

Research Paper

## Job Satisfaction and Psychological Wellbeing among Female Special and General Educators

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### ABSTRACT

The present study aims to assess and compare the job satisfaction and psychological well-being of female special educators and female General educators. The sample of the study consisted of 60 participants in which 30 female special school teachers (specialized in H.I., autism, I.D.) working in BRC under Sarva Shiksha Abhayan and 30 female general school teachers working in normal schools in the age range between 25 to 50 were chosen from Thrissur district of Kerala. The data collection instruments were personal schedules, Minnesota Satisfaction Questionnaire (MSQ short form) and Ryff's modified 18 item Psychological well-being scale. The analysis, scoring and interpretation were made by the help of manual, student's t-test was also used. The result showed that there is no significant difference in the job satisfaction, significant difference is psychological well-being among female special and general educators. And there are a very strong positive correlation and significance in the job satisfaction and psychological well-being in female special and general educators.

**Keywords:** Job Satisfaction, Psychological Well-Being, Special Educators, Special Education

Teachers are integral part of the society. Right from kindergarten to university they play an important role in shaping the future of a whole generation of human beings by making them an integral part of the society by finding their talents and skills thus creating an efficient and hardworking human being who is ready to contribute to the society. Knowingly or unknowingly a teacher has a very significant and lifelong impact on all of their students. But their job satisfaction and psychological well-being also have a great effect on their teaching methods no matter which kind of educational settings. Many researchers (Shaufeli & Buunk, 2002 cited in Jayakaran Mukundan, Pezhman Zare, Abdolvahed Zarifi, Umi Kalthom Abdul Manaf & Husniah Sahamid, 2015) have found that teaching career creates burnout and they eventually have agreed that most educators go through high level of stress.

Special educators are someone who works with children and youth who have variety of disabilities. The children with special needs require unique instructions by specially trained professionals to help them to achieve their highest potential and strive to progress beyond

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their limitation. Their job is primarily teaching them life skills and basic literacy. Special educating teachers often face student meltdowns, temper tantrums and other uncontrollable behaviors which might have a significant impact on their psychological well-being and they often works in a stressful environment, thus there should be an emphasis on the psychological well-being of special educators.

Job satisfaction is usually referred as the individual's contentment in their job. Job satisfaction has been described as a pleasurable or positive emotional state resulting from the evaluation of one's job or experiences (Locke, 1976). Legge and Mumford (1978) described satisfaction as a positive orientation of a person toward a specific work role. Spector (1997) stated that Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. According to American Psychological Association, (APA), Job satisfaction is referred to the attitude of a worker toward his or her job, often expressed as a hedonic response to liking or disliking the work itself, the rewards (pay, promotions, recognition), or the context (working conditions, colleagues).'

Theories on job satisfaction such as, the two-factor theory of job satisfaction, developed by Herzberg, Mausner, and Snyderman ( 1959), Vroom's expectancy theory, Maslow's hierarchy of needs theory, discrepancy theory developed by Porter, Locke, and Katzell provided theories based on the factors of the discrepancy theory, The Work Adjustment Theory was developed at the University of Minnesota, job characteristics model and dispositional approach all emphasize on the need for job satisfaction in an individual's life and how both intrinsic and extrinsic factors contribute to job satisfaction.

An individual's satisfaction in their job not only affect their efficiency in job but also in their personal life too, thus job satisfaction is crucial in an individual's life to gain self-satisfaction. Factors like pay-rise, job description, supervisors, management, working environment, recognition and promotion will have the tendency to affect a person's job satisfaction. It is reported that academicians from public university in Malaysia are satisfied with job security and institution's motivation (Makhbul, Rahid, & Hasun, 2011 cited in Nor A'tikah Mat Ali & Siti Aisyah Panatik, 2015).

