

Job Satisfaction among Special Teacher's (Male & Female)

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ABSTRACT

The purpose of the present study was to investigate job satisfaction among special education teachers. The sample consisted of 30 male and 30 female special education teachers from the Ahilyanagar district. To assess job satisfaction factors, an eight-factor inventory was used. The proposed statistical procedure included descriptive statistics, such as mean and standard deviation (S.D.). Based on the data analysis and discussion of results, the hypotheses were tested and verified, concluding that job satisfaction levels were high among special education teachers.

Keywords: *Job Satisfaction, Special Children School*

Special teachers play a crucial role in the educational system by providing tailored instruction and support to students with diverse learning needs and disabilities. Their work is essential not only for the academic development of these students but also for their social and emotional well-being. Despite the significance of their role, special teachers often face unique challenges that can impact their job satisfaction. These challenges include high levels of stress, demanding workloads, insufficient resources, and the need for specialized training and skills.

Job satisfaction among special teachers is a critical factor that influences their performance, retention, and overall well-being. High levels of job satisfaction can lead to increased teacher effectiveness, better student outcomes, and lower turnover rates, which are particularly important in the context of special education where consistency and continuity are vital. Conversely, low job satisfaction can result in burnout, high attrition rates, and a negative impact on student learning experiences.

This research paper aims to explore the various factors that affect job satisfaction among special teachers. It will examine the interplay between intrinsic and extrinsic factors, such as work environment, administrative support, professional development opportunities, and teacher autonomy. Additionally, the paper will investigate how job satisfaction among special teachers compares to that of general education teachers and identify strategies that can enhance job satisfaction and retention in this specialized field.

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Received: January 05, 2025; Revision Received: June 13, 2025; Accepted: June 16, 2025

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Understanding the determinants of job satisfaction for special teachers is essential for policymakers, administrators, and educators who are committed to creating supportive and fulfilling work environments. By addressing the unique needs and challenges of special teachers, stakeholders can implement targeted interventions that not only improve job satisfaction but also contribute to the overall quality of special education services.

The following sections of this paper will provide a comprehensive review of the literature on job satisfaction among special teachers, outline the research methodology, present the findings, and discuss their implications for practice and policy. Through this research, we aim to shed light on the critical issue of job satisfaction in special education and offer evidence-based recommendations for enhancing the professional lives of those dedicated to supporting students with special needs.

Concept of Special teacher

The concept of a "special teacher" typically refers to educators who are trained and specialize in teaching students with a variety of learning, developmental, and physical disabilities or exceptionalities. Special education teachers adapt their teaching methods and curricula to meet the unique needs of these students, providing them with the support necessary to succeed in an academic environment.

Definition of Job Satisfaction

Locke (1976), who defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences"

Hulin and Judge (2003), who have noted that job satisfaction includes multidimensional psychological responses to an individual's job, and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioral components. A teacher, who is happy with his or job, plays a pivotal role in the growth of society. Well-adjusted and satisfied teacher can contribute a lot to the wellbeing of his/her pupils.

Statement of Problem

The researcher focused on comparing the job satisfaction of special education teachers. While there may be positive differences between male and female teachers, the researcher aimed to explore whether these differences are significant. Therefore, three key variables that significantly influence an individual's job satisfaction were selected for this study. Job satisfaction is a fundamental factor that serves as a motivator.

In the present study, the researcher seeks to compare the job satisfaction levels of male and female special education teachers.

Significant of the study

1. This study may provide quantitative data on the impact of job satisfaction in improving the performance of special education teachers.
2. The study is significant for enhancing the work environment of special education teachers, promoting gender equity, improving educational outcomes, and informing policies to better support both teachers and students.

Objectives of the study

1. To evaluate the overall level of job satisfaction among male and female special education teachers.

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2. To identify the primary factors contributing to job satisfaction in special education.
3. To compare the job satisfaction levels of male and female special education teachers.
4. To explore the role of workplace environment and professional development in enhancing job satisfaction.

