

**CHAPTER V**  
**FINDINGS , DISCUSSION, SUMMARY AND**  
**SUGGESTIONS**

5.1 Introduction

5.2 Findings

5.3 Discussion

5.4 Summary

5.4.1 Objectives of the study

5.4.2 Hypothesis of the study

5.4.3 Delimitations of the study

5.4.4 Variables under the study

5.4.5 Sample of the study

5.4.6 Tools

5.4.7 Procedure of data collection

5.4.8 Procedure of statistical analysis

5.5 Educational Implications

5.6 Suggestions

5.6.1 Suggestions for Principals

5.6.2 Suggestions for Teachers

5.6.3 Suggestions for Further Research

5.7 Conclusion

# CHAPTER- V

## FINDINGS ,DISCUSSION ,SUMMARY AND SUGGESTIONS



### 5.1 Introduction

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

### 5.2 Major findings of the Study

1. There is significant correlation between job satisfaction and mental health of teachers working in special school.

This indicates that the teachers who have sound mental health ,they are also satisfied with their job .

2. Special training has significant effect on job satisfaction of teachers working in special schools.

This shows that special training has positive effect on job satisfaction. Special training equips the teacher with necessary skills to deal with children with special needs.

3. Special training has significant effect on mental health of teachers working in special schools.

This depicts that special training has positive effect in mental health of teachers working in special schools. Teachers who are trained to teach special children know the behavior pattern, capacities and limitations of learning attainment of children with special needs and thus prevent development of frustration in teachers.

4. There is no difference in job satisfaction of below middle age group and above middle age group of teachers working in special schools .

This shows that age has no effect on job satisfaction of teachers working in special schools as all the teachers irrespective of their age are working in similar organizational environment ,getting similar facilities in school.

5. There is no difference in mental health of below middle age group and above middle age group of teachers working in special school.

This indicates that there is no effect of age on mental health of teachers working in special schools because teachers of both the age group are working with similar children ,under similar administration .

6. There is significant difference in job satisfaction of high salary (Rs.5000 and above) and low salary group ( below Rs 5000) of teachers working in special schools.

This shows that salary effects job satisfaction of teachers working in special schools. The teachers getting higher salary are more satisfied with their job as a special teacher .This may be because their basic needs are more fulfilled leading to their better adjustment with self and society.

7. There is significant difference in mental health of high salary (Rs 5000 and above )and low salary (below Rs 5000) group of teachers of teachers working in special schools.

This indicates that mental health is affected by salary. Teachers getting higher salary have sound mental health as compared to teaches getting low salary .Teachers getting higher salary have a feeling of security ,sense of achievement and better adjustment in society.

The present study was undertaken to find the status of job satisfaction and mental health of teachers with respect to their age ,salary and special training. The study shows that teachers who have special training in dealing with children with special needs were more satisfied with their jobs .They also scored better on mental health scale. This implies that teachers should be thoroughly prepared for their

profession. They should have special training so as to develop understanding of the characteristics of children with special need and acquire skills for effective transaction of teaching .Prior training also develops a positive attitude and confidence in teachers to bring about desirable change in children with special needs and make them efficient member of society.

The present study also suggest that age has no effect on mental health and job satisfaction of teachers working in special schools. It implies that all persons who have special training, interest and aptitude ,love and dedication for children with special needs can become their lifeline as a teacher without the constrain of age. All the teachers working in special schools irrespective of their age are working under similar organizational climate, with similar children using similar facilities and under the supervision of similar administration thus age does not have effect on job satisfaction and mental health of teachers.

The study also indicates that the teachers who are well paid off for their job are more satisfied and mentally healthy as compared to those who are not getting sufficient salary. A person can work whole heartedly and effectively only when his basic needs are fulfilled. The present study has its implication for educational administrators, teachers teacher educators and school personnels. it is necessary to make an intensive and continous effort to raise the economic ,social and professional status of teachers in order to attract young man and women of ability to the profession and to retain them in it as dedicated ,enthusiastic and contended ,healthy workers so that they can be helpful

in making children with special needs an independent ,efficient and confident citizens.

### **5.3 Discussion**

In conclusion it can be said that the findings of the study are in agreement and refute with some of the findings obtained by other investigator in the similar field.

The present study found that there is positive relationship between job satisfaction and mental health of teachers working in special; schools. This indicates that both these variables affect each other. This finding is in accordance with the findings of Michiko Nagail Kenji,T. Suchiya, Timothea, Toulopoulou and Nore who studied relationship between poor mental health and job dissatisfaction.