In the field of special education too, job satisfaction is also a major problem faced by these teachers. Some studies have been done to find out job satisfaction of teachers such as Herzberg(1957), Anjaneyulu(1963), Robinson(1966), Ojha, S. (1972), Lavingia(1974), Singh(1978), Ramakrishnaih, D. (1980), Barber(1980),Agnihotri, V.(1982), Dixit, M.(1986), saxena, Nirmal(1990), Ram Mohan Babu, V. (1992), Elena, C. P and Michalinos (2005). All these investigator works on job satisfaction of male and female teachers, primary and secondary teachers, trained and untrained teachers. Even though these special educators are the part of the education system their income, job security, facilities, economic status, social status, and benefits are very low and high work- family conflicts compared to the general educators. Many studies (Eichinger, (2000), Crane and Iwanicki (1986), Miller, Brownell, and Smith (1999)) shows that the special educators have job dissatisfaction due to stress, unable to cope with the stress of handling children with special needs and many special educators who left the profession reported they left due to high perceived stress.

On the other hand, in some studies done on general or non-special educators It is also been identified that the issue of academicians' work pressure and dissatisfaction is at alarming state due to high workload with low supervision (Gillespie et al., 2001 & Van Emmerik, 2002). Thus, resulting in burnout in teaching jobs and the educators have high stress level.

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So, by addressing these issues can give an insight on how the education system affects not only the students but also the efficiency of the teachers in general and also in the field of special education.

Educators' well-being at a workplace has been one of the greatest concerns among many researchers (Wyatt, 2005 cited in Bavani & V. Raja Mohan, 2015). He further states that Psychological Well Being (PWB) is crucial to enhance job satisfaction. Well-being is a goal every individual strives for, not only individual but society as general. Psychological well-being of teachers are sometimes neglected or is not given enough importance. Psychological well-being also plays a crucial role in an individual's personal as well as professional life.

Psychological well-being can be said as the subjective feeling of the particular person in terms of contentment, happiness, satisfaction with life's experiences and of one's role in the word of work sense. As these feelings are not dependent on physiological or physical conditions, in adverse conditions, these feelings are sometimes maintained well, sometimes not.

To Diener and Smith (1999), Psychological or subjective well-being as a broad construct, encompassing four specific and distinct components including (a) pleasant or positive well-being (e.g. joy, elation, happiness, mental health), (b) unpleasant affect or psychological distress (e.g., guilt, shame, sadness, anxiety, worry, anger, stress, depression) (c) life satisfaction (global evaluation of one's life) and (d) domain or situation satisfaction (e.g. work, family, leisure, health, finance, self).

Ryff (1989) critiqued research on the subjective well-being for its improvised theoretical basis. Based on the critique, Ryff (1989) has developed an alternative approach of well-being i.e., psychological well-being. She provided and operationalized six –theory guided dimension of psychological well-being including autonomy, environmental mastery, positive relations with others, purpose in life, personal growth and self-acceptance. (Ryff,1989; Baum,1998; Lupton ,1995; seedhouse,1986,1997; WHO,1998b) This six-dimensions are:

1. Autonomy; This dimension of emphasized on the attributes such as self-determination, independence, and internal locus of control, individuation and internal regulation of behavior.
2. Environmental mastery: it includes the individual's ability to "choose or create environments suitable to his or her psychic condition which is defined as the characteristics of mental health"(Ryff, 1989.p1017)
3. Positive relations with others: it encompasses warm and trustworthy interpersonal relationship with other having strong feeling of affection and empathy.
4. Purpose in life: It includes a sense of directedness' and intentionality as the important component of the purpose and meaning of life''(Ryff,1989)
5. Personal growth: It refers to an individuals own potential to grow and expand as a person.
6. Self-acceptance: It is a core feature of mental health as well as the characteristics of self-actualization optimal functioning and maturity.

