

# CHAPTER –I

## INTRODUCTION

- 1.1 Introduction
- 1.2 Concept of Special education
- 1.3 Concept of Job Satisfaction
- 1.4 Job Satisfaction of teachers working in special schools
- 1.5 Concept of Mental Health
- 1.6 Mental Health of teachers working in special schools
- 1.7 Educational Provisions for Persons with Special Needs
- 1.8 Need and Significance of the problem
- 1.9 Statement of the problem
- 1.10 Operational definitions
- 1.10 Objectives of the study
- 1.12 Hypothesis of the study
- 1.13 Limitations of the study

# CHAPTER-I

## INTRODUCTION



### 1.1 Introduction

Dr. Radhakrishnan, our former president and the chairman of the University Education Commission (1949) rightly observed "The teacher's place in the society is of vital importance. He act as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning." Teachers are therefore regarded as the custodians of the present as well as future. They prepare the citizens to shape the destiny of the country. They are actually the backbone of educational system.

NCTE (1998) has said "Education is a process of human enlightenment and empowerment for the achievement of better and higher quality of life." Sound and effective system of education results in the unfoldment of learner's potentialities, enlargement of their competencies and transformation of their interest, attitudes and values.

According to Pestalozzi "Education is natural, harmonious and progressive development of man's innate power. Education is a tri polar process involving the interaction of educator and that of the child in social settings. Society develops a framework of curriculum which serve as a laid down track for the runway of education. Teacher as a professional worker virtually goes through this runway to stamp the

ultimate outcome of this network of interaction i.e. education. For all practical purpose, quality of education is primarily reflected in the quality of teachers. They are the soul of the school. Quality of teachers mould and shape the quality of education. In this context we are strikingly reminded of often quoted remarks of education commission (1966, Pg.46) "Of all the factors which influence the quality of education in and its contribution to national development, the quality , competence and character of teachers are undoubtedly the most significant . Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective."

Providing access to education is a duty that Indian states have taken upon themselves. The government has taken various measures to provide education to all categories of students. Thus differently able children are provided special education along with inclusive education through special educators in India so that they can also live a normal life. With the advancement of technology, special education in India is fast improving. RCI Act (1992) came into affect from July 1993 whose major aim is accreditation of various categories of professionals in the field of special education in India. Government policies are tailored to enhance education of children with special needs but very few of these policies focus special educators or teachers working in special schools who take care of children with special needs. They are largely clubbed

with teachers of regular schools. Therefore the issues of such teachers have always been a neglected field in India. According to census of India 2001 of 21 million disable population of the country, 12 million are children. To meet educational requirements of these children country has about 3200 registered special schools. Various NGOs and private organisation have also come up in the field of special education.

## **1.2 Concept of Special education**

UNESCO in its report entitled "Learning :Treasure Within" treasure capability in everybody which needs to be explored and unfolded. This work is done by the teachers working in special schools. Children who need special schools are those who deviate from normal or average child in mental, physical and social characteristics to such an extent that there is requirement of modification of school practices or require special educational services in order to develop maximum capacity of the child. These are the children having special learning needs and can be educated using special instructional methodology, instructional material, learning aids and equipments with the help of teachers working in special schools.

According to definition special education means specially designed instruction provided to a child to meet his unique needs Following are the broad categories of children who need special schools- autism , deafness, blindness ,emotional disturbances hearing impairments , multiple disabilities, speech and language impairment, traumatic injuries and visual impairments.

Teaching such children require special teaching competency. These teachers provide a lifeline to children with mental and physical disabilities, helping them to learn and develop basic life skills. These teachers are engaged in different kinds of teaching and non teaching activities. In addition to teaching she has to plan individualized instructional plans according to the unique need of child, meeting with parents etc. They work with different and diverse population and have rigorous requirements that may place extra stress on them.

The occupational field of special education has been particularly vulnerable to losing its well trained staff. Academic preparation and teaching of these teachers is costly and time consuming and replacing them is difficult. These teachers are the lifeline of students with special needs. Profession of special education demands lot of dedication, patience and love for children. That is why to fulfill the aim of Right to education for all which include specially able children, we require resourceful special teachers. NCF 2000 and NCF 2005 talk about inclusive education and special education. It talks about embracing all .It is possible only with the help of teachers who can cater the need of children with special needs and make them confident enough to enter into mainstream education system.

