

JOB SATISFACTION OF ITINERANT TEACHERS IN INDIA

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Abstract

The present study focuses on education of Divyang students and teachers' satisfaction towards their job. The main objectives of the study are to measure job satisfaction of teachers and find out any differences related to their gender and education. Descriptive survey method was used to achieve the objectives. This sample consisted of 28 teachers. The result indicates high level of job satisfaction. So far as male and female teachers are concerned female teachers are more satisfied to their job than the male ones.

Keywords: Job satisfaction, itinerant teacher

INTRODUCTION

Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits. Thus, the right to education is universal and must extend to all children, youth, and adults with disabilities. This right is enshrined in the Convention on the Rights of the Child (1989) and addressed in several significant, internationally approved declarations, including the World Declaration for Education for All (1990), the Standard Rules on the Equalization of Opportunities for Persons with Disability (1993), the UNESCO Salamanca Statement and Framework for Action on Special Needs Education (1994), and the Dakar Framework for Action (2000).

At global level, India is also a signatory to the Salamanca Statement and Framework for Action on Special Needs Education (1994) that emphasizes access to quality education for all. The statement endorses the need for fundamental policy shifts required to promote the approach to inclusive education namely enabling schools to serve all children, particularly those with special educational needs by implementing practical and strategic changes.

Thus, India is also on stride to provide good access to education for special needs children in present time. A significant move was made for inclusion of special needs children in normal school through The Sarva Siksha Abhiyan, a

scheme launched in 2000 by Ministry of Human Resource Development of Government of India. It has created a realization that without the inclusion of special needs children Universalisation of Elementary Education cannot be achieved. Sarva Siksha Abhiyan is an extensive scheme to provide education to all through district based, decentralized special plan n i n g a n d implementation. It ensures that every child with special needs, irrespective of the kind, category and degree of disability will be provided useful and community owned equality education.

Sarva Siksha Abhiyan makes provision of itinerant teachers to educate special needs children because learners with special needs require a specific educational programme and also schools that cater for the needs of learners with emotional, social, neurological or physical problems.

ITINERANT PROGRAM

The itinerant programs were natural outgrowths of community-based educational programs which started in California in 1938 and in New Jersey in 1943. Itinerant teachers (also called "visiting" or "peripatetic" teachers) are traveling school teachers. They are sometimes specialized to work in the field of special education, providing individual tutoring to students with disabilities.

In India itinerant teacher travels from one school to another school, providing special materials, consultation with school teachers and principals, and individualized instruction in disability, specific skills that encompass

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what is known as the expanded core curriculum. According to Olmstead (2005) such types of curriculum includes:

- Compensatory academic skills, including communication modes.
- Social interaction skills
- Recreation and leisure skills
- Use of assistive technology.
- Independent living skills.
- Career education.
- Visual efficiency skills.
- Self-determination skills.
- Orientation and mobility skills.

In an inclusive learning environment under Sarva Siksha Abhiyan regular and education teachers and itinerant teachers are responsible for teaching special needs children. In order to provide instruction to diverse students, teachers need adequate knowledge and skills to teach their students, especially those with disabilities (Bennett, Bruns, & DeLuca, 1997). Thus, itinerant teachers in Sarva Siksha Abhiyan need to cope with curriculum changes, the administrative duties that come with these changes, and the learners with their diverse needs.

THEORETICAL PERSPECTIVES AND PREDICTIONS

Job satisfaction was thoroughly studied across the world by more than twelve thousand studies were published in the Nineties of the Twentieth century, which indicates the importance of this issue (Gazzawi, 2008). The term 'job satisfaction' was first utilised by Hoppock (1935), referring to a combination of psychological, physiological and environmental circumstances that make a person feel satisfied with their job. The importance of being satisfied with one's job is captured by a quote by Darboe (2003), according to whom, 'a job is not merely life sustaining but life-enhancing and enriching because most people continue to work even if their economic needs are met, suggesting that for most people work satisfies various needs, such as a need for individual recognition, achievement, or the pleasure derived from

working with other people'. The term 'Job-satisfaction' as defined in the "Dictionary of Education" is the quality, state and levels of satisfaction which is a result of various interests and attitudes of a person towards his/her job.

Job satisfaction was also defined as the employee's general attitude towards his job, which is related directly to the workers' needs, such as; the professional support, the rewards, the incentives and the job environment and challenges (Ostorff, 1992). Blum and Naylor (1968) also define Job satisfaction as a general attitude of the workers constituted by their approach towards the wages, working conditions, control, promotion related with job, social relations in the work, recognition of talent and some similar variables, personal characteristics, and group relations apart from the work life.

In the light of these definitions, we can define the job satisfaction as the sum of all negative and positive aspects related to the individual's salary, his physical and emotional working conditions, the authority he has, the autonomous usage of this authority, the level of success he has maintained and the rewards given due to this success, the social statute maintained in relation with his job, and his relations with his colleagues and administrators. Job satisfaction can only be mentioned if all these elements exist in a place in harmony.

