



## LIFE SATISFACTION OF TEACHERS WORKING IN SPECIAL SCHOOLS IN THE SOUTHERN DISTRICTS OF TAMILNADU

Ms. S. Shahila Rani<sup>1</sup> and Dr. (Ms.) A. Joycilin Shermila<sup>2</sup>

<sup>1</sup>Ph.D., Research Scholar, Department of Education, Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, TamilNadu, India.

<sup>2</sup>Principal & Associate Professor of English, Annammal College of Education for Women, Thoothukudi.



### ABSTRACT

Special Education programs are designed for those students who are mentally, physically, socially and/or emotionally delayed. The special education teacher in today's schools plays a very critical role in the proper education of exceptional students. If the teachers have professional values and are satisfied with their teaching and life, they can do a lot to up-lift the standards of education in schools. The purpose of the study was to identify the life satisfaction of teachers working in special school in the Southern Districts of Tamilnadu. The present study has employed normative survey method. Life Satisfaction Scale prepared and validated by the investigator was used for measuring life satisfaction of teachers working in special schools. The tool consisted of 40 items from four selected areas of life satisfaction. The findings of the study revealed significant difference in marital status, nature of school among teachers. The study recommended the teachers working in special schools to attend in-service program that help them to regulate their emotions and control them in order to have a satisfied life.

**KEYWORDS:** Life satisfaction, Special school teachers, Marital status, Nature of school, Usage of computers.

### INTRODUCTION

Special Education programs are designed for those students who are mentally, physically, socially and/or emotionally delayed. Special Education programs and services adapt content, teaching methodology and delivery instruction to meet the appropriate needs of each child. Special schools are using strategies such as assistive technology, accommodations, modification and paraprofessionals to help students receiving special education services succeed in general education settings.

The individualized education planning (IET) is often described as the cornerstone of special education. Special education teachers work with children and youth who have a variety of disabilities. The majority of special education teachers work with children with mild to moderate disabilities, using or modifying the general education curriculum to meet the child's individual needs and providing required remedial instruction. Most special education teachers instruct students at the preschool, elementary, middle, and secondary school level, although some work with infants and toddlers.

The special education teacher in today's schools plays a very critical role in the proper education of exceptional students. They possess typical characteristics such as capacity for self-direction, patience and perseverance, experiment minded. The success of any educational programme depends upon the performance of the teacher. So if the teachers have professional values and are satisfied with their teaching and life, they can do a lot to up-lift the standards of education in schools.

Satisfied teachers concern themselves with subject matter, helping children to learn, influencing their life, character development and drawing personal satisfaction when students grow and achieve. Life at home and life at work are two important areas of a special education teacher that reciprocally influence one another. Life satisfaction of a special education teacher has been linked both to situation factors and personal factors.

### NEED AND SIGNIFICANCE OF THE STUDY

The teacher plays a key role in the educational system for its success or failure. Few teachers realize this fact. The importance of the teacher in any educational system lies in the attitude possessed by them towards their profession. In this context, the satisfaction of teachers on their life needs specific attention. The present investigation is an attempt to study the life satisfaction of teachers towards teaching profession.

Life satisfaction promotes a high level of commitment to the profession, collaborative relationship with colleagues and successfully contributing to the promotion of a rich and stimulating learning environment.

Many studies are conducted on primary and secondary school teachers, college teachers and agricultural teachers related to the variable life satisfaction. It is worthwhile to indicate here that no such study has been done on the topic under investigation. Looking at the gap, it is decided to conduct a study on the title "Life Satisfaction of Teachers Working in Special Schools in the Southern Districts of Tamilnadu."

### OBJECTIVES

1. To find out the level of life satisfaction of teachers working in special schools with respect to marital status
2. To find out the level of life satisfaction of teachers working in special schools with respect to nature of school
3. To find out the level of life satisfaction of teachers working in special schools with respect to usage of computer

### NULL HYPOTHESIS

1. There is no significant difference in the life satisfaction of teachers working in special schools with respect to marital status
2. There is no significant difference in the life satisfaction of teachers working in special schools with respect to nature of school
3. There is no significant association in the life satisfaction of teachers working in special schools with respect to usage of computers

### METHODOLOGY

The present study has employed normative survey method to study the Life Satisfaction of Teachers Working in Special Schools in the Southern Districts of Tamilnadu.

### SAMPLE

The sample consisted of 290 teachers working in the special schools of the six southern districts of tamilnadu namely Thoothukudi, Tirunelvel, Kanyakumari, Madurai, Sivagangai and Ramnad.

### TOOL

Life Satisfaction Scale prepared and validated by the investigator was used for measuring life satisfaction of teachers working in special schools.

