

## Special Teachers' Perception on Adjustment Behavior of Adhd Children



### Education

KEYWORDS :

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### ABSTRACT

*The research study focused on special teachers' perception on Adjustment behavior of ADHD children. Survey method has been employed to collect the data through questionnaire by adopting random sampling technique. 59 special teachers working in special schools are taken as the sample for study. The objectives of the study is to analyze the special teachers' perception on adjustment behavior of ADHD children and to assess the special teachers' perception on Adjustment behavior of ADHD children based on Gender and Teaching experience. The results indicate that, the perception of special Teachers' on adjustment behavior of ADHD children is moderate. It is also found that Male and Female Teachers' Perception on Adjustment Behavior of ADHD children differ significantly. The analysis reveals that with reference to Teachers' experience, the perception on adjustment behavior of ADHD children differs.*

### Introduction:

The study laid emphasis on the special teachers' perception on Adjustment behavior of ADHD children. Adjustment behavior has been a prime factor for the ADHD children to be a responsible and active participant in the classroom. The special teachers' coordination and dealing with ADHD children are playing a predominant role in shaping the behavior of ADHD children. The study aims to analyze the special teachers' perception on Adjustment behavior of ADHD children.

### Statement of the problem:

"Special Teachers' Perception on Adjustment behavior of ADHD children"

### Review of related literature:

Mahewash Hasan et al., (2014) conducted a research study on "Teacher's Perception on children having Attention Deficit Hyperactive Disorder (ADHD)". The study investigates the teacher's perception on ADHD children. Problem behavior rating scale for teachers was developed and its reliability was measured. Analysis of the data was performed to describe teacher's perception of children on the basis of class, age and gender of children with ADHD disorder. It was found that there were age and gender differences in children with ADHD.

Yogesh A Jogsan (2013) conducted a research study on "Emotional maturity and Adjustment in ADHD children". The study aimed at studying emotional maturity and adjustment in ADHD children. The total samples of the present study comprised of 60 children out of these 30 were ADHD children and 30 were non - ADHD children. Significant differences were detected between the ADHD group and control group on all the dimensions of emotional maturity except emotional regression on all the dimensions.

### Operational definition:

#### Teachers' Perception:

Teachers' Perception, what teachers believe, may be a determining factor in the degree to which one engages in and successfully performs an activity.

#### Adjustment behavior:

Adjustment behavior is a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and environment.

#### ADHD Children

According to the American Psychiatric Association (APA),

children with attention deficit- hyperactivity disorder show developmentally inappropriate degrees of inattention, impulsiveness, and hyperactivity.

### Need and significance of the study:

Streamlining the behavior of ADHD children by the special teachers remains staggering. Therefore special teachers have to get acquainted with broad perspective of Adjustment behavior of ADHD children. The special teachers must also have wide spectrum of strategies to be adopted in enhancing Adjustment behavior of ADHD children. As there is a need to provoke the learners with positive behavior, to discharge their role effectively to the society, the researcher determined to explore the study entitled "Special Teachers' Perception on Adjustment Behavior of ADHD children".

### Objectives of the study:

- To analyze the special teachers' perception on Adjustment Behavior of ADHD children.
- To compare the male and female special teachers' perception on Adjustment Behavior of ADHD children.
- To find out special teachers' perception on Adjustment Behavior of ADHD children based on their teaching experience.

### Hypotheses of the study:

There is no significant difference in the male and female special teachers' perception on Adjustment Behavior of ADHD children.

There is no significant difference in the special teachers' perception on Adjustment Behavior of ADHD children based on special teachers' teaching experience.

### Method of the study:

Survey method has been employed in the study. 59 special teachers working in special schools were selected as sample through random sampling technique. The sample distribution has been tabulated.

**Table.1.1 Sample distribution**

GENDER		TEACHING EXPERIENCE			
MALE	FE-MALE	1-5 YEARS	6-10 YEARS	11-15 YEARS	15YEARS ABOVE
11	48	35	9	5	10
59		59			

**Tool used for the study:**

Special Teachers’ Perception on Adjustment behavior questionnaire.