Thus, job satisfaction is the condition of establishing a healthy organizational environment in an organization. Teachers want to maintain statute, high ranks and authority by giving their capabilities such as knowledge, ability, education, health etc to their jobs for which they spend most of their time. The individuals who cannot meet their expectations with regard to their jobs become dissatisfied. Thus this dissatisfaction affects the organization for which he works. Job satisfaction is very important for person's motivation and contribution to production. Job satisfaction may diminish irregular attendance at work replacement of workers within a cycle or even the rate of accidents.

Job satisfaction can be evaluated according to a worker's expectations, value and reward (Evans, 1998); and can be established by differentiating between the person's expectations and the personal fulfilment that he or she gets out of a job (De Beer et al., 2007; Evans, 1997). However, Kalleberg (1977) identifies the reward of a job and its concomitant value as the most important predictors of job satisfaction, when job satisfaction is seen as the employee's general orientation towards the different job roles he or she represents. This contradiction of ideas surrounding job satisfaction might come to play an important role when one ascertains the level of job satisfaction amongst special needs teachers. De Beer et al. (2007) and George et al. (2008) argue that job satisfaction within education is influenced by factors such as the person's own experience, his or her demographic circumstances and personality, as well as physical, psycho-social, emotional and economic factors. According to De Beer et al. (2007) and Vroom (1967) if a teacher is satisfied that his or her work contributes to the school's aims, an intrinsic reward is received for the work done; and if he or she feels that his or her particular professional status is recognised, a high level of job satisfaction will be experienced.

Several other factors have also been identified as indicators of the lack of job satisfaction amongst special school teachers with special reference to their working conditions (overcrowded classrooms, the lack of electricity and inadequate sanitation – or the lack thereof). These factors are age, reward, physical resources and the level of stress experienced (Stempien and Loeb, 2002; Billingsley, 2004).

In a study titled "Job Satisfaction: Perceptions of a National Sample of Teachers of Students Who Are Deaf or Hard of Hearing", Luckner & Hanks (2003) studied job satisfaction among 610 teachers teaching students who are deaf or hard of hearing. The results indicated that teachers are generally satisfied and that the level of satisfaction regarding the relationship between fellows is high, while its level is low

regarding the paperwork, the assessment, and the lack of communication with the students' families.

KNOWLEDGE GAP

In context of the background and rationale, research literature shows that the extent to which teachers are satisfied with their jobs and working conditions is likely to have significant consequences for the retention of teachers within the profession, for their approach to teaching, for the creation of collegial relations within a school, and for student outcomes (Crossman & Harris, 2006; Chaplain, 1995).

In context of the background and rationale of the study following conclusions have been drawn:

- At global level a considerable amount of literature has emerged on job satisfaction, influencing factors and occupational stress among school teachers (Stempien and Loeb, 2002; Billingsley, 2004; De Beer, Mentz & Van der Walt, 2007; Evans L 1997; Morgan & Kitching, 2007; DeVito, 1998; Luckner, J., & Hanks, J. 2003)
- In Indian context job satisfaction has also been paid attention by the researchers (Goyal, 1995; Dhar, & Jain, 1992; Gupta, 1980; Sharma, 1991). But these studies did not study job satisfaction of special education teachers or itinerant teachers.

Therefore, knowledge gap is visible in terms of job satisfaction of itinerant teachers particularly in Indian context. This study is designed for empirical verification following research questions:

1. What is the level of job satisfaction of itinerant teachers in India?
2. Are there any significant differences ($\alpha=0.05$) in job satisfaction means that can be attributed to the gender?
3. Are there any significant differences ($\alpha=0.05$) in job satisfaction means that can be attributed to their mode of learning i.e. teachers trained from distance university and regular university?

METHODOLOGY

Descriptive survey method was used to achieve the objectives of the study.

SAMPLE

This study was carried out on all itinerant teachers teaching in the primary classes in Varanasi district. This sample consisted of 28 teachers including male, female, rural, urban, and educated from regular universities or from distance universities. Breakup of the sample according to classifying variables is given below in table for the sake of clear understanding.

Table 1 Break-up of the Sample

	Male	Female	Total
Regular University	9	3	16
Distance University	11	5	22
Total	20	8	28

INSTRUMENTATION

A questionnaire entitled Job Satisfaction Inventory (JSI) based on M. N. Wali's tool of job satisfaction was constructed and modified to measure job satisfaction of itinerant teachers.

Job Satisfaction Inventory (JSI), consisting of 40 items, tests ten different areas of satisfaction, namely: Interesting, Chance for Progress, Use of Ability, Authority, Co-worker, Independence, Social Status, Relation with supervisor, Moral value, Working condition & Job security, and lastly general satisfaction which is an overall view of the above-mentioned areas.