Studies by Morisson (2004), Jehn and Shah (1997) and Ross (1997) show that positive relationships at a workplace will develop the academicians' self-esteem, autonomy, motivation, and productivity. This sense of belongingness basically enhances the educators' purpose in life. Since the educators are psychologically well (positive attitude towards

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work), they will strive to achieve their objectives or goals despite stressful environment or pressure from others (Schaefer et. al., 2013).

Wyatt (2005 cited in Bavani& V. Raja Mohan, 2015) states that the well-being among academicians has become a major issue in many studies. He also indicates the importance of an individual's PWB (eudemonic) in developing their job satisfaction.

According to Keyes & Magyar-Moe (2003) emotional theory describes PWB as life satisfaction and lack of symptom distress whereas positive functioning theory refers to positive dimension that develops an individual's psychological well-being.

### ***Statement of the Problem***

To understand the psychological well-being in the female special educators and General educators and their job satisfaction.

### ***Significance of the Study***

This study shed light on the two sections of teachers who are an integral part of the education system by comparing the well-being and job satisfaction of special education teachers with that of general education teachers. The study has sociological, educational and psychological significance. As teachers play an important role in society, by creating talented and helpful individuals who can contribute to the development of the society. Teachers are the backbone of the educational settings, for an educational institution and the pupil's life to flourish teacher's job satisfaction and psychological well-being is significant factor as they can only perform well if they are satisfied on their jobs and aspects of the job and also psychologically satisfied too. Special educators are one of the under appreciated section of the educational field. The research also focuses on them, as they are handling children with special needs, the chances are high for pressure and distress, as a result, this can have a significant impact on their job efficiency and psychological well-being. By comparing the job satisfaction and psychological well-being of special educators that of general educators, the study also gave an insight on the need for changes in the working condition of both the sections of teachers as to improve the quality and the efficiency of the teachers thus leading to the upliftment of both the sections of the education system.

### ***Definition of Key Terms:***

- **Job Satisfaction:** 'The attitude of a worker toward his or her job, often expressed as a hedonic response to liking or disliking the work itself, the rewards (pay, promotions, recognition), or the context (working conditions, colleagues).' -APA
- **Psychological Well Being:** It refers to inter and intra individual levels of positive functioning that can include one's relatedness with others and self-referent attitudes that includes one's sense of mastery and personal growth.
- **Special Education:** According to Hallahan and Kauffman (1978), special education means specially designed instruction which meets the unusual need of an exceptional student special materials, teaching techniques, equipment and facilities may be required.
- **Special Education Teacher:** A teacher who works with children of all ages who have special needs, whether these are cognitive, emotional or physical.

## REVIEW OF LITERATURE

Wangqian Fu, Chonggao Wang, Wenjun Tang, Sha Lu and Yan Wang (2021) conducted a study to explore the role of emotional intelligence (EI) and work engagement on the well-being of special teachers in China. 496 Chinese special education teachers participated. Results suggested that the emotional intelligence and work engagement were positively associated with the well-being of special education teachers; and work engagement played a mediating role on EI and well-being of special education teachers.

Premila S. Chaudhari and Dr. Pragna Parikh (2019) conducted a study on Psychological Well-being among Primary and Higher Secondary School Teachers, using The Psychological well-being Scale (PWBS) prepared by Dr. Devendera Singh Sisodia and Ms. Pooja Chaudhary (2012) with the purpose to check the psychological well-being of teachers in both primary and secondary. The study shows that the primary school teachers is having good psychological well-being than higher secondary school teachers, without any difference in the type of teachers and gender.

Rehana Bashir, Shumaila Shahzad, Mubashara Khalid, Shamaieela Mehboob Farooqi. (2018) conducted a research to study the correlation of Self-Esteem, Job Satisfaction and Psychological Well-Being among Special Education Teachers in which there were 300 teachers in various special schools. The results of study revealed that relationship between job satisfaction and psychological well-being is moderately positive and relationship between self-esteem and job satisfaction and relationship between self-esteem and psychological well-being is insignificant.

