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CHAPTER 1
INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The world conference held during the early 1990s under the auspices of UNESCO, UNDP, UNFPA, UNICEF and the World Bank exhorted for a global movement to achieve “Education for all”. Although constitution envisions quality education, equal life chances and opportunities for all children, the dream to percolate this target to the children with learning disability is yet to be accomplished. Individuals with Disabilities Education Act (IDEA) in the United States is a federal law that ensures free and appropriate public education for every child ranging from 3 to 21 years old regardless of the degree of disability.

The WHO/World Bank world report on disability of 2011 established that 15% of the world’s population has some form of disability. Nearly 150 million children worldwide have different types of disabilities. It comprises speech, cognitive, physical emotional and sensory challenges. Almost 80% of the children with disabilities (CWDs) under the age of 5 years worldwide live in developing countries and have no way or limited access to formal education.
In the end of 20th century, Government of India has seen passing of three major legislations related to person with disability. The Rehabilitation Council of India Act, (RCI Act, 1992), Person with Disability Act, (PWD Act, 1995), and National Trust Act (1999) have been passed and implemented at the centre and state level. Education has been made a fundamental right for children in the age group of 6 to 14 years as per the 86th amendment of the constitution of India (2002) and the government has to ensure that every child including children with disabilities has access to education, and necessary needed support must be provided to children with disabilities for their education. In order to fulfil this responsibility, all children with disabilities need to be brought within the crease of education.

National Policy for Persons with Disabilities (2006) has an objective to ensure education and life style training for all children with disabilities to enable them to develop their abilities to the fullest potential. The Right of Children to Free and Compulsory Education Act (2009) is gives a momentous step forward in our struggle for Universalising Elementary Education. As per census 2001 about 2.13% of total population constitutes persons with disabilities and there are 21.9 million persons with disability in India. The report of NSSO (2002), on ‘Disabled Persons in India’ shows that 45% persons with disabilities as literate. The data on disabled children in elementary classes collected under District Information System of Education (DISE) reveals that in the year 2004-05, there were 1.40 million disabled
children in elementary classes as against 1.62 million in 2005-06. In 2006-07 there were as many as 1.42 million, in 2007-08 this figure was about 1.55 million disabled children across the elementary education.

1.1.1 Special Education Programme–A New Perspective

The lifestyle of children with special needs (CWSNs) is different from normal children as disability generates many limitations. It requires newer adjustments in meeting day-to-day problems and physical adjustment. In order to bring them into dynamic life, enough attention should be given to educational, social and psychological aspects. Special school concept is the only substitute for children with special needs throughout the world.

The special education programmes are designed for those students who are mentally, physically, socially and/or emotionally delayed. The aspect of ‘delay’ broadly categorized as a developmental delay, signifies an aspect of the child's overall development (physical, cognitive, scholastic skills) which places them behind their peers. Due to this developmental delay some students require special attention and care which can’t be met from the traditional general classroom environment.

In every school there are children with disabilities and with different types of problems. Students with impairment/learning disability cannot cope with the normal education programme in a regular classroom. So, they are in need of special education programme. It is distinguished from regular
educational programme in many ways. Students with intellectual disabilities require additional educational services to attain their potentials. Special education programme is something special- special training, specially adapted equipment and materials, special and flexible classroom arrangements, individually planned lesson plans, Individualized Educational Programme (IEP), specially made teaching learning materials, systematically monitored arrangements of teaching procedures, special teaching strategies etc.

Education of citizens, whether they are ‘abled’ or ‘disabled’ are resources of every country. A special education programme should be modified to address each individual student’s unique needs. Common special needs include learning disabilities, communication disorders, emotional and behavioural disorders, physical disabilities, and developmental disabilities. Special educators provide a variety of services, in which students with special needs obtain varying degrees of support based on their individual needs. However, children with mental disabilities need extra attention in terms of curriculum adaptation, teaching methods, and learning environment. Special education students are much more likely to engage in challenging behaviour than the general education peers.