The instrument is rated on a three-point Likert type classification ranging from 2 (strongly agree), 1 (partially agree), and 0 (disagree). Scores were reversed for negative items. A teacher's overall satisfaction rating evaluated relative to the possible score ranges from 0 to 80. A high score on the JSI indicates high levels of satisfaction, whereas a lower score indicates less satisfaction.

PROCEDURES OF DATA COLLECTION

The Job Satisfaction Inventory (JSI) may be administered individually as well as in a group. First time the investigator approached eighteen itinerant teachers when there was a program conducted on special education and bridge course. The questionnaires were distributed among them. It was a self-administrative tool. It was filled out under standard instructions. All itinerant teachers were asked to read the instructions carefully and respond accordingly. Remaining itinerant teachers were approached later on in their working field, in their schools. It was assured to them that the information sought would be kept secret and it meant for dissertation purpose only. The inventory has easy statements and the teachers recorded their opinion by putting a cross (X) mark in the column which they agreed, as the inventory has three point scales namely "strongly agree, partially agree" and "disagree". After that, filled questionnaires were collect.

STATISTICAL ANALYSIS

The statistical analysis of the raw data was being done in two ways. First, mean and standard deviation (SD) of the tabulated raw scores were calculated to find out the level of job satisfaction. High mean score reflects their high job satisfaction whereas low mean scores less job satisfaction. These mean and SD were calculated separately for each area of job satisfaction. The mean of each area was observed separately. Second, the significance of difference between the mean score of two groups was obtained by applying t-test. Thus the entire data were analyzed according to different variables. The significance of difference in the mean scores was considered at 0.05 level.

RESULTS

To find out the empirical answer of the first research question i.e. what is the level of job satisfaction of itinerant teachers in India? Table 2 shows that total mean of itinerant teachers is 53.96 which indicates high level of job

satisfaction. So far as area-wise satisfaction is concerned itinerant teachers are very -very much satisfied to their job in the context of using their ability in their profession, and in interest because of their passion in teaching special needs children. Table also shows high

mean score in areas like authority, independence, social status, moral values; average mean score in co-workers, working condition and job security; and low mean score in chance for progress and relation with supervisor.

Table 2 Areas and means of Job Satisfaction Inventory (JSI)

S. No.	Areas	Range of Scores Scores	Obtained total	Mean
1	Interesting	0-12	304	10.86
2	Chance for Progress	0-8	94	3.36
3	Use of Ability	0-8	193	6.89
4	Authority	0-6	137	4.89
5	Co-Workers	0-4	67	2.39
6	Independence	0-8	152	5.42
7	Social Status	0-6	128	4.58
8	Relation with Supervisor	0-8	93	3.32
9	Moral Values	0-6	119	4.25
10	Working Condition & Job Security	0-14	224	8.00
	Unified all areas	0-80	1511	53.96

To find out the empirical answer of the second research question i.e. Are there any significant differences ($\alpha=0.05$) in job satisfaction means that can be attributed to the gender? Table 3 displays a significant difference in the average job satisfaction of male and female itinerant teachers. Because the total mean scores of male

is 50.15 and SD is 13.99, and the total mean scores of female is 63.34 and SD is 13.60 and the 't' value is 2.18 which assures that female teachers are more satisfied to their job than the male ones. In comparison to male teachers, female teachers secured high mean scores in all areas of satisfaction but authority.

Table 3 Significance of the difference according to gender and type of training on different areas of job satisfaction (df=26)

S. No.	Area	Male and Female				Regular and Distance			
		Itinerant Teachers	Mean	SD	t- Value	Itinerant Teachers	Mean	SD	t- Value
1	Interesting	Male Female	10.80 11.00	1.15 1.41	0.34	Regular Distance	10.91 10.81	1.31 1.16	0.21
2	Chance for Progress	Male Female	2.50 5.50	1.46 1.51	4.61	Regular Distance	3.08 3.56	2.23 1.7	4.2
3	Use of Ability	Male Female	6.60 7.63	1.42 0.74	2.43	Regular Distance	6.58 7.12	1.31 1.3	1.12

