A STUDY ON PSYCHO-SOCIAL PROBLEMS OF SPECIAL SCHOOL TEACHERS WITH REFERENCE TO PALAKKAD DISTRICT

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ABSTRACT

Teaching is a process that involves not only the teacher but also the students and the principal. The structure of the evaluation includes counsel with the principal to achieve goals. These goals include clear communication with a teacher explaining how she will be evaluated. The standards of objectivity, along with the teacher’s ability to relate to teaching skills and opportunities for career development, are the determining points in the effective evaluation. The teacher should be given the opportunity to be observed in many different lessons to get a fully rounded view of the teacher’s capability. The study aims to understand the socio-demographic status, job satisfaction, psychological problems, social problems of special school teachers. The descriptive design was used and the sampling method was lottery method. The frequency tables were used for analysis. The suggestions were given to improve conditions of special school teachers.

INTRODUCTION

The teaching trend today is more and more the special needs inclusive classroom. Instead of special classes, all special needs students are mainstreamed into regular classrooms. This prevents discrimination of any student on the basis of a physical or mental disability. However, with all students grouped into special needs inclusive classrooms, teachers face a variety of challenges they wouldn't ordinarily have in the regular classroom. The UN report says that persons with disabilities make up an estimated 15% of the world population, this necessitate special education teachers are needed to the care of their education Special education teachers can quickly become overwhelmed by the myriad of responsibilities in their jobs managing,
alternative assessments, paraprofessionals, assistive technologies, complex legislation and paperwork, and the physical and emotional toll of such individualized instruction.

SPECIAL EDUCATION

Special education is not a location, but the act of educating students in a way that is “special,” or different from the usual methods. A special education program should be customized to address each individual student’s unique needs. Special educators provide a continuum of service, in which students with special needs receive services in varying degrees based on their individual’s needs.

DEFINITION

Special education is the education of students with special needs in a way that addresses the students’ individual difference and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipments and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the students were only given access to a typical classroom education.

NEED FOR SPECIAL EDUCATION

Common special needs include learning difficulties, communication challenges emotional and behavioral disorders physical disabilities, and developmental disorders students with these kinds of special needs are likely to benefit from additional educational services, different approaches to teaching, access to a resources room and use of technology.

STATEMENT OF THE PROBLEM

The problem that faced by the person of special school teachers are often found taken for granted in the society. Their challenges with situation of life are brought to light showing the intensity of struggle they make. Hence the researcher makes an attempt to depict the depth of the psychological struggle with the student with other disabilities/difficulties in his/her personal and social life. A small number of special education teachers work with students with severe cases of mental retardation or autism, primarily teaching them life skills and basic literacy. However the majority of the special school teachers work with children with mild to moderate disabilities, using or modifying the general curriculum to meet child individual needs. Special school teachers are responsible for creating an Individualized Educational Plan (IEP) for each student, which outlines the goals, that he or she will work towards and associated activities. The scientific
study has shed light up on the reality of the intensity of psychological problems of Special school teachers.

**IMPORTANCE OF THE STUDY**

Special education teachers have a higher state of burnout than is found in most other professions. They face several psychosocial problems changing roles and bearing dual responsibilities, one in family and other at job.

The importance of study is to prevent distress and suffering developing into something more severe other is help people cope better and become reconciled to everyday life, then help beneficiaries to resume their normal lives and meet community identified needs.

**SCOPE OF THE STUDY**

The special school teachers are facing the challenges working with the special children and the opportunities to establish meaningful relationship with them. Although helping these students can be rewarding the work also can be emotionally and physically draining many special school teachers are under considerable stress due to heavy work load and administrative task and they must face the physical and emotional demands of job. This investigation was conducted to determine the psycho social problems of special school teachers in Palakkad area. This research was carried out in selected special schools at Palakkad district. So it could be used for further reference.

**REVIEW OF LITERATURE**

**Ann Elwan(1999):** Poverty and Disability: A Survey of the Literature mentioned that, As a result of different definitions and poor data there is no single correct figure on the prevalence of disability. The classic of disability commonly used in censuses i.e. a functional limitation due to impairment indicate that the prevalence of moderate or severe disabilities in the age groups 5-14 is in the region of two to three percent. 6 The number of children with special educational needs (SEN) is larger than the number of children with observable disabilities. The exact numbers by age and gender are usually not known mainly due to lack of precise definitions and criteria as well as to variability over time.