Dr. Hanifbhai G. Nandoliya (2017) conducted a study on the psychological Well-being and Job Satisfaction of government and private aided Higher Secondary School Teachers, in which 180 Teachers were participated from different schools. Statistical t<sup>2</sup>-test and correlation was applied to analyze the data. It was found that there is significant difference in the psychological well-being and Job Satisfaction of male and female teachers. It was also found that there is significant difference in the psychological well-being and Job Satisfaction of government and private aided school teachers. There is a significant and positive correlation found in psychological well-being and Job Satisfaction of teachers.

Jayanthi Muniandy (2017) conducted a research to discover whether the PWB of English teachers are affects their level of their job satisfaction in Malaysia. The research used Ryff's Scale for Psychological well-being to measure the PWB and Minnesota satisfaction questionnaire (MSQ) to assess the job satisfaction in 30 English language teachers in Malaysia. The result shows that teachers' job satisfaction is not affected by their state of psychological well-being. The data from the questionnaires shows that teachers have moderate level of job satisfaction and psychological well-being.

Gifti Sarah Jacob, Dr. Kiran Babu N C, (2016) conducted a study on the Psychological Well-Being and Job Satisfaction among school and college teachers. The study comprised of 58 teachers Job Satisfaction Scale by Singh and Sharma (1986) and PGI General Well Being Scale by Verma and Verma (1989) was used to assess the psychological well-being and job satisfaction of school and college teachers. It was found that there was a statistically significant relationship between psychological well-being and job satisfaction among teachers. Significant difference in PWB and Job satisfaction individually among school and college teachers.

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Zahoor Zeenat (2015) had done a comparative study of psychological well-being and job satisfaction among teachers where the sample comprised 100 teachers (50 from government and 50 from private school) with age ranged between 25 and 58 years. Psychological well-being scale developed by Bhogle and Prakash (1995) was used to measure. Significant differences emerged in the well-being and job satisfaction among government and private the school teacher.

Wangsoyoung (2014), in his study, investigated the relationships between self-differentiation, family origin, ego-resiliency, and psychological well-being among pre-service early childhood teachers. Regarding to the results of this study, the psychological well-being was significantly higher than the mean; but positively correlated with almost all aspect of self-differentiation.

Mr. Hemant Kr. Maurya and Dr. Seema Singh(2010) conducted a Study of Job Satisfaction of Special School Teachers with a self-constructed questionnaire in 50 special school teachers (including H.I(15), V.I(20), M.R(15)) of six special schools in Varanasi district of Utter Pradesh, which showed Teachers are more satisfied in the area of ‘Abnormality of student’, ‘self-satisfaction’, ‘behavior of administration’ and ‘job-security’. This shows these areas are of good satisfaction for them. In the area of ‘salary’ and ‘family’ mostly teachers are dissatisfied. As in the area of salary, all have lowest score in the group of these six factors.

Jonathan Edward Willard (2004) conducted a Study on the Perceptions of Job Satisfaction of General and Special Education Teachers in Selected Georgia Elementary Schools Implementing the Inclusion Model by using Minnoesta Satisfaction Questionnaire (MSQ). From the results it was found that special education teachers were less satisfied than their general education counterparts in the areas of achievement, variety, and social status. Whereas there were no differences on the intrinsic, extrinsic, and general satisfaction scales of the MSQ based on teacher classification, model of service delivery, and method of instruction.

Lori R. Stempien and Roger C. Loeb (2001) have conducted a research on the differences in Job Satisfaction between General Education and Special Education Teachers. The Brayfield - Rothe Job Satisfaction Index was used for comparison of job satisfaction in special education and general education teachers. The second scale was the Life Satisfaction Index–A (LSI-A) designed by Neugarten, Havighurst, and Tobin (1961). They found that, for teachers of students in general education, frustration was moderately correlated with low job satisfaction and for teachers of students in special education, frustration was highly correlated with low job satisfaction.

