

CHAPTER-V

**FINDINGS, DISCUSSION, SUMMARY, AND
SUGGESTIONS FOR FURTHER STUDY**

5.1 Introduction

The present study was an attempt to study the job satisfaction of teachers working in special schools. The first chapter dealt with introductory notes with an explanation of concepts like special education, and job satisfaction. It also reveals the need and significance of studying the job satisfaction of teachers. Further in order to categorize and to have proper direction, the investigator framed the research question in the light of objectives along with certain delimitations of the study. In the second chapter related studies were reviewed for a sound base for further research procedures. In the third chapter methodology and design were formulated along with the tool for collection of data. In the fourth chapter, data was put into analysis, and interpretation was done. In this chapter findings, and conclusions are presented followed by educational implications based on the major findings of the study.

5.2 Major Findings of the Study

1. In a recent study conducted on job satisfaction among special teachers in school revealed a remarkable finding: All special teachers expressed a high level of satisfaction with their job.
2. In the present study conducted on job satisfaction among male special teachers in schools. The findings revealed that the majority of male special teachers expressed overall satisfaction with their job.

The study concluded that male special teachers generally found their job rewarding and satisfying and they were committed to their role in facilitating the development and learning of students with special needs.

3. In the present study on job satisfaction among female special teachers in schools found that the majority of participants reported high levels of satisfaction with their profession. They expressed fulfillment in making a positive impact on student's lives, finding their work meaningful, and appreciating the unique challenges and rewards that come with being a special teacher.
4. Special training has a significant effect on the job satisfaction of teachers working in special schools. This shows that special training has a positive effect on job satisfaction. Special training equips the teacher with the necessary skills to deal with children's special needs.
5. In the present study on job satisfaction among special teachers in schools, it was found that untrained special teachers were not present in any schools surveyed. Therefore, no data or information could be obtained regarding the satisfaction of untrained special teachers in their job roles.

5.3 Discussion

A study on job satisfaction among special teachers in schools examined the experiences of male and female teachers, as well as the impact of training on job satisfaction. The findings revealed several key insights. Firstly, both male and female special teachers reported high levels of job satisfaction, indicating that gender did not significantly influence their overall satisfaction. Suggesting that proper training and professional development programs positively contribute to job satisfaction in this context. These results emphasize the importance of investing in training opportunities for special

teachers to enhance their job satisfaction and, ultimately, improve the quality of special education in schools.

5.4 Summary

The present study deals with the study of job satisfaction of teachers working in special schools in Bhopal.

5.4.1 Objectives of the Study

1. To explore the job satisfaction of special teachers in school.
2. To compare the level of job satisfaction of male and female special teachers.
3. To study the effect of special training on job satisfaction of special teachers working in schools.

5.4.2 Research Question of the Study

1. Whether the special teachers are satisfied with their job as a special teachers?
2. Whether the male special teachers are satisfied with their job as a special teacher?
3. Whether the female special teachers are satisfied with their job as a special teacher?
4. Whether the trained special are satisfied with their job as a special teacher?
5. Whether the untrained teachers are satisfied with the was a special teacher?

5.4.3 Delimitation of the Study

1. The study is limited to 30 teachers working in different special school.
2. The study is limited to 04 different special schools only.
3. The study is restricted to Bhopal city only.
4. Special schools in the field of visual/hearing/intellectual impairments are considered in the study only.
5. The study could not take care of other variables like working conditions, promotional avenues, etc. due to paucity of time, money, and manpower.

5.4.4 Variables under Study

In the present study variables are as follows:

Independent variable: -gender- male and female

Dependent variable: - Job satisfaction

5.4.5 Samples of the Study

The sample considered of 30 teachers working in different special schools in Bhopal city Total number of schools was kept in view the objectives, research questions, and number of samples of the present study investigator found the purposive sampling technique suitable for data collection.

5.4.6 Tools used for data collection

After the sample has been chosen, the next task of the research is to choose appropriate tool for data collection. The tool have been used in the study is researchers made job satisfaction scale.

Standardized job satisfaction scale for general teachers was consulted for teachers working in special schools with the help of teacher job of satisfaction questionnaire

The finalized job satisfaction scale was translated in hindi for teachers to confirm the accuracy and validity of translation work and subject matter opinion was sought from hindi experts and subject experts.