**Bryan G. Cook, Melvyn I. Semmel (1999) this preliminary study examined the effects of severity of disability and classroom composition on the peer acceptance of included students with disabilities.** Two hundred eighty-five students, 44 of whom had disabilities, from 14 elementary classrooms in southern California constituted the sample. Twenty-nine students were rated by teachers as having no immediately noticeable or mild, disabilities; the task assistance, and evaluating students in their achievement.
Cawley et al. (2001) found that special education teachers working in inclusive situations reported having a greater sense of belonging to the school community, an enriched view of education, a greater breadth of knowledge of the general education system, and a greater overall enjoyment of teaching. Knowledge and skills needed by both general and special education teachers to effectively implement inclusive educational models were identified by Dingle et al. (2004). This research examined the competencies essential by three critical stakeholder groups.

Connie Anderson (2009), conducted a study and tried to understand the strain involved, and its effects. They have studied depression and anxiety, as well as stress and coping, in the parents of children with disabilities. If we can understand what stresses have the most negative impact on families, we can move to address them. If we can figure out what psychiatric issues run in families, we can be ready to intervene sooner rather than later, helping both parents and children at risk to function better and lead more satisfying lives.

**OBJECTIVES**

1. To study the socio-demographic profile of respondents
2. To study the job satisfaction of the respondents
3. To study the psychosocial problems of the special school teachers
4. To analyze the facilities available in the special schools
5. To study the social problems of teacher in special schools

**OPERATIONAL DEFINITION**

Special education teacher is one who provides educational services to individuals with special children who are under 14 years of age.

**RESEARCH METHODOLOGY**

**FIELD OF STUDY**

The present study is concerned with psycho social problems faced by the special school teachers in Palakkad district. The area of the study is Palakkad. There were 15 special schools are there. Researcher selected 10 special schools in different places in Palakkad district and totally 120 teachers are there. The whole special schools are in the practice of educating students in a way that addresses their individual differences and needs. Ideally this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipments and materials, and accessible settings. Palakkad is the largest district in the state of Kerala.
RESEARCH DESIGN

The researchers here used the descriptive design to study the special education of special school teachers. The descriptive design has been the most popular and most widely used research design in social science. The advantage of the design is that the information can be gathered by a question air or interview scheduled in the natural setting.

UNIVERSE OF THE STUDY

Universe of the study is 120 teachers working in special schools in Palakkad district

SAMPLE SIZE

Sample is a portion of people drawn from larger population. The researcher had selected 50% from the universe which constitutes 60 respondents as sample for the study.

SELECTION OF SAMPLE

The researcher used lottery method of probability sampling method to collect the required number of 60 respondents. For the collection of data, the researcher listed out all the 15 specials schools in Palakkad district and selected 10 special schools and from each school 6 teachers were taken through the lottery method.

TOOLS OF DATA COLLECTION

The tool for data collection in the study is the questionnaire framed by the researcher on the basis of the specific objectives. The questionnaire is in English language.

SOURCES OF DATA COLLECTION

In this study the researcher used both primary and secondary sources method for the data collection. Primary source of data collection for this study is the data collected from the respondents through the questionnaire. The researcher collected the secondary sources from the journals, magazines, internet and publishing text. For this purpose, the researcher visited various libraries in Palakkad.
ANALYSIS AND INTERPRETATION

TABLE NO -1

BASED ON THEIR EDUCATION

<table>
<thead>
<tr>
<th>S. No</th>
<th>Education</th>
<th>No of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Diploma</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Undergraduate</td>
<td>30</td>
<td>50.0</td>
</tr>
<tr>
<td>3</td>
<td>PG and above</td>
<td>15</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table shows that 50% of the respondents were undergraduates and 25% of the respondents were postgraduate and other 25% of respondents belonged to the education group of Diploma.

TABLE NO-2

BASED ON THEIR DIFFICULTY IN TEACHING

<table>
<thead>
<tr>
<th>S. No</th>
<th>Opinion</th>
<th>No of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly agree</td>
<td>37</td>
<td>61.7</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>23</td>
<td>38.3</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table states 61.7% of respondents strongly agreed that they face difficulty while teaching the student, whereas 38.3% of respondents agree that they have no difficulty while teaching the children.

TABLE NO-3

DIFFICULTY TO LEAD THEIR PROFESSIONAL AND FAMILY LIFE TOGETHER

<table>
<thead>
<tr>
<th>S. No</th>
<th>Opinion</th>
<th>No of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly agree</td>
<td>14</td>
<td>23.3</td>
</tr>
</tbody>
</table>
From the above table it is evident that 51.7% of the respondents strongly disagreed regarding difficulty to lead personal and professional life together, 25% of the respondents would like to disagree and 23.3% of the respondents strongly agree that they feel difficulty to lead their personal and professional life together.