S. No.	Area	Male and Female				Regular and Distance			
		Itinerant Teachers	Mean	SD	t- Value	Itinerant Teachers	Mean	SD	t- Value
4	Authority	Male	5.05	0.75	1.17	Regular	5.41	0.79	3.25
		Female	4.50	1.19		Distance	4.5	0.63	
5	Co-Workers	Male	2.05	1.50	2.55	Regular	2.75	1.05	1.5
		Female	3.25	0.88		Distance	2.12	1.10	
6	Independence	Male	4.80	1.54	3.67	Regular	5.5	1.83	1.46
		Female	7.00	1.30		Distance	5.37	1.9	
7	Social Status	Male	4.30	0.74	2.41	Regular	4.58	1.08	60
		Female	5.12	0.83		Distance	4.56	.6	
8	Relation with Supervisor	Male	2.55	1.70	3.21	Regular	3.67	2.46	0.68
		Female	5.25	2.05		Distance	3.06	1.8	
9	Moral Values	Male	4.00	1.41	1.73	Regular	4.67	1.61	1.65
		Female	4.87	1.12		Distance	3.93	1.3	
10	Working Condition & Job Security	Male	7.50	2.32	1.67	Regular	8.67	2.87	1.08
		Female	9.25	2.49		Distance	7.5	2.3	
11	Unified areas	Male	50.15	13.99	2.18	Regular	55.79	16.54	0.547
		Female	63.34	13.60		Distance	52.53	13.79	

To find out the empirical answer of the third research question i.e. Are there any significant differences ($\alpha=0.05$) in job satisfaction means that can be attributed to their mode of learning i.e. teachers trained from distance university and regular university? Table 3 also shows no significant difference in average mean score of teachers trained from regular university and distance university because the average mean scores of regular university IT is 55.79 and SD is 16.54, and the average mean scores of distance IT is 52.53 and SD is 13.79. The 't' value is 0.547 which is insignificant at 0.05 level.

However, Table 3 shows that teachers trained from regular university are more satisfied in interesting, authority, co-workers, independence, relation with supervisors, moral value and working conditions than the teachers trained from distance university. But this difference is at very low rate. Teachers trained from distance university are more satisfied than teachers trained from regular university in the following areas: chance for progress and use of ability. Social status is the area where both groups are equally satisfied.

DISCUSSION

The results of this study state that itinerant teachers working under Sarv Shiksha Abhiyan have high level of job satisfaction. The study reaffirms the observation of Ng Wai-Fuin (1995) and Luckner & Hanks (2003) who claimed that the special education teachers in general are satisfied with their jobs. However, the results contradict to the results of Yahia (1994) and Stempien & Loeb (2002) who indicated that the job satisfaction among special education teachers is generally low.

To educate special needs children is very challenging and interesting because there are several teaching learning materials and strategies. The itinerant teachers use their ability to make different types of teaching learning materials so that teaching can be made easier and interesting for special needs students. The result also shows that the itinerant teachers have scored high mean score in the area: authority. The teacher is always proud of his authority of shaping the destiny of the students under his charge. All itinerant

teachers are insecure to their job and chance for progress as they are recruited on contractual for one session only and need renewal for further one. Teachers have secured high mean scores in the area: social status as teachers had been and even are today, respectable persons in the society.

As the result shows that the itinerant teachers are average satisfied in area co-workers and less satisfied with their supervisors. They assert that the general teachers do not help them in teaching special needs children. This is not a good sign because teaching special needs children requires the shared expertise of itinerant teachers, regular teachers and administrators working together towards a common goal. The purpose of the collaborative relationships is to provide effective services to both general as well as special needs children. The collaborative effort made by them will ensure the success of inclusive education under Sarv Shiksha Abhiyan and avoid segregation and separation within school system.

GENDER

Results regarding the gender differences showed that statistically there is a significant difference at the general scale of job satisfaction and at its different areas. The results indicate that female teachers are more satisfied with their job than their counterparts. The results are consistent with the results of Gazzawi, (2008) who concluded that there is a difference in the level of job satisfaction regarding gender in favour of female teachers. However, these results were contradicted to the results of Alaajiz & Nashwan (2004) who indicated the existence of differences in job satisfaction regarding gender in favour of male teachers.

TRAINING INSTITUTIONS

No significant difference is found between teachers trained from regular university and distance university. However, teachers of regular university secured high mean score in areas like: interesting, relations with s u p e r v i s o r s , a u t h o r i t y , c o - w o r k e r s , independence, moral value and working conditions than teachers trained from distance

university. But it is not a significant difference.

CONCLUSION

The trend which was observed in this study is that the itinerant teachers love their profession and do their duty honestly. Mostly literature related to job satisfaction of special education teachers (Yahia, 1994; Stempien & Loeb, 2002; Howard & Johnson, 2004; De Beer et al., 2007; Peltzer et al., 2008) show that they are not satisfied and are moving towards other professions. But in the context of India, it is not true. Itinerant teachers enjoy their profession and use their ability to teach special needs children.

RECOMMENDATIONS

- The itinerant teachers reported that there is lack of teaching learning materials. So the government should provide enough TLM and relevant and modern teaching aids so that the teachers can teach simply and effectively.
- The result shows that itinerant teachers are insecure to their job. So the government should appoint them as permanent teachers.
- The study also indicates that there is no harmonious relationship between teachers and supervisors. It is not a good sign. It must be changed; otherwise teaching will be affected negatively.

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