Education of disabled is the responsibility of the government. Hence the need for special education is so important. Educating these children is a challenging task (Reddy et al., 2000).
1.1.2 **Special Education Teacher**

Teachers are the topmost person in the professional pyramid because they mould the future generations. The success of any educational programme to a large extent is determined by the quality of teachers. Similarly, the Education Commission (1964-66), corroborates that, ‘of all the different factors which influence the quality of education and its contribution to national development, the quality, competency, character and adjustment of teachers are undoubtedly the most significant’. It is clear that an effective and competent teacher should have positive attitude towards teaching to initiate desired learning outcomes in the students. The advancement of knowledge, the development of science and technology has drastically influenced all aspects of life. Teaching profession is not an exception to this. As teachers are supposed to undertake a complex task of teaching, yet they feel stress in teaching profession.

V.S. Mathews (2003) states that ‘No system of education, no syllabus, no text books can rise above the level of its teachers. If a country wants to have quality education it must have quality teachers’.

The teacher in the special schools plays a key role in the educational process and in imparting knowledge to the learners. This type of school requires specially trained, efficient and qualified teachers to teach children with disabilities. The success of any special education programme depends
on the quality, performance, knowledge, and efficiency of teachers to a large extent. Teachers in the special school have multi-faceted roles as a teacher, trainer, counselor, therapists, social worker nurse, etc.

The teacher in the special schools today is faced with varied challenges in education calling for greater effort from teachers. The communication process between a teacher and his/her students in the classroom has been found to be chiefly responsible for the proper educational growth of the student.

Educating exceptional children is not an easy task as that of educating normal children. Teachers too prefer to work in normal schools and only a handful of teachers come gratefully to work in special schools. Special education teachers’ role is much important for the development of the society. They must have the basic knowledge of the principles of human behaviour and must be able to tackle the problems of the student with special need effectively. The teachers in the special schools should have positive attitude towards students and teaching must be changed accordingly. Teachers in the special school must always act for the welfare of the students. They shall be a friend, philosopher, and guide to the children.

In any modern society a person’s job is not just a way of earning his/her livelihood, but it is more a way of life. There is no denying the fact that among the many factors that influence the quality of education, the
quality and competence of the teacher are the most important. Quality of teaching depends on many factors. Among these the job stress and job satisfaction of teachers is most significant. Hence nothing can be as important as providing the teachers with the suitable environment for the professional enrichment and effective classroom management.

1.1.3 Job Stress of Special School Teacher

Stress has been defined by different authors in different ways. Borg, Riding and Falzon (1991) defined stress as a physical, emotional or mental reaction resulting from one’s response to certain pressures in the environment and how well one can manage those pressures. Onyemerekeya (1996) perceives stress as the reaction or response within an individual that occurs when some kinds of external events threaten him. It should be noted that all events of life present stress at one time or another. This is because stress is an uninvited “guest” in the life of everyone.

Efficient and effective performance on any job depends largely on good psychological wellbeing of the workers. Other factors include favourable environment, good interpersonal relationship, adequate communication among management and staff, reasonable work load, better remuneration and a lot of other physical and psychological factors. Work becomes very uninteresting and stressful when all or some of the conditions stated above are not in place. Stress generates serious work hazards in all the
individuals. In fact, without stress, satisfaction of many workers may not be punctured, thereby leading to low productivity and inefficiency. However a high degree of stress may mutilate the whole process of performance. It is learned from many research studies that teaching competence of teachers usually drops off, when teachers possess behavioural problems, maladjustment, unfavourable attitude towards teaching environment, and when stress raised to high levels. It is true that a teacher with stress may not be able to handle the classroom situations skilfully and it may influence teaching competence adversely.

