ABSTRACT

This study investigated the level of satisfaction and level of problems of special teachers in teaching children with autism, mental retardation and multiple disabilities. The sample is composed of 651 special teachers working in different special schools of Kerala State. Method of random sampling is employed for the selection of the sample. The tools used for collecting data are inventories for identifying level of problems, level of problems in using reinforcement and satisfaction of special teachers. The data collected were analyzed using appropriate statistical techniques such as Descriptive statistics, Student’s t-test, One way Analysis of variance (ANOVA), Scheffe test for pair wise comparison and Karl Pearson’s Product moment correlation coefficient. The results shown that Special teachers were found to have only moderate level satisfaction in teaching children with autism, mental retardation and multiple disabilities (48.85% of teachers reported moderate satisfaction and 29.19% expressed only low satisfaction) .The problems of special teachers in teaching children with autism, mental retardation and multiple disabilities were of mostly high and moderate level (46.85% of teachers reported high and 43.93% expressed moderate problems). Most of the special teachers 46.08% have moderate problems and 41.17% have high level problems in using reinforcement strategies. Both the satisfaction and problem scores were analyzed with respect to certain selected socio demographic variables. All the stated hypotheses were tested and conclusions were drawn. Results are interpreted accordingly. Implications and suggestions are incorporated in the report.

Key words: Autism, Mental Retardation, Multiple disabilities, Satisfaction, Problems and Reinforcement.