institute for the deaf and mute was set up in 1888. Services for the physically disabled were also initiated in the middle of the twentieth century. Individuals with mental retardation were the last to receive attention. The first school for the mentally challenged being established in 1934 (Mishra, 2000), Special education programmes in earlier times were, therefore, heavily dependent on voluntary initiative. The Government of India (Department of Education) initiatives after independence were manifested in the establishment of a few workshop units meant primarily for blind adults (Luthra, 1974). These units later included people who were deaf, physically impaired, and mentally retarded (Rohindekar and Usha, 1988). While some provisions existed in the States, it was considered the best course to assist and
encourage voluntary organizations already working in the field. The welfare approach continued in Government programmes. Support was provided to voluntary organizations for the establishment of model schools for the blind, the deaf, and the mentally retarded. The Government set up the National Library for the Blind, the Central Braille Press, and employment exchanges for the disabled. It also made provisions for scholarships, for prevention and early identification of disabling conditions, for the development of functional skills, and for aids and appliances for the disabled.

Ministry of Human Resources Development (MHRD), which addresses the needs of learners with disabilities, focuses on the following categories of disability: visual disabilities (blind and low vision), speech and hearing disabilities, locomotor disabilities, and neuromusculoskeletal and neuro-developmental disorders, including cerebral palsy, autism, mental retardation, multiple disability, and learning disabilities. Keeping this reality in mind the main focus of this position paper is on learners with such disabilities.

A good number of schools were established in the state of Andhra Pradesh for the visually impaired, hearing impaired and mentally retarded children. The students are enrolled in the schools, teachers are appointed and the training institutes are opened to train the teachers, yet negligible numbers of studies are found in the area of job satisfaction of special education teachers. Although the teacher occupies a pivotal role in the system of special education, researchers haven’t tested his/her job satisfaction systematically. Further studies on the job satisfaction of the special education teachers in relation to occupational stress and the adjustment are not attempted. Therefore the present study is attempted.

5.1. Need and Significance of the Study

Job satisfaction of the teachers is highly explored area in general teacher education and the same is not explored in special education although a huge number of
special education schools were established during 1990s. Teacher is the central point of the system and his/her satisfaction is utmost important for running the special schools successfully. His/her job satisfaction would be linked with many factors and there is a necessity to look into this area. In order to understand the relation between the job satisfaction and the occupational stress and the adjustment, the present study is undertaken. Further the study on job satisfaction of special education teachers in relation to occupational stress and the teacher adjustment is not tried by the investigators. The results of the study would help immensely to understand the factors responsible for job satisfaction, occupational stress and adjustment among special education teachers. Also the results of the study would be useful in solving some of the problems confronted by the teachers related to the above three variables included in the study. 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.

5.2. Statement of the Problem

“Job Satisfaction of Special Education Teachers of Andhra Pradesh in Relation to Occupational Stress and Adjustment”.

5.3. Objectives of the Study

1. To study the level of job satisfaction of special education teachers

2. To study the influence of personal variables such as gender, location, category and the qualification of special education teachers on their job satisfaction, occupational stress and the adjustment.

3. To find out the correlation between the job satisfaction and the occupational stress of the special education teachers.
4. To examine the relationship between the job satisfaction and the adjustment of special education teachers.

5. To suggest possible measures on the basis of the results of the study to improve job satisfaction, reduce stress and to make adjustment among special education teachers working in schools.

5.4. Hypotheses of the Study

1. The personal variables such as gender, location, category and qualification of the special education teachers do not influence their job satisfaction.

2. The personal variables such as gender, location, category and qualification of the special education teachers do not influence their occupational stress.

3. The personal variables such as gender, location, category and qualification of the special education teachers do not influence their adjustment

4. There is no significant relationship between the occupational stress and the job satisfaction of the special education teachers.

5. There is no significant relationship between the job satisfaction and adjustment of special education teachers.

5.5. Variables

The following are the three variables of this research work.

- **Dependent variable**: Job satisfaction of Special Education Teachers

- **Independent variables**: Occupational stress and Adjustment.

- **Personable variables**: Gender, Locality, Job Category and Qualification.

5.6. Research Design

Survey research method was used to study the job satisfaction of special education teachers of United Andhra Pradesh in relation to their occupational stress and the adjustment.
5.7. Sample

Total population of special education teachers working in United Andhra Pradesh is 3057, which includes 1857 Mental retardation special education teachers, 1000 hearing impairment teachers, and 200 visual impairment teachers. Of the above population, 300 special education teachers were selected by employing stratified random sampling technique, considering 116 from Mental Retardation category, 92 from Hearing Impairment category and 92 from Visual Impairment category of the above teachers as a sample.