Stress is a subjective experience and its intensity depends upon a person’s perception of the potential danger of an event and his or her perceived ability to cope with that event or stressor. Many factors contribute to teacher stress have been studied by previous researches. This includes student behaviour (Brown & Ralph, 1994; Keiper & Busselle, 1996), inadequate salary (Vance, 1989), role conflict and diverse responsibilities (Burns & Gmelch, 1992; Gerten, 1995), poor working conditions (Borg & Riding, 1991), lack of recognition (Laughlin, 1985; Vance, 1989; Tang & Yeung, 1999), teacher accountability for the child’s educational outcomes, the child physically attacking others (Forlin, 1998), and serious health problems (Guglielmi & Tatrow, 1998).

Special education teachers experience many sources of stress in their work (Brownell, Smith, McNellis, & Miller, 1997; Fimian & Santoro, 1983;
Gersten, Keating, Yovanoff, & Harniss, 2001). The attrition and burnout of special education teachers is an on-going, vexing dilemma for public education (Eichinger, 2000; Fore, Martin, & Bender, 2002; Wisniewski & Gargiulo, 1997). While several models and theoretical frameworks attempt to explain teacher erosion and stress in public education, very few models or conceptual frameworks describe the unique contextual factors of special education teachers’ work. In-depth qualitative studies are needed to provide special education teachers with the opportunity to use their own words to frame the issues from their perspectives and to describe how the day-to-day contextual factors associated with their work may contribute to job stress, attrition, and burnout (Billingsley, 2004).

Younger special education teachers are more inclined to leave special education or move to a general education position (Boe, Bobbit, Cook, Whitener & Weber, 1997; Cross & Billingsley, 1994; Morvant, Gersten, Gillman, Keating, & Blake, 1995; Singer, 1992). Grissmer and Kirby’s (1987) research correlated special education teacher attrition to age with a “U” shaped pattern. Attrition was high among young special education teachers, low among mid-career special education teachers, and high for retiring special education teachers. In fact, Singer’s (1992) research indicated younger special education teachers have close to twice the attrition rate as more experienced special education teachers
Personal factors unrelated to work impact younger special education teachers erosion (Billingsley, 1993; Billingsley, Pyecha, Smith-Davis, Murray & Hendricks, 1995; Brownell, Smith, McNellis, & Miller, 1997; Morvant, Gersten, Gillman, Keating, & Blake, 1995). These reasons included family moves, pregnancy, child rearing, and health. In a study of 99 urban special education school teachers, Billingsley et al. (1995) reported 37% left primarily due to family circumstances unrelated to work. In a similar study of 477 special education teachers, Boe, Bobbitt, Cook, Barkanic, and Maislin (1999) reported 35% left due to personal reasons. Research from Cross and Billingsley (1994) and Singh and Billingsley (1996) indicate some teachers who attained higher education levels and had less experience were more inclined to pursue other career opportunities outside of public education.

The research literature shows that the work environments are important to special education teacher attrition and retention (Billingsley, 2004). Work environment variables include wage, administrative support, and interpersonal relationship among co-workers, training programmes, teacher roles, and caseload. The few research studies indicated that the linkage between salary and attrition report consistent findings. Higher attrition rates are associated with lower salaries and conversely lower attrition rates are associated with higher salaries (Billingsley, Pyecha, Smith-Davis, Murray, & Hendricks, 1995; Boe, Bobbitt, Cook, Whitener, &
Compensation should be considered as a retention strategy for special education teachers. Lack of administrative and mutual support has been linked to higher rates of attrition (Billingsley & Cross, 1991b; Lawrenson & McKinnon, 1982; Metzke, 1988; Miller, Brownell, & Smith, 1999; Platt & Olson, 1990). Research indicates teachers who report high rates of principal support are less inclined to report feeling stressed and more inclined to report feeling committed to and satisfied with their work (Billingsley & Cross, 1992; Boe, Barkanic & Loew, 1999; George, George, Gersten, & Grosenick, 1995; Miller, Brownell, & Smith, 1999). Fimian (1986) concludes principals and colleagues play a key role in moderating special education teacher’s stress. Principals can reduce stress by altering the special education teachers job design (Gersten, Keating, Yovanoff, & Harris, 2001), fostering supportive relationships (Littrell, Billingsley, & Cross, 1994), and improving collaboration between general and special education teachers (de Bettencourt, 1999). Overall, principal support is associated with more professional development opportunities, fewer role problems, greater job satisfaction, reduced stress, and higher level of commitments (Billingsley, 2004; Gersten, Keating, Yovanoff, & Harris, 2001; Singh & Billingsley, 1996). Stress is defined as a state of worry that
arise from an actual or apparent demand that calls for change behaviour” (Lazarus, 1999).