Hypothesis

1. There will be analyse Job Satisfaction factors teachers teaching in special children school.
2. There is a significant difference in overall job satisfaction between male and female special education teachers.

METHODOLOGY

a) Sampling

To investigate the research problem, a sample of 60 teachers will be selected from the Ahilyanagar district. The sample will consist of 30 male and 30 female teachers, aged between 30 to 40 years, all of whom are special education teachers from schools under Special school in Ahilyanagar.

Type of school	Male	Female	Total
Special Teachers	30	30	60

b) Design

Factorial design- ANOVA

Level	A1	A2
A1	30	30
	60	

1. Type of teacher

- A1. Special Teacher

2. Gender

- A1. Male
- A2. Female

c) Variables

1) Independent Variable

- a) Special Teachers (Male)
- b) Special Teachers (Female)

2) Dependent Variable

- a) Job Satisfaction,

3) Constant Variable

- a) Age range
- b) Educational & Professional qualification

Measurement Tools: Job Satisfaction scale by Meera Dixit

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Proposed statically procedure

The data will be carefully analysed and interpreted according to the test norms. The following steps will be undertaken for data analysis:

1. Means and standard deviations (SDs) will be calculated for all groups.
2. 't-test' will be conducted using ANOVA to determine gender differences.

The raw data will be compared on job satisfaction scale factors among special education teachers to either accept or reject the hypotheses."

RESULT ANALYSIS

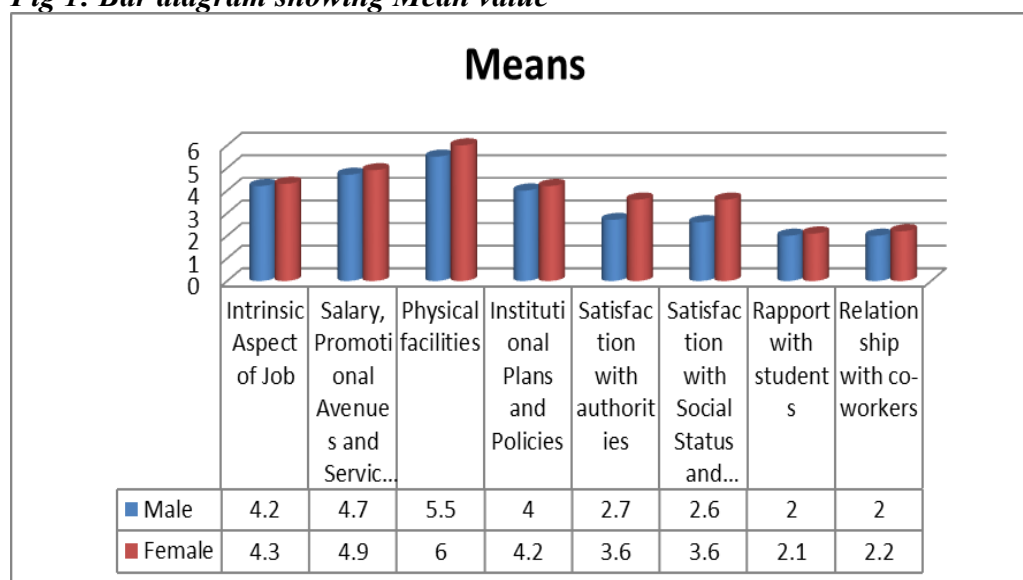
Table 1 - Job Satisfaction scale Mean, Standard deviation, df value sap rate and t Value by Male & Female Special teachers