5.8. Tools Used

To measure job satisfaction, occupational stress and adjustment among the special education teachers, selection of the most appropriate tests/tools was not an easy decision for the investigator. Therefore, utmost care was exercised in this regard and sincere efforts were made by the researcher to select the tests/tools for the collection of data. For this purpose, the investigator had a detailed discussion with his supervisor and other professional experts in the field of special education as well as psychology before taking a final decision on the selection of the most appropriate and relevant tests/tools. Finally, the following tests/tools were considered appropriate and selected for the study.

(i) Special Education Teacher Job Satisfaction Scale (SETJSS) developed by the investigator. The validity and the reliability was established following the procedure and the items which were valid were included in the final tool and the reliability of the tool was 0.903 and the intrinsic validity was 0.95.

(ii) Teachers Occupational Stress Scale (TOSS) developed and standardized by Sajid Jamal & Abdul Raheem (2012) was adopted. The experts were consulted to seek their opinion for adoption and they endorsed the adoption of the tool as the test items were quite common for the teachers of general schools and special teachers. The translated tool
into Telugu was tested for its reliability and the reliability coefficient was found to be: 0.63.

(iii) **Teacher Adjustment Inventory** developed and standardized by S.K. Mangal (2008) was adopted. This tool was translated into Telugu and shown to the experts and the teachers of special schools and they found relevance of the items related to their adjustment. This tool was tested for establishing reliability and the reliability coefficients of the five areas are: 0.73, 0.75, 0.74, 0.74, 0.72 and the reliability of the total Inventory is: 0.77.

Besides the above tests, the demographic profile of each teacher was obtained through a personal information collection data sheet.

### 5.9. Findings of the Study

Findings were derived from the results of the study and presented below:

#### 5.9.1. Job Satisfaction

1. The mean job satisfaction level of the 300 special education teachers is 171.69 (49%) which is lesser than even 50%. The mean job satisfaction level of the teachers of Hearing impaired schools is 249.043 (71.15%), teachers of visually impaired schools is 217.684 (62.19%) and the mean job satisfaction score of the teachers of mentally retarded schools is 172.094 (49.16%). Class room arrangement, low salary, pressure from superiors, heavy work load, non availability of adequate number of teaching and learning materials, lack of promotions, high level of stress and lack of medical facilities are the major factors contributed for the lower job satisfaction of the special education teachers.

2. Significant difference in the job satisfaction is observed between men and women. Special education teachers working in various schools as the ‘t’ ratio is found to be
significant statistically between these two groups. The men teachers are found to have more job satisfaction.

3. It is also observed that the teachers working in rural and urban area schools differed significantly in their job satisfaction as the ‘t’ ratio is found to be significant at 0.01 level. The rural teachers are found to be more satisfied with their jobs.

4. While comparing the job satisfaction among the mental retardation, hearing impairment and visual impairment schools Special education teachers, significant difference is noticed among them as the F-value is significant at 0.01 level. The hearing impairment school teachers are having more job satisfaction than the other two categories of teachers.

5. There is a significant difference among the Intermediate with diploma teachers, Degree with Diploma, B.Ed., teachers and the teachers with PG with Diploma, B.Ed. and M.Ed. in their job satisfaction, as the F-value is significant at 0.01 level. Intermediate with diploma teachers are having high level of job satisfaction than the other two groups of teachers.

5.9.2. Occupational Stress

1. No significant difference is existed between men and women Special education teachers working in various schools of United Andhra Pradesh in their occupational stress as the ‘t’ value found to be non significant between the two groups.

2. The special education teachers working in rural and urban area schools differed significantly regarding their occupational stress. The ‘t’ ratio calculated is significant statistically. The urban teachers are found to be having more occupational stress than their counterparts.

3. Significant difference is noticed among mental retardation, hearing impairment and visual impairment schools Special education teachers. The F-ratio is found to be
significant statistically. This significant difference is in favour of mental retardation school teachers when verified through post hoc test.

4. There is a significant difference among the Intermediate with diploma teachers, Degree with Diploma, B.Ed. teachers and the teachers with PG with Diploma, B.Ed. and M.Ed. in their occupational stress. The significant difference is found between Intermediate with Diploma and degree with B. Ed; and intermediate with Diploma and PG with Diploma, B.Ed. and M.Ed. teachers through a post hoc test.