## **METHODOLOGY**

### ***Research Objectives:***

Based on the review of the literatures the following objectives are formulated.

1. To find out the job satisfaction in the female special educators and general educators
2. To find out the psychological well-being in the female special educators and general educators and their job satisfaction.
3. To find out the relationship between job satisfaction and psychological wellbeing among special educators and general educators

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### *Hypotheses:*

- **H01:** There is no significant difference in the job satisfaction in female special educators and general educators.
- **H02:** There is no significant difference in the psychological well being of female special educators and general educators.
- **H03:** There is no significant relationship between psychological well being and job satisfaction in female special and general educators.

### *Sample*

The researcher chose Female Special educators in the age range between 25 to 45 working in BRC under Sarva Shiksha Abhayan and female general school educators in Thrissur district of Kerala. The sample of the study consisted of 30 special school teachers (specialized in H.I., autism, M.R.) and 30 general school teachers working in normal schools, in the Thrissur district of Kerala, who were chosen using convenient sampling which is a type of non-probability sampling that involves the sample being drawn from that part of the population that is close to hand.

### *Measures:*

Research tools, according to APA, is any tool, device, or other means by which researchers assess or gather data about the study. It is also called research instrument.

The following tools were used to conduct the study:

- **Socio Demographic Data:** A personal data schedule was developed by the researcher to collect the data. Personal details like, name, age, profession were included in the consent form.
- **Job Satisfaction:** Short form Minnesota satisfaction questionnaire (MSQ) is a 20-item questionnaire, in which each item refers to a reinforce in the work environment. The short form MSQ consist of 3 scales: Extrinsic satisfaction, Intrinsic satisfaction and General satisfaction. It is useful in exploring client vocational needs, in counselling follow-up studies, and in generating information about the rein forcers in jobs. For internal consistency, in general, the reliability co efficient obtained were high. For intrinsic satisfaction, it ranged from 0.84-0.91, median 0.86. For extrinsic satisfaction from 0.77-0.82, median 0.80. For general satisfaction 0.87-0.92, median 0.90. For Test-retest Reliability, in General Satisfaction 0.89 over one-week and 0.70 over one year. No results for intrinsic or extrinsic sub-scales. Construct Validity at the 0.001 significance level on all scales.
- **Psychological Well-Being:** Psychological well-being of the participants were assessed with modified 18 item version of the RYFF`S scale of psychological well-being. The scale included 3 items for each 6 aspects of well-being: Self-acceptance. Autonomy. Environmental mastery, personal growth, purpose in life and positive relations with others. The test-retest reliability coefficient of RPWBS was 0.82. The subscales of Self-acceptance, Positive Relation with Others, Autonomy, Environmental Mastery, Purpose in Life, and Personal Growth were found to be 0.71, 0.77, 0.78, 0.77, 0.70, and 0.78 respectively, which were statistically significant ( $p < 0.001$ ).

### *Statistical Techniques*

- **Pearson Correlation:** This parametric test was used to check the strength of the relationship between two variables, which are psychological well-being and job satisfaction in this study.

- **Independent Sample t-test:** This test was used to check whether there is a significance of difference statistically between two sets of data, which are psychological well-being and job satisfaction among school and college teachers in this study.

***Procedure and Administration.***

The scales for job satisfaction and psychological well being were used to collect data, which was collected from special school teachers and general school teachers from Thrissur district by directly giving the questionnaire to them. The instructions to fill the questionnaire were included and confidentiality were assured. After the responses were submitted, it was scored accordingly and the data was analyzed using suitable techniques.

**RESULT AND DISCUSSION**

The current chapter shows the results and discussions of the current study. The results were obtained first and outlined, followed by analysis which is related to the 3 hypotheses. The collected data are consolidated, coded and subjected to different statistical techniques such as descriptive statistics, Student’s t- test and Pearson correlation co efficient.