1.1.4 Job Satisfaction

Job satisfaction may be defined as a pleasurable positive emotional stage resulting from the appraisal of one’s job or job experience. It result from the perception that one’s job fulfills or allows the fulfilment of one’s important job values providing and to the degree that these values are congruent with one’s need (Locke, E.A; 1976).

On reviewing journals and websites related to study of the cause of job satisfaction, the researcher found that job stress has solid influence on job satisfaction. Many factors have direct or indirect influence on job satisfaction of teachers in the special schools. Can a teacher work properly in unhealthy atmospheres? Even the most efficient teacher will remain handicapped in the proper discharge of their duties for want of proper school atmosphere. Nor can the pupil get any benefit from the teachers, if they are not housed properly. If they don’t have any access to teaching aid, and if they do not work in healthy surroundings, we should pity to the lot of schools, which are huddled together in dark and dingy rooms or plastered floors or unpartitioned rooms with bricks and walls. Even now there are a lot of schools functioning without adequate infra-structure facilities.
According to Dixit (1993) "Job satisfaction is the result of various attitudes of an employee towards his job" The extent of job satisfaction is measured through different aspects such as work, workplace, infrastructure provided, supervision, salary, job security, promotional opportunity, invectives and work environment. According to Lavingia K V. (1974) a teacher who is happy with his work environment, finds satisfaction in his life. Hence a job satisfied teacher can contribute much to the wellbeing of their personal life also.

Job satisfaction is required in any profession in general and in teaching profession in particular. The role of teachers in the national development is becoming increasingly important. The intellectual prosperity and personality development of the teachers largely influence the work atmosphere of the school. The studies on job satisfaction reveal that various factors of physical and social nature affect job satisfaction productively. In the same way these factors also influence the satisfaction of other jobs. Job satisfaction is a fruitful area of study. The studies on the subjects are within the context of modern psychology. A satisfied teacher is an asset to the school as he/she may overcome the poor physical and psychological condition that badly affects the working conditions of the school.

Job satisfaction increases the quality of work done. The teachers in the special school come across with various factors that affect directly or indirectly in their job satisfaction. Individual factors of job satisfaction
include personality, level of formal education, intelligence, age, and orientation to the work. Social factors include the social relationship, opportunities for interaction are social recognition. Cultural factors include attitude, beliefs and values.

1.2 NEED AND SIGNIFICANCE OF THE STUDY

The constitution provides equal opportunity for all citizen of India irrespective of their sex, creed, race, structure and emphasises the right to live. All though provision has been made in the constitution, the measures initiated by the government have been inadequate due to the inherent problem in providing equal opportunity to the children with special needs. A multi-disciplinary crew is essential for the education of children with special needs (CWSN).

The development of a nation along with a conscious and productive citizenry depends upon the standard of education they get and the quality of education depends on the quality of the teachers. Teachers are undoubtedly the most important element of educational system. They are the topmost academic and professional person in the educational pyramid. As such, teachers have to play a crucial role in the process of social transformation and they have to shoulder complex tasks as active participants in national development. The National policy on Education (1986) and its revised
version (1992) have suitably repeated the importance of teachers in the words “No system of education can rise above the Teacher”.

