

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 the future. They prepare the citizens to shape the destiny of the country. They are actually the backbone of the 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 learners’ potentialities, enlargement of their competencies, and transformation of their interests, 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 the educator and of a child in social settings. Society develops a framework of curriculum that serves as a laid down track for the runway of education. Teacher as professional worker virtually goes through this runway to stamp the ultimate outcome of this network of interaction i.e. education. For all practical purposes, the Quality of education is primarily reflected in the quality of teachers. They are the soul of the school. The quality of teachers mould and shape the quality of education. In this context, we are strikingly reminded of the often-quoted remarks of the Education Commission (1996) “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 the States of India 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 improving fast. RCI, Act (1992) came into effect in 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 education 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 2011 of 21 million disable population of the country, 12 million are children, to meet educational requirements of these children the Country has about 3200 registered special schools. Various NGOs and private organization 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 everyday 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 children in mental, physical, social, and emotional

characteristics to such an extent that there is requirement of adaptation/modification of school practices or require special educational services in order to develop their capacity. These are the children having special learning needs and can be educated using special instructional methodology, instructional material learning aids and equipment with the help of teachers working in special schools.

According to the 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, visual impairment, hearing impairment, emotional disturbances, multiple disabilities, speech and languages impairment, traumatic injuries and neuro muscular problems.

Teaching such children require special teaching competency. These teachers provided a lifeline to children with sensory, mental and physical impairment 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. 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 especially able children, we require resourceful special teachers. NCF 2000, NCF 2005, and NEP 2020 talk about inclusive education and special education. It talks about embracing. 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 interest and attitudes 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 performances, then he tries the best of his ability for the refinements 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 is 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 the relationship between variables at least one of which refers to a teacher's characteristics or behavior of the teacher. The Mudaliar commission (1952-53) in its report has stated "The social status, salaries, good working conditions is the right of every teacher. The teacher is the cornerstone of the arch of education and must be satisfied with his job so that they can give his 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 populations of students who deviate from normal. Special education involves teacher's engagement in a variety of teaching and nonteaching 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., an employer is profited by a great output resulting in dedication in the job and fewer number of quits. This is why understanding the dynamics of job satisfaction becomes a serious consideration, especially 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 the satisfaction of teachers in their employment. Although no one of the conditions alone

leads to dissatisfaction with employment. Although no one of the conditions alone leads to dissatisfaction with employment. There are some trends that identify common reasons for job dissatisfaction. One of the key demographic factors is the teacher's experience, age, and qualification according to the need. In contrast to regular classrooms, these teachers deal with unique and occasionally different populations. Their work sometimes has more emotional components a factor readily associated with mental exhaustion. They are likely to have more meetings with mental exhaustion. They are likely to have more meetings with parents and more paperwork. All these stressful situations might affect the job satisfaction of these teachers.

1.5 Educational Provisions for Persons with Special Needs

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 the voluntary organizations with a substantial increase in the 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 implantation 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.

The Salamanca Statement of 1994 is a landmark document that emphasizes inclusive education for persons with special needs. It promotes the idea that every individual, regardless of their abilities or disabilities, should have access to regular schools and be provided with appropriate support and accommodations. It advocates for inclusive classrooms where students with special needs can learn alongside their peers, fostering an environment of diversity, equality, and acceptance.

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 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 and 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 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 years 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 option learning aids and tools are being made available to students with disabilities. This includes education through an open schools, alternative schooling, special schools, remedial teaching community based rehabilitation and vocational education.

The National Curriculum Framework (NCF) of 2005 in India acknowledges the importance of inclusive education and provides guidelines for curriculum development. It emphasizes the need to address the diverse learning needs of all children, including those with special needs. The NCF recognizes the significance of adapting teaching methods, assessment techniques, and learning materials to create an inclusive learning environment that caters to the individual strengths and challenges of every student.

The Right of Children to Free and Compulsory Education Act (RTE) of 2009 in India ensures that every child, including those with special needs, has the right to free and compulsory education. It mandates that private schools should reserve a certain percentage of their seats for children with disabilities. The RTE Act promotes inclusive education by providing for appropriate accommodations, support services,

and specialized teaching methods for students with special needs, aiming to create an inclusive and equal educational opportunity for all children.

The Persons with Disabilities (PWD) Act of 2016 in India is a comprehensive legislation that safeguards the rights of persons with disabilities, including their right to education. It mandates that educational institutions should provide inclusive education for students with disabilities and make appropriate accommodations and support services available to them. The PWD Act also prohibits discrimination against persons with disabilities in educational settings and ensures equal opportunities for their participation and integration into the mainstream education system.

The National Education Policy (NEP) of 2020 in India emphasizes the importance of inclusive education and aims to transform the education system to meet the diverse needs of all learners. It emphasizes early identification and intervention for children with special needs, promoting a barrier-free and inclusive learning environment. The NEP envisions the integration of special education into the mainstream education system, ensuring that children with disabilities receive equitable access to quality education, personalized support, and inclusive learning environments.

1.6 Need and Significance of the Study

All school-going children, whether they are suffering any kind of disability or not have the right to education as they are future citizens 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 are provided with education in some other meaningful way which requirese 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 schools.

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 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 personnels. It is high time to prepare quality special teachers who are satisfied with their work so that they can be effective in moulding the life of children with special needs. Studying in special schools or inclusive schools.

Many studies have been done on job satisfaction of teachers working in regular schools at elementary levels 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 Carectt conducted study on Job satisfaction of secondary school teachers in chile.

1.7 Statement of the Problem

The present study deals with the study of Job satisfaction of the special Teachers working in Special Schools in Bhopal

1.8 Operational Definitions

Special school

A special school is a school catering to students who have special educational needs due to learning difficulties 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 the positive orientation of an individual towards his work. When a person develops a sense of dignity toward his work, he gets satisfaction for his performance and tries the best of his ability for the refinement of his ways of performance.

Regular teachers

In the present study those teachers who are trained graduate or graduates in different school subject are denoted as regular teachers. They are not qualified in special education. Their qualities 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 qualifications or training in special education through courses like-

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

B.Ed (Hearing Impairment), Diploma in Special Education, etc., courses as approved by RCI.

1.9 Objectives of the Study

The major objectives of the present study are to:

- (i) Explore the job satisfaction of Special Teachers in school.
- (ii) Compare the level of job satisfaction of male and female special teachers.
- (iii) Study the effect of special training on job satisfaction of special teachers working in schools.

1.10 Research Questions of the Study

- (i) Whether the special teachers are satisfied with their job as special teacher?
- (ii) Whether the male special teachers are satisfied with their job as special teacher?
- (iii) Whether the female special teachers are satisfied with their job as special teacher?
- (iv) Whether the trained special are satisfied with their job as a special teacher?
- (v) Whether the untrained teachers are satisfied with the was a special teacher?

1.11 Limitations of the Study

(i) The study is limited to 30 teachers working in different special schools.

(ii) The study is limited to 04 special schools only.

(iii) The study is restricted to Bhopal city only.

(iv) Special schools in the field of visual/hearing/intellectual impairments are considered in the study only.

(v) The study could not take care of other variables like working conditions, promotional avenues etc. due to paucity of time, money, and manpower.