### **1.3 Concept of Job Satisfaction**

Job satisfaction is the recent trend borrowed from industry. The term job satisfaction as defined in dictionary of education is the quality, state and level of satisfaction which is a result of various interests and

attitude of a person towards his job. Job satisfaction results from successful adjustment in the following areas :-

- 1) Adjustment to work.
- 2) Adjustment to society.
- 3) Adjustment to self.

Job satisfaction is a multidimensional concept. The term job satisfaction refers to effective orientation of the individual towards work roles which they are occupying. The term 'job satisfaction' was first used in 1935 in Hopocks monograph on job satisfaction .According to Vroom (1964) Job Satisfaction is positive orientation of an individual towards his work. When a person develops a sense of dignity towards his work, he gets satisfaction of being involved in job, develops a sense of responsibility for his performance, then he tries the best of his ability for the refinement of his ways of performance. Vroom has listed five properties of work rules-

- 1) financial remuneration
- 2) expenditure of energy
- 3) output
- 4) Social interaction
- 5) effect on social status of worker.

Roberts (1986) defines it as 'Job satisfaction comprises those outward or inner manifestation which gives an individual a sense of enjoyment or accomplishment in the performance of his work. However a more comprehensive approach requires that many additional factors be included to have a complete understanding of job satisfaction. These are employees' age, health, temperament, desires, level of aspirations

further his family relationship, social status contributes ultimately to job satisfaction. Different individuals are involved in different kinds of jobs. Job satisfaction indicates interest for job and differ from person to person. It is essential not only for the happiness and peace of mind but also for the progress of an individual in future . In a rapidly developing society the importance of job satisfaction can't be underemphasized.

#### **1.4 Job satisfaction of teachers working in special schools.**

Teaching is a series of events where in teacher attempts to change the behavior of students along the intended direction. Research on teaching therefore by implication includes the study of relationship between variables at least one of which refers to a teachers' characteristics or behavior of teacher. The Mudaliar commission in its report has stated "The social status, salaries, good working condition is the right of every teacher. The teacher being cornerstone of the arch of education must be satisfied with his job so that they can give best to the child in need . A dissatisfied teacher is a loss not only to them but also for the entire society."

Teachers working in special schools work with different and diverse population of students who deviate from normal. Special education involves teachers engagement in variety of teaching and non teaching activities each day. Teachers working in special schools must be satisfied with their working conditions. Investigations have shown that when a man is satisfied with his work, employer is profited by a great output resulting in dedication in job and fewer number of quits.

This is why understanding the dynamics of job satisfaction becomes a serious consideration specially with teachers working in special schools. Teachers' satisfaction with their job is unique to every teacher and varies over time and setting. There are combinations of intrinsic and extrinsic sources of motivation, relating to satisfaction of teachers in their employment. Although no one of the condition alone leads to dissatisfaction with employment, there are some trends that identify common reasons for job dissatisfaction. One of the key demographic factor is teacher's experience, age, qualification according to the need. In contrast to regular classroom these teachers deal with unique and occasionally different population. Their work sometimes have more emotional component, a factor readily associated with mental exhaustion. They are likely to have more meetings with parents, more paperwork. All these stressful situations might affect job-satisfaction of these teachers.

### **1.5 Concept of Mental Health**

In a book entitled "Mental Hygiene in Public Health" P .V. Lewkan has written that mentally healthy individual is one who himself is satisfied, lives peacefully with his neighbours, makes healthy citizen of children and do something for the benefit of the society. Possessing mental health an individual can adjust properly to his environment and can make the best effort for his own, the family's and his society's progress and betterment. In "The Human Mind" K.A Menninger has written "Let us define Mental Health as adjustment of human being to



the world and to each other with maximum effectiveness and happiness .It is the ability to maintain an even temper ,an alert intelligence , socially considerate behavior and happy disposition. The chief component of mental health is adjustment. The greater the degree of successful adjustment , the greater will be the mental health of an individual. Less mental health lead to lesser adjustment and greater conflict .Mentally healthy individual can interpret any new situation and adapt himself to suit it. He maintains healthy and benevolent attitude towards life.

Mental health symbolizes nature of mind. It is the norm of fortitude and firmness with which we act in our life. A relatively consistent kind of mood and persistent quality of mind are salient indicators of mental health. How do we look at ourselves and perceive the world around is reflected by our mental health. WHO has received mental health as the balanced development of the total personality which enables one to interact creatively and harmoniously with society. In this respect, teachers mental health manifest the quality of his personality with which he engages himself in the service of assisting growth and development of the children with unique individualities.