The senses are the gateway of knowledge. Hearing and vision are the important sense facilities for acquiring knowledge. The hearing impaired, visually impaired and mentally retarded children are the victim of social negligence throughout history. They remained unattended, hated, ignored and socially boycotted till recent past in all walks of life. The condition of teachers in the special schools is also pathetic to some extent. The government and other voluntary organisations give too much attention and care to the development of general schools. Provisions for compulsory training programmes for teachers, financial assistance for the infra-structure facilities of the school, reasonable remuneration to the staff are some them. But how can we close our eyes towards the pathetic conditions of special schools?

But now a change has been occurred in the general attitude of the people towards such children and their education. Education for such children has become the necessity for the development of any nation.

The education of disabled children has hardly received due consideration both by the government and nongovernment agencies. The attitude of the community in general and parents in particular towards the
education of the disabled have undergone change with the development of society and civilization.

The qualitative changes in the special schools depend on the quality of teachers in the school. Teachers in the special school also didn’t get due attention by the public and the Government. Job stress of teachers will definitely affect the education of children of any school. Many teachers are not satisfied due to their excessive stress and hence unhappy with themselves as well as others. A large number of teachers in the special schools do not show much interest to continue in the profession due to their excessive stress and dissatisfaction in the job. The facilities and motivations offered to the special school teachers are so meagre that many of the talented teachers do not think of becoming teachers in the special schools, but seek position elsewhere. Lack of recognition from the society is also a sore point. The net result is there appears to be a widespread dissatisfaction at present in the special school teachers, as a whole.

The significance of the role of the special school teacher is not duly recognized in recent times. Nevertheless it has become a fashion for a few people to observe the teacher’s day. Special school teachers today in general, suffer from neglect, indifference and insecurity. The parent expects a lot from a special school teacher who has so little power and alarmingly meagre facilities. Several commissions and committees appointed by the government of India like University Education Commission (1948-49), the
Secondary Education Commission (1952-53), the Education Commission (1964-66) and the National Commission on School Teachers (1983-85) have examined various aspects relating to teacher status. These commissions’ forwarded recommendations regarding teachers’ status, salaries, conditions of service, job security, work load, retirement benefits, in-service programmes etc. Steps have been taken from time to time to implement some of the measures recommended by the commissions only to the general school teachers. The teachers in special school do not come up to the expected level in terms of their academic input as well as establishing personal relationship with students, parents, colleagues and administrators. This situation may be a reflection of the teachers job stress with their job environment. The review of related literature shows that a large number of research study have been undertaken in India as well as abroad in the various problems of teachers in the general education sector. But about the teachers in the special school context few such studies could be located at doctoral level research. This realisation has motivated the investigator to make an effort to fill up this gap, by undertaking a detailed study at the doctoral level in special school teachers. Although special education teachers have many reasons to feel stressed, they can more effectively deal with stress by using specific strategies. The present situation necessitates developing a training model for the teachers aiming to minimise job stress of teachers in special school and enhancing their job satisfaction.
Professional development, in-service training programmes, and other external job support can go a long way in increasing teacher confidence in their ability to address challenging behaviour in the classroom and make them more effective in their profession. It is hoped that such a study could yield more fruitful results regarding the different measures that can reduce job stress and enhance job satisfaction of special school teachers and hence the need and significance of the study.

1.3 STATEMENT OF THE PROBLEM

Teaching is a stressful profession, and those stresses may eventually erode teachers' enthusiasm and engagement in teaching, understanding their capacity to meet students' needs and eventually leading with the everyday demands and challenges associated with the teaching profession over time, not only to protect teachers from burnout, but also as a way to promote their engagement, learning, and mastery. Many literature and researches have revealed that these several areas affect the job stress and job satisfaction of special school teachers. Various factors are associated with job stress and job satisfaction of teachers in the special schools. Since the purpose of the present study is to develop a training model for minimising job stress and enhancing job satisfaction of teachers who are working in special school. The problem under investigation is entitled.
‘DEVELOPING A TRAINING MODEL FOR MINIMISING JOB STRESS AND ENHANCING JOB SATISFACTION OF TEACHERS IN THE SPECIAL SCHOOLS OF KERALA’.