Test - Job Satisfaction scale (Total Test Male 30 & Female 30 = 60)							
Sr.no	Factors	Special Teachers			Standard Deviation	df value sap rate level	t-value
		Mean					
		Male	Female	Total			
1.	Intrinsic Aspect of Job	4.2	4.3	8.5	0.8	59	1.13
2.	Salary, Promotional Avenues and Service Condition	4.7	4.9	9.6	1.20	59	1.94
3.	Physical facilities	5.5	6	11.5	1.13	59	2.02
4.	Institutional Plans and Policies	4	4.2	8.2	0.98	59	1.99
5.	Satisfaction with authorities	2.7	3.6	6.3	0.93	59	1.76
6.	Satisfaction with Social Status and family welfare	2.6	3.6	6.2	0.77	59	0.6
7.	Rapport with students	2	2.1	4.1	0.62	59	0.21
8.	Relationship with co-workers	2	2.2	4.2	0.54	59	0.28
Total		27.7	30.9	58.6	6.97		9.93

Table 1 Provides a comprehensive comparison of the mean scores, standard deviations (S.D.s), and t-values of special teachers across various dimensions of the Job Satisfaction Scale developed by Meera Dixit. The data include both male and female special teachers and analyze their total job satisfaction scores. The results from the test of significance indicate that male special teachers tend to score higher than their female counterparts on all measured factors, reflecting a greater level of job satisfaction among male special teachers.

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Fig 1: Bar diagram showing Mean value



The mean comparison between male special education teachers (N=30) and female special education teachers (N=30) on various factors of the job satisfaction scale shows that the means for all eight factors are higher for female special education teachers compared to their male counterparts.

Fig 2: Circle diagram showing t- value

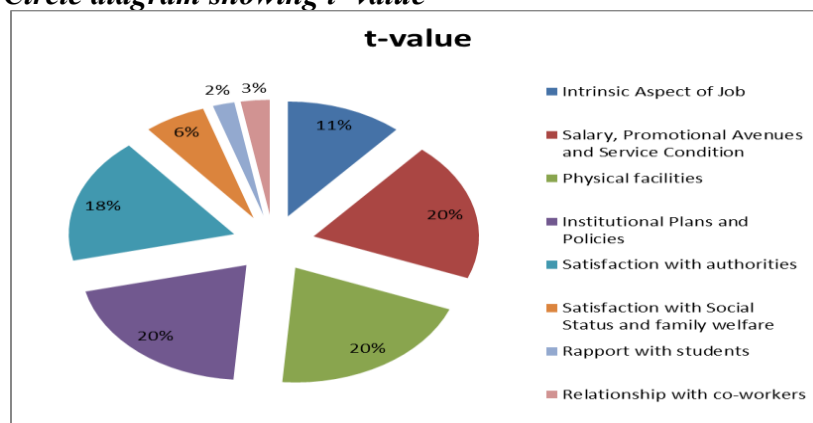


Fig.2 -The mean comparison between male special education teachers (N=30) and female special education teachers (N=30) on various factors of the job satisfaction scale reveals the following t-value percentages: Intrinsic Aspect of Job (11%), Salary, Promotional Avenues, and Service Conditions (20%), Physical Facilities (20%), Institutional Plans and Policies (20%), Satisfaction with Authorities (18%), Satisfaction with Social Status and Family Welfare (6%), Rapport with Students (2%), and Relationship with Co-workers (3%). These t-values indicate that female special education teachers generally score higher than their male counterparts across most factors.

Tables and figures illustrate the mean and t-values for job satisfaction among male and female special education teachers. The data shows that female special education teachers tend to have higher t-values than male teachers on several factors.

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Limitations and Suggestions of the present research-

1. The population was restricted to the Ahilyanagar district. Future studies could expand to other areas.
2. The sample size of the study was small. Conducting the study with a larger sample size could yield more comprehensive results.

CONCLUSION

Based on the data and discussion of results, the hypotheses were tested and verified, leading to the following conclusions: Job satisfaction factors appear to show potential for improvement among female special education teachers compared to their male counterparts.

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Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Kshirsagar, M.S. & Autade, M. (2025). Job Satisfaction among Special Teacher's (Male & Female). *International Journal of Indian Psychology*, 13(2), 3684-3689. DIP:18.01.326.20251302, DOI:10.25215/1302.326