**TABLE NO-4**

**SATISFACTION WITH THEIR JOB**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Opinion</th>
<th>No of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly agree</td>
<td>32</td>
<td>53.3</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

From the above table it is clear that 46.7% of the respondents agreed that they were satisfied with their job and 53.3% strongly agreed that they are satisfied with their job.

**TABLE NO-5**

**FACILITIES THEY GET IN THE INSTITUTION**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Opinion</th>
<th>No of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly agree</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>21</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
From the above table it is evident that 50% of the respondents strongly agreed that they get facilities in the institution, where as 35% of respondents agreed that they get enough facilities in the institution and 15% of respondent are neutral.

**TABLE NO-6**

**RESPECT FROM OTHERS**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Opinion</th>
<th>No of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly agree</td>
<td>14</td>
<td>23.3</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Strongly disagree</td>
<td>40</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table illustrates that the majority of respondents 66.7% strongly disagreed that they get respect from the society like other teachers and the rest of the respondents 23.3% strongly agreed to the statement regarding whether they feel that they don’t get the respect as other teacher get and 10% of respondent are neutral.

**TABLE NO: 7**

**FEEL THAT THEIR PROFESSION IS NOT THAT VALUED AS OTHER PROFESSIONS**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Opinion</th>
<th>No of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly agree</td>
<td>14</td>
<td>23.3</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>16</td>
<td>26.7</td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Disagree</td>
<td>15</td>
<td>25.0</td>
</tr>
<tr>
<td>4</td>
<td>Strongly disagree</td>
<td>15</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>
The table above indicates that 26.6% agree and 23.3% strongly agree to the statement regarding whether they feel that their profession is not that valued as other professions. Among the rest of the respondents 25% each disagree and strongly disagree to the statement that their profession is not that valued as other profession.

MAJOR FINDINGS
1. From the statistical analysis, it is found that half of the respondents were graduates.

2. Through this study it is understood that more than half of the respondents (58.3%) belonged to the age group of above 40 years.

3. From the statistical analysis, it is found that more than half (71.7%) of the respondents were married.

4. Through this study, it is understood that more than half of the respondents (50%) belonged to their monthly income is above 5000.

5. Through this study, it is understood that nearly half (48.3%) of the respondents had been duration on experience in the institution 2 to 5 year.

6. Through this study, it is understood that majority (67%) of respondents strongly agree that they selected this job based on their self-motivation.

7. Through the study, it is understood that more than half (58.3%) of the respondents strongly agreed that they had a fixed time for job.

8. Through the study it is understood that more than half (61.7%) of the respondents agreed that they face difficulty while they were teaching the students.

9. Through the study, it is understood that more than half (53.3%) of the respondents strongly agreed that they will satisfied with their job.

10. From the statistical analysis the researcher found that more than half (50%) of the respondents strongly agreed that they got enough facilities in their institution.

11. Through this study, it is understood that more than half (65%) of the respondents strongly agreed that they had enough time to spend with their family.

12. The researcher through the study the study found that more than half (63.3%) of the respondents agreed that their monthly income was enough to meet their daily expenses.
13. The researcher from this study found that more than two third (66.7%) of the respondents strongly disagreed there they get respect from the society like other teachers.

14. (26.7%) of the respondents agree whether they feel that their profession is not that valued as other profession.

15. The researcher from this study found that (53.3%) of the respondents strongly agreed that they feel proud to be a special school teacher.

SUGGESTIONS

1. Special education teachers are under considerable stress due to heavy workloads and administrative tasks. But they are getting very low salary. This creates dissatisfaction among teachers. They should be given more wages for the work they are doing.

2. The special school teachers need on association for their welfare and up liftment.

3. The teachers should be given training programmes to provide better service to the special students.

4. Parents should be in constant touch with teachers to know the progress of their children and know the difficulties to dealing with their children maintaining a good relationship with teachers is also important.

5. Special school teachers should assemble together to share and discuss their problems.

6. Since there exist a little study regarding this topic. It will be more effective if such studies are conducted in an effective manner

CONCLUSION

The present study aims to study about the psycho social problems of special educators of special school teachers. Sometimes the disabled children were neglected by the society. But now a day, there is greater acceptance of, and awareness about them among the general public. The special educator plays an important role in bringing up these children into mainstream of the society. Anxiety and tension really reduces their mental capacity, Socio demographic backgrounds of the teachers and their job have significant relationships. Children are greatly influenced by the attitude and reactions of their parents and significant adults. The most important thing teachers can do is to direct their effort towards raising their child with the limits of the disability. This requires a matter of fact altitude supportive atmosphere, and the normal social and physical activities enjoyed by the other children. Although the incomes of
these teachers are very low comparatively they are very much committed to their profession. If better facilities are provided to them, the level of satisfaction can be increased to its maximum.

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