**Table.1****Difference in the Life Satisfaction of teachers working in special schools with respect to marital status**

Life Satisfaction and its dimensions	Marital Status	Count	Mean	S.D	Calculated 't' value	Remark at 5% level
Physical and Mental Health	Married	80	40.06	5.890	0.323	NS
	Unmarried	210	40.31	6.077		
Perceived Well Being	Married	80	34.91	5.578	3.152	S
	Unmarried	210	32.48	6.615		
Economic Situation	Married	80	32.00	6.400	1.658	NS
	Unmarried	210	30.57	6.951		
Family and Social Relationship	Married	80	44.09	5.969	1.930	NS
	Unmarried	210	42.52	6.725		
Life Satisfaction	Married	80	151.06	20.287	1.878	NS
	Unmarried	210	145.88	22.781		

*(At 5% level of significance, the table value of 't' is 1.96)***Table.2****Difference in the Life Satisfaction of teachers working in special schools with respect to nature of school**

Life Satisfaction and its dimensions	Nature of school	Count	Mean	S.D	Calculated 't' value	Remark at 5% level
Physical and Mental Health	Aided	90	40.08	6.253	0.310	NS
	Unaided	200	40.32	5.921		
Perceived Well Being	Aided	90	32.63	6.077	0.943	NS
	Unaided	200	33.38	6.584		
Economic Situation	Aided	90	30.54	6.376	0.731	NS
	Unaided	200	31.16	7.022		
Family and Social Relationship	Aided	90	41.79	6.495	2.042	S
	Unaided	200	43.48	6.527		
Life Satisfaction	Aided	90	145.04	21.133	1.197	NS
	Unaided	200	148.33	22.653		

*(At 5% level of significance, the table value of 't' is 1.96)***Table.3****Difference in the Life Satisfaction of teachers working in special schools with respect to usage of computer**

Life Satisfaction and its dimensions	Usage of computer	Count	Mean	S.D	Calculated 't' value	Remark at 5% level
Physical and Mental Health	Yes	125	40.59	6.267	0.846	NS
	No	165	39.98	5.825		
Perceived Well Being	Yes	125	34.03	6.586	2.033	S
	No	165	32.48	6.247		
Economic Situation	Yes	125	31.50	7.187	1.138	NS
	No	165	30.56	6.527		
Family and Social Relationship	Yes	125	43.93	6.730	2.205	S
	No	165	42.21	6.336		
Life Satisfaction	Yes	125	150.05	23.258	1.812	NS
	No	165	145.24	21.215		

*(At 5% level of significance, the table value of 't' is 1.96)*

## FINDINGS AND DISCUSSIONS

The present study has yielded the following interpretation for discussion.

This study revealed that there is a significant difference between professional commitment of married and unmarried special school teachers. Married teachers are more likely to engage in practices leading toward well being than singles. It may be the reason behind that, the married teachers working in special schools are capable of understanding the situation of special children. This may be related to the fact that occupations which focus on helping other people such as special education enable workers to fulfill their basic psychological need for relatedness.

While comparing the mean scores of aided and unaided teachers working in special schools, unaided teachers are better than aided teachers in the dimension family and social relationship. It reveals that the unaided teachers working in special schools used to get job immediately (as soon as passed diploma or degree etc) and also they are satisfied with the salary paid them.

Furthermore, the research also revealed that the teachers' usage of computer is having impact on perceived well being and also family and social relationship. This may be reason behind that the teachers those who are using computer regularly can update their skill in teaching as well as non teaching areas such as understanding of special children, caring of special children etc.

## RECOMMENDATIONS

On the basis of the findings of the study, relevant literature studied and observations made by the investigator during the study, a few recommendations, which may help in developing life satisfaction among teachers in special schools, are offered.

Following are some recommendations to increase the level of life satisfaction among special school teachers.

1. Providing favorable teaching atmosphere in the school.
2. Providing professional freedom i.e. freedom to choose the appropriate method of teaching, thinking, planning etc.,
3. Allowing teachers to conduct experiment and innovations in teaching and learning practices.
4. Providing chances for career advancement to the teachers.
5. Providing good remuneration.
6. Providing opportunities for professional growth through seminars, workshops, in-service teaching programmes etc.,
7. Providing opportunities to improve their qualification.
8. Encouraging teachers to attend in-service program that help them to regulate their emotions and control them

## CONCLUSION

Special education teachers take on a variety of "teacher roles", which may vary over the course of an individual teacher's career. They work with students who have a wide range of special needs and disabilities. These children also require a variety of different services, modifications and accommodations in their educational experiences. Life satisfaction is the degree to which a person positively evaluates the overall quality of his/her life as a whole. Proponents of teacher professionalization have argued that improvements in the life satisfaction of teachers are one of the outcomes most likely to be positively affected by the new teacher reform efforts. The special teachers with a high level of life satisfaction could be better educational agents and their work could be more useful for the children development.

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**Ms. S. Shahila Rani**

Ph.D., Research Scholar, Department of Education, Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, TamilNadu, India.