5.9.3. Adjustment and Its Sub-Variables

i) Academic and General Environment of the Institution

1. There is no significant difference between the men and women Special education teachers on the variable academic and general environment of the institution as the ‘t’ ratio is found to be not significant statistically.

2. There is no significant difference between rural and urban area Special education teachers in their academic and general environment of the institution. The obtained ‘t’ ratio is found to be less than the tabulated value at 0.05 level.

3. It is noticed that insignificant difference is existed among mental retardation, hearing impairment and visual impairment school Special education teachers as far as their adjustment with academic and general environment of the institution is concerned.

4. There is no significant difference among the teachers with Intermediate with diploma, Degree with Diploma, B.Ed. and PG with Diploma, B.Ed. and M.Ed. in Special Education with regard to academic and General Environment adjustment of the Institution.
ii) Socio-Psycho Physical Adjustment

1. There is no significant difference between the men and the women teachers in their Socio-Psycho physical adjustment. Both the groups are having almost similar adjustment on this variable.

2. There is no significant difference between the rural and urban area teachers in their socio-psycho physical adjustment as the ‘t’ ratio is not significant statistically.

3. There is a significant difference among the Special education teachers working in mental retardation, hearing impairment and visual impairment as the F-ratio in case of socio-psycho physical adjustment is found to be statistically significant. The hearing impairment school teachers are better adjusted than the other two groups.

4. There is a significant difference among the teachers with Intermediate with diploma, Degree with Diploma, B.Ed. and PG with Diploma, B.Ed. and M.Ed. in Special Education with regard to socio-psycho physical adjustment. The intermediate with diploma teachers are better adjusted than the other two types of teachers.

iii) Professional Relationship Adjustment

1. While making comparison between men and women Special education teachers on the professional adjustment, the ‘t’ ratio indicated that statistically significant difference is existed between the two groups. The female school teachers are found to be highly adjusted as compared to the male teachers.

2. Rural area special education teachers differed significantly from their urban area counterparts on the variable of professional adjustment as the ‘t’ value calculated is found to be significant at 0.01 level of confidence. The rural teachers are found to be more adjusted.
3. Significant difference is existed in the mean scores of professional adjustment of Special education teachers working in mental retardation, hearing impairment and visual impairment schools as the F-ratio calculated is higher than the tabulated value at 0.01 level of significance. The hearing impairment school teachers are found to be better adjusted than their counterparts.

4. There is a significant difference among the teachers with Intermediate with diploma, Degree with Diploma, B.Ed. and PG with Diploma, B.Ed. and M.Ed. in Special Education with regard to professional relationship adjustment. The intermediate with diploma teachers are better adjusted than counterparts.

iv) Personal Life Adjustment

1. On the personal life adjustment, men and women special education teachers did not differ significantly as the calculated ‘t’ ratio is found to be lower than the tabulated value at .05 level of confidence.

2. There is no significant difference between the rural and urban area Special education teachers in their personal life adjustment, as the t ratio was found less than the required value at .05 level of significance.

3. Significant difference among mental retardation, hearing impairment and visual impairment school Special education teachers is noticed on the personal life adjustment. The F-ratio is found to be significant statistically. This significant difference is observed between the hearing impairment school teachers and mental retardation teacher through a post hoc Test.

4. There is a significant difference among the teachers with Intermediate with diploma, Degree with Diploma, B.Ed. and PG with Diploma, B.Ed. and M.Ed. in Special Education with regard to personal life adjustment. The post hoc test
revealed that the significant difference was in favor of intermediate with diploma teachers.

v) Financial Adjustment

1. It is observed that the men and women teachers are not significantly differed on the variable of financial adjustment as the ‘t’ ratio is found to be non significant even at 0.05 level.

2. There is a significant difference between the special education teachers working in rural and urban area schools in their financial adjustment. The calculated ‘t’ value is significant statistically at 0.01 level. The teachers working in urban area schools are better adjusted as compared to their rural area counter parts.

3. There is a significant difference among the mental retardation, hearing impairment and visual impairment school Special education teachers in their financial adjustment. In this case the F-ratio is found to be significant statistically at 0.01 level. This significant difference is in favour of hearing impairment and visual impairment school teachers when post hoc test was applied to verify the difference.