## **1.6 Mental Health of teachers working in special schools**

Teacher's mental health stands for his adjustment and motivation with which he functions in teaching profession. It is an indication of his identification with his job. It symbolizes his professional effectiveness. In other words of Bernard 1960 'Mental

Health is a state in which people are effective in their work, take satisfaction and pride in the activities they pursue, manifest cheer in the performance of their duties and are humanly considerate of their coworker. The degree of happiness and satisfaction he derives from his profession is a determinant of Mental Health."

Mentally healthy teachers will be able to make successful adjustment with the given environment . Once he is satisfied and healthy, he will be more effective in the process of education. A teacher with sound mental health can work in a righteous way for self actualization and for better development of teaching profession in context to children with special needs.

Mentally healthy people are capable of handling ordinary difficulties in life and bouncing back to health and tension free state when crisis is over. In present study it means ability to adjust oneself satisfactorily to various strains and adjustment of an individual to themselves and the world at large with maximum satisfaction, cheerfulness and ability of facing and accepting the realities of life.

### **1.7 Educational Provisions for Persons with special Need-**

India has witnessed a phenomenal expansion of education opportunities in the post independence period. Considerable work has been done by both government of India and voluntary section with substantial increase in allocation of funds over different plan periods. Some of the steps taken in the field of special education can be listed as-

- Ministry of welfare launched the scheme for Integrated Education for disabled children (IEDC) in 1974.
- The implementation of this scheme was transferred to the Department of Education in 1982 .
- NPE-1986 brought the education of disabled children under the Equal Education opportunity provision.It includes-
  - Education of children with locomotor disability and other mild disability in general schools.
  - Special schools for severely disabled children at district headquarter
  - Reorientation of teacher training programme by including a compulsory special education component in pre-service training of general teachers.
  - Provision of vocational training for the disabled, involvement of NGO in this work .
- In 1993, the National Policy for person with Disability was adopted. It emphasized the need for mainstreaming of the persons with disabilities in the general education through inclusive education.

In 1994 the world conference on "special needs education: "Access and Quality" it was stated that regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all, moreover they provide

an effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of entire education system.

- Education is the most effective vehicle of social & economic empowerment. In keeping with the spirit of the article 21A of the constitution guaranteeing education as a fundamental right and section 26 of the Persons With Disabilities Act 1995, free and compulsory education has to be provided to all children with disabilities up to the minimum age of 18 years.
- Sarva Shiksha Abhiyan (SSA) launched by government has the goal of 8 years of elementary schooling for all children including children with disabilities in the age group 6-14 yrs by 2010. Children with disabilities in the age group of 15-18 years are provided free education under integrated Education for disabled children (IEDC) scheme.
- Under SSA, a continuum of educational options learning aids & tools are being made available to students with disabilities. This includes education through an open learning system and open schools, alternative schooling, special schools, remedial teaching, community based rehabilitation & vocational education.

NCF (2005) recommends policy of inclusion (Pg 85) According to it schools need to become centers that prepare children for life and ensure that all children, especially the differentially abled children from marginalized sections and children in difficult

circumstances get the maximum benefit of this critical area of education. It summarizes including education as "Accept difference.....celebrate diversity" .

## **1.8 Need & Significance of the Study**

All school going children, whether they are disabled or not have the right to education as they are the future citizen of the country .Some children with special needs may not benefit from regular classroom education due to various reasons including disability. In such a case, it is only appropriate that they be provided with education in some other meaningful way which require special schools and specially trained teachers. Children with special needs require dedicated, satisfied teachers having sound mental health to take care of the unique needs of children in special school.

Quality of education determines the quality of citizen of country .The quality of education in special schools depend on the quality of teachers. Quest for quality in education has been a cry in wilderness . Operational framework on educational action strategies emphasize quality but rarely state it or illustrate it. Present study has its implication for educational administrators, teachers, teacher educators and school personnel . It is high time to prepare quality teachers who are satisfied with their work so that they can be effective in moulding the life of children with special needs.