1.3.1 Operational Definition of Key Terms

The key terms used in the title of the study are defined as follows

Developing

Developing refers to grow or cause to grow and become advanced or elaborate. In this study the word developing means preparing and validating a model to minimize job stress and enhancing job satisfaction of teachers in the special schools.

Training Model

Training has been defined as “The systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task” (Michael 1997) In this study training model means a planned process to modify attitude, knowledge or skill to achieve effective performance in an activity or range of activities and to improve the overall performance of the teachers in the special school.
Job Stress

The word stress is derived from the Latin word ‘stringere’ which means ‘to be drawn tight’. Stress is body’s natural response to challenge, threat or excitement. It is the body’s reaction to a change that requires a physical, mental or emotional adjustment or responses.

In this study stress is a subjective feeling or tension experienced by a teacher in the physical, mental, and or emotional realm as a response to job environment.

Job satisfaction

In this study job satisfaction is defined as the measure of pleasure or gladness associated with the job. It refers to teachers’ status of level of satisfaction, as a result of his/her various interests and attitudes as a person towards his/her job.

Special schools

Special education refers to the system of educational practices and programmes designed for the children who are physically, socially, emotionally and /or intellectually delayed.

In this study special school refers to the school where the intellectually disabled children studies.
Special education teachers are those who work or assist the children who have a variety of emotional, physical or intellectual disabilities. In the present study teachers who work in the school in which intellectually disabled children are studying is considered.

1.4 OBJECTIVE OF THE STUDY

The objectives of the present study is given below

1. To understand the level of job stress among teachers in the special schools of Kerala.

2. To understand the level of job satisfaction among teachers in the special schools of Kerala.

3. To find out whether there is any significant difference exist in job stress of teachers in the special schools for the subsamples based on

   (a) Gender

   (b) Qualification

   (c) Locale of the School (Rural /Urban)

   (d) Experience

4. To find out whether there is any significant difference exist in the job satisfaction of teachers for the subsamples based on
(i) Gender

(ii) Qualification

(iii) Locale of the School (Rural/Urban)

(iv) Experience

5 To find out the relationship between job stress and job satisfaction of teachers in the special schools

6 To develop a training model for minimising job stress and enhancing job satisfaction of teachers in the special schools

7 To test the effectiveness of the developed training model in minimising job stress and enhancing job satisfaction of teachers in the special schools for the total sample and component wise.

1.5 HYPOTHESES

The following are the hypotheses of the study

1 Teachers in the special schools have adequate job stress.

2 Teachers in the special schools do not have adequate job satisfaction.
3 There exists significant difference in the job stress of teachers in the special schools for the subsample

(a) Gender

(b) Qualification

(c) Locale of the school (Rural/Urban)

(d) Experience

4 There will be significant difference in the job satisfaction of teachers in the special schools with respect to

(i) Gender

(ii) Qualification

(iii) Locale of the school (Rural/Urban)

(iv) Experience

5 There exist significant relationships between job stress and job satisfaction of teachers in the special schools.

6 The developed training model is effective for minimizing job stress and enhancing job satisfaction for the total sample and for the components.
1.6 METHODOLOGY IN BRIEF

Methodology involves the procedure adopted for the realisation of the objectives of the study.

From the different approaches that may be employed in descriptive research ‘normative survey’ was adopted for collecting data relevant for the study, since ‘it is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing’ (Best, 1995, p.96). Survey cum experimental method was adopted for the study. Survey method was used for assessing existing job stress and job satisfaction of special school teachers of Kerala. The data was collected randomly from the sample of 250 teachers in the special schools from various districts of Kerala. Due representation was given to variables like gender, locale of the school, qualification and experience of the teachers. The tools and techniques used for collecting data are job stress scale and job satisfaction scale, both are prepared and standardised by the Investigator with the help of supervising teacher and subject expert.

Experimentation was adopted for testing the effectiveness of the training model prepared by the investigator. The experimental design adopted was single group pre-test post-test design. For experimentation the investigator selected a sample of 60 special school teachers of Trissur
district. The data collected were analysed using appropriate statistical techniques as mentioned below and the result obtained were discussed appropriately and conclusions were drawn, followed by some suggestions.