4. There is a significant difference among the teachers with Intermediate with diploma, Degree with Diploma, B.Ed., and PG with Diploma, B.Ed, and M.Ed., in Special Education with regard to financial adjustment. This significant difference was in favour of intermediate with diploma, and Degree with Diploma, B.Ed., teachers when post hoc test was applied to verify the difference.

5.4. Total Adjustment

After taking into consideration the sub-variables of adjustment, the following findings on the total adjustment were arrived at:
1. There is no significant difference between the men and the women Special education teachers in their adjustment as the obtained 't' ratio is found to be non significant statistically.

2. While comparing the rural and urban area teachers on the total adjustment, no significant difference is found between them. Mean score disclosed that the rural teachers are better adjusted than their counterparts.

3. There is no significant difference among Special education teachers working in mental retardation, hearing impairment and visual impairment schools in their professional adjustment. The hearing impairment school teachers are found to be better adjusted than their counterparts.

4. There is a significant difference among Special education teachers having intermediate with diploma qualification, Degree with Diploma, B.Ed., and PG with Diploma, B.Ed. and M.Ed., in their total adjustment. The teachers with intermediate with diploma qualification are better adjusted than their counterparts.

5.9.5. Co-relation among Job Satisfaction, Occupational Stress and Adjustment

1. A negative significant relationship is observed between the occupational stress and the job satisfaction of the Special education teachers of United Andhra Pradesh schools.

2. There is a negative significant relationship between occupational stress and four of the adjustment sub-variables viz., academic and general environment of the institution, socio-psycho physical adjustment, professional relationship adjustment, personal life adjustment and also the overall adjustment. However, the occupational stress and the financial adjustment are found to be not significantly correlated.
3. A positive significant relationship between job satisfaction and overall professional adjustment is observed through the study. The finding indicates that ‘the higher the adjustment levels the higher the job satisfaction’.

4. Socio-psycho physical adjustment is found to be positively related to job satisfaction and no other adjustment sub variable is found to be significantly correlated with job satisfaction.

5.10. Conclusions

On the basis of the above findings, the following conclusions are drawn which are as follows.

1. The level of job satisfaction of special education teachers is around 49%. The major factors contributed for the lower job satisfaction of the teachers are: class room arrangement, salary, pressure from superiors, work load, non availability of adequate books and teaching and learning materials, promotions, stress and lack of medical facilities.

2. Men teachers are found to be better satisfied in their job as compared to women special education teachers. Teachers working in rural areas are more satisfied in their jobs as compared to teachers working in urban area schools. The Special education teachers working in hearing impairment schools are more satisfied in their job as compared to the other two categories of teachers i.e. teachers working in mental retardation and visual impairment schools. Intermediate with diploma teachers are better satisfied with their job where as the teachers with higher qualifications did not have higher level of job satisfaction.

3. There is no difference between men and women Special education teachers of United Andhra Pradesh schools in their occupational stress; whereas significant difference is found between rural and urban area teachers, the later are more
occupational stressed than their counterparts in rural areas. Special education teachers belonging to hearing impairment schools are less stressed than the teachers working in mental retardation and visual impairment schools. The teachers working in the mentally retarded schools are having the higher level of occupational stress. Further the study indicated that the higher qualified teachers are more stressed.

4. Gender is not able to influence the academic and general environment of the institution. Similarly result is observed between rural and urban area teachers as well as the three groups of teachers working in mentally retarded, hearing impairment and visual impairment schools.

5. Teachers working in hearing impairment schools are better in their socio- physical adjustment as compared to those mental retardation and visual impairment schools.

6. Women teachers and rural area teachers are found to be better adjusted than their counterparts in their professional adjustment. Significant difference is existed among mental retardation, hearing impairment and visual impairment school teachers with regard to professional adjustment.

7. Gender and the locality of the teachers is not able to influence their personal life adjustment but teachers working in hearing impairment schools are better adjusted in their personal life as compared to the mental retardation and visual impairment school teachers.

8. Gender hasn’t influenced on the financial adjustment of the special education teachers, yet the teachers working in urban areas as well as in hearing impairment and visual impairment schools are found to be better adjusted financially than their respective counterparts.
9. Gender and the locality of the teachers have no influence on their total adjustment. But the hearing impairment school teachers have better total adjustment in comparison to their counterparts.

10. Qualification has no bearing on the academic and general environment of the institution. Intermediate with diploma teachers are better adjusted with socio psycho physical, professional, personal, financial and total adjustment, whereas the results showed that teachers with Degree, diploma and B.Ed. are financially better adjusted.