**Description of the tool:**

The questionnaire was constructed and validated by the investigator under the guidance and supervision of research guide. The questionnaire consists of 31 items with both positive and negative statements under the dimensions namely, Academic adjustment, Peer adjustment, Individual needs, Social adjustment and Emotional adjustment. It is a four point rating scale with alternatives viz Always, Often, Sometimes and Never.

**Pilot study:**

The pilot study was conducted for 25 special teachers to establish reliability and validity of the tool using split half method. The reliability of tool was found to be 0.95 using item total correlation method. Validity of the tool was found to be 0.97.

**Inferential Analysis**

**Table.1.2**

**Special Teacher’s Perception on Adjustment behavior of ADHD children**

Variable	Level	N	Percentage
Perception on adjustment behavior of ADHD	High	9	15%
	Moderate	40	68%
	Low	10	17%

It is inferred from the table 1.2, that the perception of special Teachers’ on adjustment behavior of ADHD children is moderate (68%).

**Hypothesis: 1**

There is no significant difference in the male and female special teachers’ perception on Adjustment Behavior of ADHD children.

**Table: 1.3**

**Special teacher’s perception on Adjustment behavior**

Sub variable	Group	N	Mean	S.D	t-value	LOS
Gender	Male	11	75.18	19.798	2.01	0.05
	Female	48	77.88	16.354		

- High score of Perception on adjustment shows poor adjustment
- Low score of Perception on adjustment shows good adjustment

From the table 1.3, it is inferred that the calculated ‘t’value is found to be 2.01, which is greater than the table value 1.96 at 0.05 level. Therefore the null hypothesis is rejected at 0.05 level. Hence it is concluded that there is a significant difference between male and female special teachers’ perception on Adjustment behavior of ADHD children. Male teachers’ Perception is better compared to female teachers.

**Hypothesis: 2**

There is no significant difference in special teachers’ perception on Adjustment Behavior of ADHD children based on teaching experience.

**Table.1.4**

**Special teachers’ perception on Adjustment Behavior of ADHD children based on teaching experience.**

Sub variable	Group		Sum of Squares	Df	Mean Square	F-value	L.S
Teaching Experience (In years)	1-5	Between Groups	128.654	3	142.885	4.257	0.01
	6-10						
	11-15	Within Groups	9163.143	55	166.603		
	Above 15						
	Total		9291.797	58			

The calculated ‘F’value was found to be 4.257 which is higher than the table value. The null hypothesis is rejected. It is concluded that there is a significant difference in the perception of special Teachers’ at 0.01 level with respect to their teaching experience.

Based on post-hoc test result it is found that there exists significant difference between the special teachers’ Perception with 0-5 years of teaching experience and above 15 years of teaching experience at 0.01 level. And it is concluded that experienced teachers are able to control the ADHD children better.

**Findings of the study:**

- Special teachers’ perception on Adjustment behavior of ADHD children is moderate.
- Male and female special teachers differ significantly with respect to their perception on Adjustment behavior of ADHD children.
- There is a significant difference in special teachers’ perception on Adjustment behavior of ADHD children with respect to their teaching experience.

**Educational Implication:**

The study reveals that the perception of special teachers’ on adjustment behavior of ADHD children is moderate. By assessing the adjustment behavior of ADHD children, teachers will gain better knowledge about their behavioral problems. Teachers can adopt various behavioral and classroom interventions to develop better Adjustment behavior among ADHD children. Thus the improvement in peer group relationship, classroom behavior and social behavior of ADHD children on the other hand helps to cope up with their academics.

**Suggestions for further study:**

- A comparative study may be attempted by taking the perception on Adjustment behavior of ADHD children based on locality.
- Special teachers’ perception on Adjustment Behavior of ADHD can be analyzed by focusing only on social adjustment.
- The perception of special teachers’ can also be assessed for other variables like Learning difficulties, Parental partnership of ADHD children.

**Conclusion:**

The special teachers’ perception on Adjustment behavior of ADHD children has been analyzed and found to be moderate. Special teachers’ perception on Adjustment behavior of ADHD children will help the teachers to improve the ADHD children’s behavior and be a better participant in the classroom activities.

**References:**

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