



ADJUSTMENT OF PRIMARY SCHOOL TEACHER DEALING WITH CHILDREN WITH INTELLECTUAL DISABILITIES IN SIRSA DISTRICT: A COMPARATIVE STUDY

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ABSTRACT

A teacher plays a very important role in child development and also a society development. Background: The present study was intended to understand Adjustment of Primary School Teacher Dealing with Children with Intellectual Disabilities in Sirsa District. Study was undertaken with the objective to compare the level of adjustment of government primary school teacher dealing with children with intellectual disability in Sirsa district. The study was conducted on 40 primary school teachers 20 (10 male x 10 female) from govt. schools & 20 (10 male x 10 female) from Private School and further equally distributed from rural and urban area primary schools. The survey method was used to elicit information about their adjustment level. Data was collected using the (standardized) Teacher Adjustment Inventory MTAI (Part-5) developed by Dr. S.K. Mangal, Principal, Saraswati College of Education, Charkhi Dadri (Haryana). It was found that there was significant difference among the primary school teachers adjustment in terms of their gender, working area (Rural and urban area school teachers).

Keywords: *Adjustment, Intellectual Disability, Primary School Teacher*

INTRODUCTION

Education is a technology process of human life. Technology works all time in our brain and mind also, which influence us to do something new or developmental works. Technology teaches people how to change or modify their behaviour. Teachers play an important role in modifying their students' behaviour. The success of every student, is based on the ability of the teacher. Teacher represents many kinds of knowledge in front of the learners. Dr. R. Krishnan (1949) keenly observed that, "The teacher's place in the society is more important. He acts as the center for the transmission of intellectual, moral and creative skills from generation to generation and helps to keep the lamp of good citizen."

TEACHER ADJUSTMENT

Adjustment is a one kind of changing behaviour, which can help a person to make balance with his/her environment. Every day each human being is suffering from the different problems of their life, they try to overcome or adjust with these problems. The same meaning of adjustment, we use some other words like consistency, reconciliation, unification, adaptation, conformation, coordination etc. According to Darwin, those species which adapted successfully to the demands of living, survived and multiplied while others who did not died out and therefore, the adaptation or changing oneself surroundings, according to the demands of the external environment became the basic need for our survival. In the words of Crow and Crow (1956), 'an individual's adjustment is adequate, wholesome and healthful to the extent that

he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment'. According to C. V. Good (1959), 'adjustment that, it is the process of finding and adopting modes of behaviour suitable to the environment or the in the environment'. The teachers play very important part of total educational system.

SIGNIFICANCE OF THE STUDY

In the field of special education teachers adjustment constitutes one of the most important spheres of human behaviour. The teachers play a central role in the learning process of pupil. The advancement in the field of special education is very much depending upon the degree of adjustment of the teachers. High level adjustment of the teachers is directly linked to efficiency office work.

Adjustment place a significance role in life it brings happiness to a person's mentally or physically. And visual is not only and assist to himself but born to the society this is some work true for a teachers who does not live only for himself but also the youngest us in his charge. His her adjustment is not only good for himself herself but also important for the proper development and well being of his/her students.

STATEMENT OF THE PROBLEM

Maybe steady dance competitors study of adjustment of Primary school teacher dealing with the intellectual disability in Sirsa district.

OBJECTIVES OF THE STUDY

- To compare the level of adjustment of male and female government primary school teacher dealing with children with intellectual disability in Sirsa district.
- To compare the level of for adjustment of male and female private primary school teachers dealing with children with intellectual disability in Sirsa district.
- To compare the main score of adjustment of Rural and Urban government primary school teacher dealing with children with intellectual disability.
- To compare the main score of adjustment of Rural and Urban private primary school teacher dealing with children with intellectual disability in Sirsa district.

HYPOTHESIS OF THE STUDY

To carry out the research properly the following null hypothesis are formulated by the researcher.

1. There is no significant difference between the mean score of adjustment of male and female Private primary school teacher dealing with children with intellectual disability in Sirsa district.
2. There is no significance difference between the mean score of adjustment of male and female Government primary school teachers dealing with children with intellectual disability.
3. There is no significance difference between the mean score of adjustment of Rural and Urban Private primary school teacher dealing with children with intellectual disability.

4. There is no significance difference between the mean score of adjustment of Rural and urban Government primary school teachers telling with the children with intellectual disability.

POPULATION

The population of the study is comprised of primary school teachers of Government and Private belonging to rural and urban areas constitute the population of the study in Sirsa City of Haryana state.