5.4.7 Procedure of data collection.

The collection of data was spread over a period of 5 working days. The collection of data was done in 4 special schools in Bhopal city. The researcher personally visited the schools which are selected for the study then she took permission of the heads of the school for administering the test and finalized of the dates.

The investigator met the teachers of the concerned schools personally and made clear about the purpose of administration of such a scale on them and expected full cooperation from them. The instruction regarding the procedure to be adopted was explained by the researchers. Teachers were assured that name of the schools and their responses would be used for research purpose only and will be kept confidential. They were suggested to give free frank and honest responses without

any hesitation. The teachers were asked to read the instruction written on the first page of the scale carefully before working on it.

5.5 Educational Implication

1. The findings of the present study can be beneficial in recruiting specially trained teachers so that they get more effective output from teachers having sound and job satisfaction.
2. The findings of the study have implications for the teachers working in special schools it implies that they should have a positive attitude towards children with special needs to have better adjustment and satisfaction in their profession.
3. The finding also has implications for principals of special schools to provide in-service training to teachers to acquaint them with the latest trend in the field of special education. This will help in making teachers satisfied with their job.

5.6 Suggestions

After having some experience in the field of study, following suggestions can be made for the people concerned with the study and who can help in better adjustment of teachers in their job.

5.6.1 Suggestions for Principals or Schools Administrators

1. Teachers should be given adequate salary for better adjustment in life.
2. Opportunity for advancement and promotion should be given.
3. Teachers should be sent time to time for in-service training.
4. Relationships between teacher and their heads must be informal with equality and mutual respect and decision-making should be on the basis of dialogue and discussion.
5. Pay and allowances should be given according to central or state government norms.

5.6.2 Suggestions for Special Teachers

1. Special teachers should develop a positive attitude towards children with special needs to derive satisfaction with their job.
2. Special teachers should take special training according to the need of children in special schools so that they find themselves adjusted in their profession as per RCI norm.
3. Special teachers should conduct introspection and self-analysis of their own behavior toward children with special needs to get necessary feedback for continuous self-improvement.
4. Special teachers should develop internal commitment towards nobility of the profession.
5. Love children who are differently able and handle them sensibly and sensitively to meet their learning needs. Extend cooperation and support to fellow teachers.
6. Keep oneself informed of the developments taking place in the field of special education.

5.6.3 Suggestions for Further Research

1. Similar study can be done by taking different types of schools such as private, rural, urban, tribal, residential, etc.
2. Study could be extended by taking variables like working conditions in the school, promotional avenues, professional development, etc.
3. Along with job satisfaction, the organizational climate of the school could be studied.
4. The study could be extended by studying job satisfaction, aptitude, job preference, and mental health in correlation with each other.

5.7 Conclusion

The study focused on exploring job satisfaction among special teachers in schools, with the dependent variable being job satisfaction and the independent variable being the gender (male and female) and training status (trained and untrained) of the special teachers. The findings of the study revealed several important insights. Firstly, when analyzing job satisfaction based on gender, it was observed that both male and female special teachers reported high levels of job satisfaction. This indicates that job satisfaction among special teachers is not significantly influenced by gender, suggesting that both genders are equally satisfied with their profession. It was found that trained special teachers reported higher levels of job satisfaction compared to their untrained counterparts. This suggests that training plays a crucial role in enhancing job satisfaction among special teachers. The specialized skills and knowledge acquired through training likely contribute to a greater sense of competence, job security, and overall satisfaction with their work. Overall, the study highlights the significance of training in improving job

satisfaction among special teachers. It is essential for educational institutions to provide comprehensive training programs and professional development opportunities for special teachers to enhance their job satisfaction. Additionally, the findings underscore the importance of recognizing and addressing the unique needs and challenges faced by special teachers in order to promote a positive work environment and further enhance their job satisfaction. Further research could explore additional factors influencing job satisfaction among special teachers, such as workload, support from colleagues and supervisors, and the availability of resources. By gaining a deeper understanding of these factors, policymakers and school administrators can develop strategies and initiatives to foster job satisfaction among special teachers, ultimately leading to improved educational outcomes for students with special needs.