Further another finding reveals that there is significant difference between job satisfaction of regular and special teachers.This shows that special training has positive effect on job satisfaction of teachers.This is in refute with the findings of Jahira Khatoon and Hassan (2000) who found that training negatively influence job satisfaction. Further another study reveals that there is no significant difference between above middle age and below middle age group of teachers with respect to mental health .This finding is in refute with the finding of S Clarot and G.P Bedregeals (2003) who found that higher age group teachers are at higher risk for mental health problems.

Another study carried out by Sararh Hean and Roger Carectt (2001) found that one of the source of dissatisfaction in job is poor salary. The present study support this finding. The teachers who

received low salary showed more dissatisfaction as compared to those having high salary.

## **5.4 Summary**

The present study was done to study Mental Health and Job Satisfaction of teachers working in special schools with regard to their training ,age and salary.

### **5.4.1 Objectives of the study :**

Objectives of the study undertaken were -

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 of teachers working in special schools in relation to job satisfaction.
3. To study the effect of special training of teachers working in special schools in relation to mental health.
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.

### **5.4.2 Hypothesis of the Study**

There is no significant relation between mental health and job satisfaction of teachers working in special schools.

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

### **5.4.3 Delimitations of the study**

The present study has certain limitations which are given below:-



1. The study is limited to 56 teachers working in special schools.
2. Due to short span of time the study is restricted to 12 special schools only.
3. The study is restricted to schools for blind and deaf .
4. The study is restricted to Indore city only.
5. The study could not take care of other variable like sex, working conditions, emotional avenues etc. due to paucity of time.

#### **5.4.4 Variables under study**

Variables under study are

Mental Health, Job satisfaction, Salary, Age, Special training.

#### **5.4.5 Sample of the study .**

Sample consisted of 56 teachers working in special schools in Indore city. Total number of schools covered were 12. keeping in view the objectives, hypothesis and number of sample of the present study, investigator found random sampling technique suitable for data collection

#### **5.4.6 Tools Used for Data Collection -**

The following 2 tools were used in the study –

a)Modified RCE mental health scale

b)Modified job satisfaction scale.

Mental Health scale is based upon assessment of Individual's self concept, concept of life, Perception of self amongst others , perception of others, personal adjustment, record of achievement .

Job satisfaction scale is based on attitude of teachers towards teaching profession and towards children with special needs.

#### **5.4.7 Procedure for data collection.**

The collection of data was spread over a period of 12 days. The collection of data was done in 12 special schools of Indore city. The researcher personally visited the schools which were selected for the study. Permission was taken from the heads of the schools for administering the test and dates were fixed up. 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 operation from them. The instruction regarding the procedure to be adopted was explained by the investigator . Teachers were assured that their responses would be kept confidential. They were suggested to give free, frank and honest responses without any hesitation. Teachers were asked to read the instructions carefully before working on it. Then the investigator collected the filled in questionnaire from the teachers.

#### **5.4.8 Procedure of Data Analysis**

Raw data was arranged and analysed using suitable statistics like mean , 't' test and correlation .



## **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 mental health and job satisfaction.
2. The findings of the study has its implication for the teachers working in special schools .it implies that they should have positive attitude towards children with special needs to have better adjustment and satisfaction in their profession.
3. The finding also has implication 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 leading to sound mental health.

## **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 and improving their mental health.

### **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 ,promotion should be given.
3. Teachers should be sent time to time for in-service trainings.
4. Relationship 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 teachers**

1. Teachers should develop positive attitude towards children with special needs to derive satisfaction with their job .
2. Teachers should take special training according to the need of children in special schools so that they find themselves adjusted in their profession.
3. Teachers should conduct introspection and self analysis of their own behaviour toward children with special needs to get necessary feedback for continous self improvement.
4. 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 need. Extend cooperation and collegiality to fellow teachers.
6. Keep oneself informed of the innovations in the field of education.

### **5.6.3 Suggestions for further Research**

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

### **5.7 Conclusion**

The men and women who really aspire to become teachers in special schools should possess sound mental health, positive attitude towards the profession and towards the children with special need, healthy values, strong motivation, righteous self concept. The degree of happiness and satisfaction a teacher derives from the profession depends on his mental health. A teacher with sound mental health can work in a righteous way for self actualization and for better development of teaching profession to face the present challenges in the field of special education.

Very limited number of persons with adequate attitude and ability can be attracted to the profession of teaching children with special needs by altruistic motive, social service, love for children and so on. So the provision of adequate remuneration ,opportunities for professional advancement and favourable service should be provided to teachers to improve the quality of education.

With these few suggestions, the investigator closes the report of present study. The investigator is very much aware of the limitations of the present appraisal yet she feels that the findings are educative and useful. She also thinks that the suggestions given by her may be considered useful for incorporating needed modification in the programme with a view of improving quality of teachers.