The major statistical techniques employed for the study were the following.

1. Descriptive statistics like mean, median, standard deviation
2. Percentages
3. t test.
4. Pearson’s Product Moment Coefficient of Correlation

1.7 SCOPE OF THE STUDY

The present study aims for reducing job stress and enhancing job satisfaction of teachers in the special schools through the implementation of training model. Job satisfaction is a primary requisite for any profession. Since the job stress and job satisfaction are intertwined with each other, minimising job stress is essential to attain job satisfaction of teachers in the special schools. Both job stress and job satisfaction are a complex phenomenon involving various personal, familial, institutional and social aspects. If the teachers have minimum stress and maximum job satisfaction, they will be in a position to fulfil the educational objectives and national goals. Identifying the importance of minimising job stress and enhancing job
satisfaction in the career of a special school teacher this study has been taken up to find out the influence of job stress for enhancing job satisfaction of teachers in the special schools of Kerala. The result of the study can help to understand the situations which cause job stress and job satisfaction among teachers. The study will throw light on the teaching community to identify their abilities and it will enhance job satisfaction in their teaching profession. This type of identification and remedial programmes will improve the quality of class room teaching of teachers.

The major aim of the present investigation was to develop a training model for reducing job stress and enhancing job satisfaction of teachers. Though many studies have been conducted on the problems related to teachers in the general education category, studies focusing on special school teachers have been found very few in numbers in Kerala. The training model developed covers a broad range of activities for the teachers. The training model is beneficial for teachers in nourishing their abilities in the class room teaching, as well as in developing positive attitude towards the teaching profession. Moreover, it is hoped that identification of the factors that contribute job stress and job satisfaction of teachers in the special schools can be helpful in taking adequate steps to provide supports to teachers to ensure professional gratification. This newly developed training model will be beneficial to the teachers in their profession for reducing their stress and enhancing job satisfaction
1.8 LIMITATIONS OF THE STUDY

Though possible steps were taken to make the study an objective one, certain limitations have crept into the study, the following being the major limitations identified in this context.

(i) Since the study was envisioned to teachers in the special schools, due to paucity of time and research expenses it was limited to teachers of the school in which intellectually challenged children studies.

(ii) The selection of the sample for the survey was not state wide, as it was confined only eight district of Kerala because of a number of practical constraints like paucity of time, research expenses collecting data from a population spread out over a considerable area.

(iii) As a sample for the descriptive survey 250 teachers from the special schools were involved in the study. A large sample could not be used due to limited number of teachers are working in most of the special school.

It is sincerely hoped that these limitations are not of that sort to hamper the real spirit and intent of the present study.

1.9 ORGANISATION OF THE REPORT

The study has been reported in 5 chapters
Chapter I: Introduction

Presents a brief introduction of the problem, a brief description about special education, job stress, job satisfaction, need and significance of the study, statement of the problem, operational definition of key terms, objectives of the study, hypotheses formulated, methodology in brief, scope and limitations of the study and organisation of the report

Chapter II: Theoretical overview

This chapter is devoted to a theoretical frame work of variable under study and to explain the meaning of job stress, job satisfaction, special school teachers, and theories related to job stress and job satisfaction

Chapter III: Review of Related literature

A review of related literature that led to emergence of the present study, and how it provided the researcher an opportunity to justify his endeavour is presented in chapter II

Chapter IV: Methodology

Gives description of methods of investigation, the sample selected, the tools and techniques adopted for conducting the study, development of training model, the procedure employed for collecting data and statistical techniques used.
Chapter V: Analysis and interpretation of the data

Presents the result of analysis made and interpretation of data collected

Chapter VI: Conclusions and Suggestions

It presents the summary of the study, major findings and suggestions for further research in this area

This chapter is followed by a fairly exhaustive Bibliography and a series of Appendices pertaining to the study.