

Job Satisfaction and Self-Esteem Among Special Teachers Working in Government and Private Special Schools of Rajasthan

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ARTICLE DETAILS

Research Paper

Keywords:

Education, Special Education, Job satisfaction, Self-esteem, Special Teachers

ABSTRACT

This research paper investigates job satisfaction and self-esteem among special education teachers working in government and private special schools in Rajasthan. Recognizing the crucial role of education in societal development, particularly for children with disabilities, the study emphasizes the need for effective special education and the impact it has on teachers. The objectives of the study include examining the relationship between job satisfaction and self-esteem, and comparing these factors across various demographics such as type of school (government vs. private), gender, and experience level. Employing a quantitative approach, the research utilizes structured questionnaires to gather data from a sample of 30 special teachers (15 from government schools and 15 from private schools). The study employs descriptive research methodology, with a focus on comparing job satisfaction and self-esteem across different sectors, genders, and levels of experience. Key findings reveal no significant relationship between job satisfaction and self-esteem, suggesting that high job satisfaction does not necessarily equate to high self-esteem and vice versa. Furthermore, there are no significant differences in job satisfaction or self-esteem based on the type of school (government vs. private), gender, or teaching experience. These results indicate that factors influencing job satisfaction and self-esteem among special

education teachers are consistent across the studied variables.

INTRODUCTION

Education plays a vital role to develop any community, nations and society. Education system is a backbone of any nation or country and society. The progress or development of the nation is fully proportionate to the level of education. New changes can be made only through education. The importance of education increases even more when education is available to all those children who have been deprived of education due to their physical and mental disabilities and connecting all those children with special needs in the mainstream of society should be one of the main aims of education. That is why the provision of special education was brought to teach children with special needs. Special Education needs tailored instruction designed to meet the unique needs of students with disabilities It involves adopting teaching methods educational environment and resources to help these students achieve their full potential.

Job Satisfaction is the level of contentment employees feel about their work, which can affect their performance and overall well-being. It encompasses various factors.

Self-esteem is an individual's overall sense of personal worth and value. It reflects how much a person appreciate and likes themselves, and it influences their confidence, motivation and behavior.

The research explores the levels of job satisfaction and self-esteem among special education teachers in government and private special schools in Rajasthan. The study aims to understand the factors influencing these aspects and to compare the differences between teachers in different types of institutions.

OBJECTIVES

1. To examine the relationship between Job Satisfaction and Self-Esteem of special teachers working in special schools.
2. To compare the Job satisfaction of special teachers working in Government and Private special schools.
3. To compare the Job satisfaction of Male and Female special teachers working in special schools.
4. To compare the Job satisfaction of experienced and less experienced special teachers working in special schools.
5. To compare the Self-esteem of special teachers working in Government and Private special schools
6. To compare the Self-esteem of male and female special teachers working in special schools.

7. To compare the Self-esteem of experienced and less experienced special teachers working in special schools.

HYPOTHESIS

According to objectives and related studies Following null hypotheses have been formulated: -

1. There is no significant relationship between Job Satisfaction and Self- Esteem of special teachers working in special schools.
2. There is no significant difference between special teachers of Government and Private special schools in relation to their Job satisfaction.
3. There is no significant difference between male and female special teachers working in special schools in relation to their Job satisfaction.
4. There is no significant difference between experienced and less experienced special teachers working in special schools in relation to their Job satisfaction.
5. There is no significant difference between special teachers of Government and Private special schools in relation to their Self-esteem.
6. There is no significant difference between male and female special teachers working in special schools in relation to their Self-esteem.
7. There is no significant difference between experienced and less experienced special teachers working in special schools in relation to their Self-esteem.