***Preliminary Analysis***

Preliminary analysis entails the fundamental descriptive statistics like arithmetic mean, median, mode, standard deviation, kurtosis and skewness of the variable’s job satisfaction and psychological well-being. The main purpose of the preliminary analysis is to get a general idea about the nature of the variables. The details are presented in the table 1.

***Table 1: Basic descriptive statistics of variables (N= 60)***

<b>Variables</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>S.D</b>	<b>Skewness</b>	<b>Kurtosis</b>
<b>Job Satisfaction</b>	51.69	51.50	37	14.570	.385	-1.223
<b>Psychological Well Being</b>	88.28	86.50	80	10.467	.596	-.598

**HYPOTHESIS 1:**

There is no significant difference in job satisfaction in special and general educators.

***Table 2: Mean, SD and t- value obtained by job satisfaction scale among female special educators and general educators***

	<b>Mean</b>	<b>SD</b>	<b>t-Value</b>	<b>df</b>	<b>p</b>
<b>SE</b>	58.88	14.385	3.172	30	.520
<b>GE</b>	44.50	11.027			

*Note: SE= Special Educator, GE= General Educator.*

Table 2 shows the mean and standard deviation of the variable used to conduct the study. The mean and standard deviation for the variable job satisfaction among female special educators was found out to be 58.88 and 14.385 respectively and the mean and standard deviation obtained for general educators are 44.50 and 11.027 respectively. The t-value comes out to be 3.172 not significant at 0.05 level of significance. Hence the first null hypothesis ‘There is no significant difference in job satisfaction in special and general educators.’ is accepted. This indicates that both the special and general teachers are satisfied in their job and aspects of the job. This may be because as most of the participants are in the

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age range between 30-40, their experience with the job plays an important role in feeling satisfaction, as they gain more experience, the chances of promotion, increased pay or incentive and may be because of many other environmental or internal factors that contribute to satisfaction of the job.

The result of this study contradicts with the study conducted by Lori R. Stempien and Roger C. Loeb (2001) on the differences in Job Satisfaction between General Education and Special Education Teachers which compared the satisfactions and dissatisfactions of teachers of emotionally/behaviorally impaired students in special education, teachers of students in general education, and teachers responsible for both groups of students. Teachers of students in special education programs were found to be the most dissatisfied.

### HYPOTHESIS 2:

There is no significant difference in the psychological well-being among female special educators and female general educators.

*Table 3 Mean, SD and t- value obtained by psychological well-being scale among special educators and general educators*

	Mean	SD	t-Value	df	p
SE	85.63	7.182	-1.462	30	.009
GE	90.94	12.641			

\*0.05 level of significance

Table 3 shows the mean and standard deviation of the variable used to conduct the study. The mean and standard deviation obtained for the variable psychological well-being among female special educators was found out to be 85.63 and 7.182 respectively and the mean and standard deviation obtained for general educators are 90.94 and 12.64 respectively. The t-value comes out to be -1.462 and the P-value turned out to be .009 which is significant at 0.05 level of significance. Hence the second null hypothesis “There is no significant difference in the psychological well-being among female special educators and female general educators” is rejected. This indicates that both the special and general teachers do not have a good level of psychological well-being. This may be due to the difference in the job demand. Special educators constantly deal with behaviourally or emotionally challenged students. Work demands such as making an improvement in the child’s life skills, training disabled students in the basic life skills, expectations and dependence from the parents of the disabled children can may have a toll mentally and physically. Work- family conflict can also be a factor for this result. As the population is females, they tend to have a ‘second shift’ at their home where they have to take care their own children and household duties.

Anna Issac, Parvathy M I (2009) conducted a study on Special Education Teachers and Job Satisfaction, which focused on Interlinkage of Family- Work Conflict and Work family conflict, in 30 each special education teachers in Meenachil Taluk and Kanjirpally Taluk of Kottayam District, Kerala using Work to Family Conflict and Family to work Conflict Scale developed by Netemeyer et al. (1996) is used to examine about the work –family conflict and family-work conflict. Job Satisfaction Scale developed Paul E Spector (1994) used to examine job satisfaction of the special education teachers. The result from the study found that majority of the respondents agrees the demand of their family interfere with their work related duties and the majority has agreed that they feel being paid a fair amount for the job they do.