11. Negative relationship is observed between occupational stress and job satisfaction. This shows that Job satisfaction and stress are correlated in opposite direction. The higher the occupational stress the lesser the job-satisfaction. Lower scorers on occupational stress are better satisfied in their job.

12. Positive relationship is observed between job satisfaction and total adjustment and the sub variable i.e. socio-psycho physical adjustment is not correlated with the job satisfaction. The higher the job satisfaction of the teachers, the higher is the adjustment. The high scorers on job satisfaction have the higher adjustment.

5.11. Educational Implications

The present study has practical implications for the betterment of the special education programme. The following recommendations are made to the Government, administrators, and co-teachers.

A) Implications to the Government:

- The job-satisfaction level of the teachers working in the mental retardation schools is less than the average. In fact their level of job satisfaction is less than the teachers working in Visual impairment and hearing impairment schools. Therefore all the facilities such as working environment, cooperation of the head of the institutions, relations with the co teachers, attractive salary need to be at the highest level in
order to derive satisfaction in the job. Hence the policy may consider incorporation of double facilities to the teachers working in mental retardation schools, so that they don’t quit the institutions in the middle of the course.

- The teachers working on contractual basis do not have higher level of job-satisfaction due to their temporary and contractual appointments. Therefore there is no need to appoint the teachers on contractual and temporary basis and the policy need to consider this issue.

- The job in the special education institutions require a lot of patience, physical fitness and time consuming. By the time the institution comes to a closure the teachers get tired and they may not pay attention on the children or on their job. Therefore the Govt need to appoint double teachers for each subject who can share the responsibility equally well in order to reduce the stress levels. The policy makers need to consider this observation and the policy may include this for better results in the system.

- The special education teachers may be appointed by assessing their personality using appropriate tests besides giving due weightage to their examination score. This requires the attention of the policy makers.

- The higher qualified teachers need to be arranged special counselling sessions so as to adjust in the special education institutions for deriving job satisfaction. Promotions may also be thought of for them for better job satisfaction in their profession.

- Refresher courses of short duration and incentives to the special education teachers may be included in the policy and may be implemented not only to update their knowledge, acquainting them with the latest techniques, new rules, regulation and projects but also to excel in their field.
• Mental retardation schools need to be provided with adequate provisions on issues such as class size, official hours of duty, levels of extracurricular involvement, availability of sabbaticals etc. for better regulatory framework within which the Special education teachers would be able to find solutions to some of their stress problems at the school level itself. The Govt has to consider this issue for producing better results.

• Provision for conducting special workshops, seminars and training programmes may be created in the budget of special schools in order to help the special education teachers to manage their stress by learning stress management techniques and stress coping strategies.

• The supervision of the schools needs to be in the form of guidance than to take action against the teachers, who are not at fault. Non-threatening inspections are required.

• The Special education teachers should also be given training on modern psychological skills so that they can tackle and teach students in a better way.

• Government has to consider adequate funding for sports in order to encourage the institutions to prepare the children for Special Olympics.

B) Implications to the Administration:

• Open communication system and sharing dialogue with other groups like parents, society and administration should be adopted for eliciting support and assistance. Invariably Parent teacher meetings need to be arranged for every three months.

• Involvement of special education teachers in school administration may also be helpful in coping with the occupational stress, enhancing job satisfaction and making professional adjustment. Democratic administration is the need of the hour for maintaining better human relations.
C) Implications to the Co-teachers:

- Cooperation among staff members will be of immense helpful in sharing ideas of concerns and assisting peers to overcome work related problems. The idea of creating ‘Quality Circles’ may be of much use in this regard as the means of providing relief from some playground duties, regular staff meetings and increased staff social activity.

5.12. Suggestions for Further Research

In the light of the present study, the following suggestions are made for further research.

1. Comparative study may be taken on the job satisfaction of Special education school teachers and other allied subject teachers.

2. A comparative study may be conducted on the job satisfaction of special education teachers of United Andhra Pradesh and the other states of our country.

3. Study on the influence of psychological variables on the job satisfaction of the special education teachers may be explored.

4. Influence of Demographic variables such as age, experience, marital status, salary etc., on the job satisfaction, occupational stress and adjustment of Special education teachers may be considered

5. A comparative study may be conducted on the job satisfaction of the Special education teachers of India and the other countries.