SAMPLE: Four schools of Sirsa city has been picked up by using random sampling techniques of primary school teachers the sample considered of 40 teachers out of which 20 (10 male x 10 female) were from Government and 20 (10 male x 10 female) were from private schools and equally distributed from rural and urban areas.

TOOL USED

The researchers used only **Part -5** (total 35 statements) of Teacher Adjustment Inventory MTAI developed by Dr. S.K. Mangal, Principal, Saraswati College of Education, Charkhi Dadri (Haryana)

ANALYSIS AND INTERPRETATION

In this study the process of data analysis and its interpretation given the result related to the objectives mentioned earlier.

Hypothesis No. 1- There is no significant difference between the mean score of adjustment of male and female Private primary school teacher dealing with children with intellectual disability in Sirsa district

Table 1

Mean, S.D. & 't' Value of male and female Private primary school teacher dealing with children with intellectual disability in Sirsa district

Variables	N	Mean	SD	df	C.R. value	Level of significant
Adjustment of Male Private Primary School Teachers dealing with children having Intellectual Disability.	10	22.12	3.4	18	3.40	Significant at both levels i.e. .05 &.01
Female Private Female Primary School Teachers dealing with children having Intellectual Disability	10	17.32	2.9			

$df=18.05=2.09 .01=2.84$

Interpretation- In table No.1, the mean, S.D. male and female Private primary school teacher dealing with children with intellectual disability in Sirsa district is 22.12, 3.4 and 17.32, 2.9 respectively. The calculated 't' Value is 3.40 which is more than standard table value at both levels of significance. Therefore hypothesis No. 1 is rejected. It is concluded that there exists significant difference between male and female Private primary school teacher dealing with children

with intellectual disability in Sirsa district. Further, it is analysed that the mean value of Male Private Primary School Teachers is more than the mean value of Female Private Primary School Teachers dealing with children with intellectual disability in Sirsa district . Further, it is analysed that male Private primary school teachers dealing with children with intellectual disability have good adjustment than female Private primary school teacher dealing with children with intellectual disability in Sirsa district.

Hypothesis 2- There is no significance difference between the mean score of adjustment of male and female Government primary school teachers dealing with children with intellectual disability.

Table 2

Mean, S.D. & 't' Value of male and female Private primary school teacher dealing with children with intellectual disability in Sirsa district

Variables	N	Mean	SD	df	C.R. value	Level of significant
Adjustment of Male Government Primary School Teachers dealing with children having Intellectual Disability.	10	20.57	3.32	18	3.18	Significant at both levels i.e. .05 &.01
Female Government Primary School Teachers dealing with children having Intellectual Disability	10	16.21	2.81			

df= 18 .05=2.09 .01=2.84

Interpretation- In table No.2, the mean, S.D. male and female Private primary school teacher dealing with children with intellectual disability in Sirsa district is 22.12, 3.4 and 17.32, 2.9 respectively. The calculated 't' Value is 3.18 which is more than standard table value at both levels of significance. Therefore hypothesis No. 2 is rejected. It is concluded that there exists significant difference between male and female Government primary school teacher dealing with children with intellectual disability in Sirsa district. Further, it is analysed that the mean value of Male Government Primary School Teachers is more than the mean value of Female Government Primary School Teachers dealing with children with intellectual disability in Sirsa district. Further, it is analysed that male Government primary school teachers dealing with children with intellectual disability have good adjustment than female Government primary school teacher dealing with children with intellectual disability in Sirsa district. **Hypothesis 3-** There is no significance difference

between the mean score of adjustment of Rural and Urban Private primary school teacher dealing with children with intellectual disability.

Table 3

Mean, S.D. & 't' Value of Urban and Rural Private primary school teacher dealing with children with intellectual disability in Sirsa district.

Variables	N	Mean	SD	df	C.R. value	Level of significant
Adjustment of Urban Private Primary School Teachers dealing with children having Intellectual Disability.	10	23.68	3.41	18	3.16	Significant at both levels i.e. .05 &.01
Female Rural Private Primary School Teachers dealing with children having Intellectual Disability	10	19.222	2.92			

df= 18 .05=2.09 .01=2.84

Interpretation- In table No.3, the mean, S.D. Urban and Rural primary school teacher dealing with children with intellectual disability in Sirsa district is 23.68 and 19.22, 3.41 and 2.92 respectively. The calculated 't' Value is 3.16 which is more than standard table value at both levels of significance. Therefore hypothesis No. 3 is rejected. It is concluded that there exists significant difference between male Urban and Rural Private primary school teacher dealing with children with intellectual disability in Sirsa district. Further, it is analysed that the mean value of Urban Private Primary School Teachers is more than the mean value of Rural Private Primary School Teachers dealing with children with intellectual disability in Sirsa district. Further, it is analysed that Urban Private primary school teachers dealing with children with intellectual disability have good adjustment than Rural Private primary school teacher dealing with children with intellectual disability in Sirsa district.