**HYPOTHESIS 3:**

There is no significant relationship between job satisfaction and psychological well-being in special educators and general educators.

**Table 4: Correlation coefficient between Job satisfaction and psychological well-being**

	Mean	SD	r-Value	p
JS	51.69	14.570	.998	.001
PWB	88.28	10.467		

Note: JS=Job Satisfaction, PWB=Psychological Well-Being,  $**p < 0.01$

The table 4 shows the correlation between the. Job satisfaction and psychological well-being in special educators and general educators. The table indicates that the coefficient of correlation between job satisfaction and psychological well-being in special educators and general educators is .998 which is significant even at 0.05 level of significance. Hence the hypothesis 3 stating that “There is no significant relationship between job satisfaction and psychological well-being in special educators and general educators.” is rejected.

That is, there is significant and positive correlation in job satisfaction and psychological well-being in female special and general educators. As the result shows positive correlation between the two variables, indicating when one variable increases other increases as well. Which means that both the educators are mentally balanced in their job and hence they feel satisfied in their work. As most of the participants, were in the age range between 30 to 40, their experience in their job is high and the work environment is very supportive, they feel mentally well, which leads to satisfaction in their job.

Rehana Bashir, Shumaila Shahzad, Mubashara Khalid, Shamaiela Mehboob Farooqi (2018) in their study ‘Correlation of Self-Esteem, Job Satisfaction and Psychological Well-Being among Special Education Teachers’ found that relationship between job satisfaction and psychological well-being is moderately positive and statistically significant on level of 0.01 (2-tailed) which supports the result of the current study.

**CONCLUSION**

The study was a genuine attempt to find the relationship between job satisfaction and psychological well being in female special educators and general educators.

Special educators and general educators are important two sections of teachers who are an integral part of the education system. By comparing the job satisfaction and psychological well being of special educators that of general educators, it can be found that there is difference in the psychological well being despite both population having a desired job satisfaction. In the sight of the experience of the investigator, there is significant and positive relationship between job satisfaction and psychological well being in female special educators and general educators

**Implications and suggestions**

The study shows how job and the aspects of job such as intrinsic and extrinsic factors makes them satisfied in their field and provide the students support and encouragement who are approaching them. It also shows how their psychological well being is affected when their management as well as the family do not provide a supportive and comfortable environment for their work to work as an individual and as group and their incentives.

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Hence it shows that both the section of female educators are psychologically not balanced and they may not have the ability to cope with the job stress but they are well satisfied in their job in their respective fields of educational settings. In order to enhance the psychological well-being and job satisfaction of the teachers, it could be suggested that professional emphasis should be offered more competently. The efforts taken and work done by commendable teachers should be appreciated with financial as well as non-financial rewards. Improving the income level and providing lucrative compensation could be offered as a suggestion to increase the levels of psychological well-being and job satisfaction among both section of teachers. The study gave an insight on the need for changes in the working condition of both the sections of teachers as to improve the quality and the efficiency of the teachers thus leading to the up liftment of both the sections of the education system.

### **Limitations and Future Research**

The study stage was on a very limited sample of teachers which focused only on female gender, thus limiting the generalization of the results. Nonetheless, given the similarities with previously accessible models of psychological well-being and job satisfaction, the acknowledged expositions of these variables maybe pertinent in larger populations, but this remains to be verified and analyzed.

There are very few studies on psychological well-being and job satisfaction of special and general education teachers and hence more research may be done on the factors affecting these variables among this population. Further research is required to focus on enhancing intervention programs and on the effectiveness of these programs, to improve teachers' psychological well-being and job satisfaction levels.

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