

## **ADJUSTMENT OF SPECIAL EDUCATION TEACHERS IN RELATION TO THEIR DEMOGRAPHIC VARIABLES**

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### **ABSTRACT**

*Adjustment of teachers, especially teaching to students with special needs enhance the motivation among the students. Good adjustment on the part of elementary school Teachers has contributed better adjustment on the students. The present paper attempted to find the relationship of adjustment with age and experience of elementary school teachers. The findings revealed that there is significant positive relationship between adjustment and demographic variables.*

### **Keywords:**

### **Introduction**

Adjustment can also be defined as a process by which an individual attempts to cope with, master and transcend the challenges of life by utilizing variety of techniques and strategies. There are two important quality of adjustment. First attempt is a process, that it involves continue changes, the second important qualities is that people develop consistent pattern of adjusting to these constant change. Thus, the person who always solves problems by escaping may be afraid of becoming too involved and dependent on others, by integrating themselves to others or seeking advice, may be demonstrating an excessive need for love, while those who move against problems by reacting aggressively may be demonstrating an excessive need for power.

With special reference to adjustment of Special education teachers means their coping of and adapting to various factors related to education life. Jamieson et al. (1977) revealed that success in education was frequently defined by coach as a situation in which the players coped. For them coping and success were synonymous. Adjustment will therefore automatically vary in different education environment, and is the outcomes of total social and educational milieu; the players lives in. This was the major reasons why adjustment was felt to be appropriate measures for comparing the two kinds or education provisions. Adjustment in different education environments, pointedly relates to two specific realms of activity. Educational and social, both being converted goals. However, success in education achievement does not necessarily result in good social adjustment, and vice-versa (Hegarthy et al 1981). So far as demographic variable is concerned it has also some contribution in the better adjustment of special education teachers. The present paper attempted to find out the relationship between adjustment and demographic variable among visually impaired students.

The main purpose of this study is to find out the relationship between adjustment and age,

### **Design of the study**

The present research work is a descriptive type of study. A total of 200 special education teachers were constituted the sample of the study. The sample is drawn with the help of simple random sampling technique. The tool like Bell Adjustment Inventory is used to measure the adjustment level of special education teachers.

**TABLE-1**  
**COEFFICIENT OF CORRELATION BETWEEN ADJUSTMENT AND AGE OF SPECIAL EDUCATION TEACHERS**

| Variables  | N   | Df  | Coefficient of Correlation | Level of significance |
|------------|-----|-----|----------------------------|-----------------------|
| Adjustment | 200 | 198 | 0.61                       | .01                   |
| Age        |     |     |                            |                       |

Table value of 198 df at .05 level= .138  
at .01 level= .181

It is revealed from the table-1 the coefficient of correlation between adjustment and age of Special education teachers is .61 which is significant at .01 level of significance. It suggested that there is significant positive relationship between adjustment and age of Special education teachers. That means adjustment of Special

education teachers did reveal significant positive relationship with their age. Aged teachers were better role performer.

**TABLE-2**  
**COEFFICIENT OF CORRELATION BETWEEN ADJUSTMENT AND EXPERIENCE OF SPECIAL EDUCATION TEACHERS**

| Variables  | N   | Df  | Coefficient of Correlation | Level of significance |
|------------|-----|-----|----------------------------|-----------------------|
| Experience | 200 | 198 | 0.54                       | .01                   |
| Age        |     |     |                            |                       |

Table value of 198 df at .05 level= .138  
 at .01 level= .181

It is revealed from the Table- 2 the coefficient of correlation between adjustment and experience of Special education teachers is .54 which is significant at .01 level of significance. It suggested that there is significant positive relationship between adjustment and experience of Special education teachers. That means adjustment of Special education teachers did reveal significant positive relationship with their age. More experienced teachers were better adjusted.

**Discussion and conclusion**

The findings discuss above have significant implications for Special education teachers, administrators, parents, education authority and administrators of education. Implications of the findings along with the suggestions are presented below. Findings of the present study reveals that there is significant positive relationship of adjustment with age and experience of special education teachers. It is suggested that administrator should aware about the psychological conditions of Special education teachers to give better performance to their students/players. Hence, they Special education teachers having maladjusted problems should be identified as early as possible for better performance in education.

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