Many studies have been done on job satisfaction and mental health of teachers working in regular schools at elementary level, secondary level with regard to age, gender, school management. But the level and nature of stress faced by teachers working in special schools has hardly been the focus of study till now. Raj P and Mary RS (2005) conducted study on job satisfaction of government school teachers. Khatoon Jahira and Hasan (2000) conducted study on school teachers in relation to sex, experience, salary, professional training. Jarah Hean, Roger Carett conducted study on Job satisfaction of secondary school teachers in Chile. But none of the study has been done on job satisfaction of teachers working in special schools. Vivane Kovees (2006) conducted study on teachers mental health and teaching levels in France. Manisha Singh (2001) studied mental health of female teachers but mental health and job satisfaction of teachers working in special schools with regard to special training has not been studied. Therefore to find out the relation between job satisfaction and mental health of teachers working in special schools and to study the effect of special training, age and salary on job satisfaction and mental health of teachers working in special schools the present study has been under taken. To be effective in dealing with special educational needs of special children, satisfaction in working with such children and sound mental health of teacher is very important.

## **1.9 Statement of the Problem**

Present study deals with the study of Mental Health and Job satisfaction of teachers working in special schools in Indore city with regards to special training, age and salary.

## **1.10 Operational definitions**

### **Special school**

Special school is a school catering to students who have special educational needs due to learning or physical disabilities. These are the schools typically staffed by specially trained teachers who provide specific, individualized instruction to individuals. They are specifically designed, staffed and resourced to provide appropriate special education for children with special needs.

### **Job satisfaction**

Job satisfaction is positive orientation of an individual towards his work. When a person develops a sense of dignity toward his work, he gets satisfaction of being involved in the job. He develops a sense of responsibility for his performance and tries the best of his ability for the refinement of his ways of performance.

### **Mental Health**

Mental health is a multidimensional concept which involves physical, mental, social emotional well being. It is a state of mind of individual free from anxieties, which enable the teacher to be fully

functioning, effective and capable. It is the adjustment of human being to his work and others with maximum effectiveness and happiness .It is the ability to maintain even temper, an alert intelligence ,socially considerate behaviour and a happy disposition. Mentally healthy persons are satisfied with their circumstances and achievements.

### **Regular teachers**

In the present study those teachers who are trained graduates or post graduates in different school subjects are denoted as regular teachers.They are not qualified in special education .Their qualification is either of these-

B.A,B.Ed , B.Sc ,B.Ed , B.Com ,B.Ed

MA,B.Ed , M.Sc ,B.Ed

### **Special teachers**

In the present study special teachers are those who have additional qualification or training in special education through courses like-

B.Ed (Special Education) , B.Ed SE(Visual Impairment)

B.Ed SE (Hearing Impairment), Diploma in Special Education

### **Age**

In the present study two age groups are taken-

- a) Below middle age group (20-35 years)
- b) Above middle age group ( above 35 years)



## **Salary**

On the basis of salary two groups have been made in the present study-

- a) Below Rs. 5000
- b) Above Rs. 5000

### **1.11 Objectives of the study**

1. To study the relationship between mental health and job satisfaction of teachers working in special schools
2. To study the effect of special training on mental health of teachers working in special schools.
3. To study the effect of special training on job satisfaction of teachers working in special schools.
4. To study the effect of age on mental health of teachers working in special schools.
5. To study the effect of age on job satisfaction of teachers working in special schools.
6. To study the effect of salary on mental health of teachers working in special schools.
7. To study the effect of salary on job satisfaction of teachers working in special schools.

### **1.12 Hypothesis of the study**

1. There is no significant relation between mental health and job satisfaction of teachers working in special schools.
2. There is no significant effect of special training on mental health of teachers working in special schools

3. There is no significant effect of special training on job satisfaction of teachers working in special schools.
4. There exist no significant difference between the mental health of below middle age group and above middle age group of teachers working in special schools.
5. There exist no significant difference between the job satisfaction of below middle age group and above middle age group of teachers working in special schools.
6. There exist no significant difference between the mental health of low salary group ( below 5000) and high salary group ( 5000 and above) of teachers working in special schools.
7. There exist no significant difference between job satisfaction of low salary group (below 5000) and high salary group ( 5000 and above) of teachers working in special schools.

### **1.13 Limitations of the study**

1. The study is limited to 56 teachers working in special school.
2. The study is limited to 12 special schools only.
3. The study is restricted to Indore city only.
4. Special schools in the field of blind and deaf are only considered in the study .
5. The study could not take care of other variable like sex, working conditions, promotional avenues etc. due to paucity of time.