Hypothesis 4-There is no significance difference between the mean score of adjustment of Rural and urban Government primary school teachers telling with the children with intellectual disability.

Table 4

Mean, S.D. & 't' Value of male and female Private primary school teacher dealing with children with intellectual disability in Sirsa district.

Variables	N	Mean	SD	df	C.R. value	Level of significant
Adjustment of Urban Government Primary School Teachers dealing with children having Intellectual Disability.	10	21.42	3.21	18	3.09	Significant at both levels i.e. .05 &.01

Adjustment of Rural Government Primary School Teachers dealing with children having Intellectual Disability	10	17.31	2.76			
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df= 18 .05=2.09 .01=2.84

Interpretation- In table No.4, the mean, S.D. Urban and Rural Government primary school teacher dealing with children with intellectual disability in Sirsa district is 21.43, 3.21 and 17.32, 2.76 respectively. The calculated 't' Value is 3.09 which is more than standard table value at both levels of significance. Therefore hypothesis No. 4 is rejected. It is concluded that there exists significant difference between Urban and Rural Government primary school teachers dealing with children with intellectual disability in Sirsa district. Further, it is analysed that the mean value of Urban Government Primary School Teachers is more than the mean value of Rural Government Primary School Teachers dealing with children with intellectual disability in Sirsa district. Further, it is analysed that Urban Government primary school teachers dealing with children with intellectual disability have good adjustment than Rural Government primary school teacher dealing with children with intellectual disability in Sirsa district.

MAJOR FINDINGS:

1. It is concluded that male Private primary school teachers dealing with children with intellectual disability have good adjustment than female Private primary school teacher dealing with children with intellectual disability in Sirsa district.
2. It is analysed that male Government primary school teachers dealing with children with intellectual disability have good adjustment than female Government primary school teacher dealing with children with intellectual disability in Sirsa district.
3. It is inferred that male Government primary school teachers dealing with children with intellectual disability have good adjustment than female Government primary school teacher dealing with children with intellectual disability in Sirsa district.
4. It is summarised that Urban Government primary school teachers dealing with children with intellectual disability have good adjustment than Rural Government primary school teacher dealing with children with intellectual disability in Sirsa district.

EDUCATIONAL IMPLICATIONS

The objective of educational research is to improve by implementing the findings of the research studies. In the present research significant difference found between male Private primary school teachers dealing with children with intellectual disability have good adjustment than female Private primary school teacher dealing with children with intellectual disability in Sirsa district. It is analysed that male Government primary school teachers dealing with children with intellectual disability have good adjustment than female Government primary school teacher dealing with children with intellectual disability in Sirsa district. It is inferred that male Government primary school teachers dealing with children with intellectual disability have good adjustment than female Government primary school teacher dealing with

children with intellectual disability in Sirsa district. It is summarised that Urban Government primary school teachers dealing with children with intellectual disability have good adjustment than Rural Government primary school teacher dealing with children with intellectual disability in Sirsa district. To arouse curiosity among the teachers of government schools, Female Primary school teachers and teachers belong to rural areas motivate them properly the school environment should be good as good as private schools. Greater and active training of teachers must be ensured by the school management and authorities for adjustment with Intellectual disabled students.

SUGGESTION FOR FURTHER STUDY

- a. Studies can be extended to cover high and secondary level teachers.
- b. In the present study, adjustment of primary school teacher dealing with children with intellectual disabilities in Sirsa district, a comparative study was made but in further it can be studied on different dimensions and choosing various problems related to Intellectual disabled children.
- c. Similar study may be done in other states.
- d. In the present research, investigator has selected secondary school affiliated to H.B.S.E. only. A similar study may be conducted in the schools affiliated to C.B.S.E or I.C.S.E. board.
- e. In the present study investigation, conclusion were based on the study of 40 Primary School teachers dealing with Intellectual students. It may be replicated for different level of educational ladder.

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