RESEARCH METHODOLOGY

The research adopts quantitative approach, utilizing structured questionnaires to gather data from special education teachers. The sample includes teachers from both government and private special schools in Rajasthan. The techniques and process adopted during the study of research such as case studies, surveys, one to one interaction, questionnaires, comments, etc. These are steps and approaches of research, which contributing to collection of data and execute the research to get set objectives such as theory testing including constructive development of study. It includes all the tools and practices used at different stages of research, such as observation, collection of data, data processing, fetching information, making of decision, etc. In the present study to ensure or fulfill the research objectives, the method was descriptive research. The present study was structured to find out the degree or level of Job satisfaction and Self-esteem among special teachers. The scores of Job satisfaction and Self Esteem were compared with respect to sector (Gov./Pvt.), gender and experience. Selection of the sample for

present study was done in two parts, First selection of the schools. Total six schools were selected through random sample technique. Three were Government special schools and three were private special schools. The second part was the selection of teachers through cluster sample technique. Total 30 no's of special teachers was selected for study. Out of 30, 15 were selected from three government special schools and 15 were selected from three private special schools. The variables consider for comparative study are sector wise i.e. Gov. and private, Gender and Experience of teachers. The present study is delimited as it takes only 30 Special teachers from 6 special Gov. and Pvt Schools.

MAIN FINDING

1. On the basis of data analysis, it has been obtained that no significant relationship between Job satisfaction and Self-esteem of special teachers. Hence it can be said in this way that High Job satisfaction of a teacher is not an assurance of high self-esteem and vice-versa.
2. In the evaluation of a group of 15 government special teachers and 15 private special teachers, it was no any significant difference in the level of job satisfaction of teachers employed government special school and teachers working in private special school.
3. The research found no any significant effect of gender on job satisfaction. In the study, it was found that the level of job satisfaction of male special teachers is similar as that of female special teachers. This proves that gender has no significant role in job satisfaction of teachers.
4. The researcher examined the job satisfaction according to the experience of 30 teachers, a group of 18 teachers had more than 5 years of experience and a group of 12 teachers had less than 5 years of experience, in the study it was found that Job satisfaction remained intact from variance of teaching experience.
5. Teachers employed in Government school and teachers employed in private school both have no significant difference to degree of Self Esteem.
6. Researcher found no any significant difference in the self-esteem of male special teachers and female special teachers, that is, gender does not affect the self-esteem of special teachers.
7. The investigator evaluated the Self-esteem according to the experience of 30 teachers divided in two groups and it was found that Self-esteem did not vary according to experience.

CONCLUSION

Lack of Correlation Between Job Satisfaction and Self-Esteem: The study reveals no significant relationship between job satisfaction and self-esteem among special teachers. This indicates that high levels of job satisfaction do not necessarily correlate with high self-esteem, suggesting that these two aspects of a teacher's professional experience operate independently of each other.

Uniform Job Satisfaction Across Employment Sectors: No significant differences in job satisfaction were found between government and private special education teachers. This suggests that the type of employment (government vs. private) does not significantly impact job satisfaction levels among special education professionals.

Gender and Job Satisfaction: The study found no significant impact of gender on job satisfaction. Both male and female special teachers reported similar levels of job satisfaction, indicating that gender does not play a significant role in determining job satisfaction in this field.

Experience and Job Satisfaction: The level of job satisfaction was consistent regardless of teaching experience, whether teachers had more than five years or less than five years of experience. This suggests that job satisfaction is not significantly influenced by the length of teaching experience.

Self-Esteem Across Employment Sectors: Similar to job satisfaction, there were no significant differences in self-esteem between teachers employed in government and private special schools. This implies that the sector of employment does not affect self-esteem among special education teachers.

Gender and Self-Esteem: Gender also did not significantly affect self-esteem among special teachers. Both male and female teachers exhibited similar levels of self-esteem, indicating that self-esteem in this profession is not influenced by gender.

Experience and Self-Esteem: Self-esteem did not vary with the amount of teaching experience, as there were no significant differences between teachers with more or less experience. This suggests that self-esteem remains stable regardless of the length of teaching experience.

Overall, this research underscores that factors such as job satisfaction and self-esteem among special education teachers are influenced by different variables, with neither gender nor employment sector showing significant effects on these aspects. Additionally, both job satisfaction and self-esteem appear to be stable across different levels of teaching experience.

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