

ADJUSTMENT IN RELATION TO ANXIETY: A STUDY OF VISUALLY IMPAIRED STUDENTS IN RESIDENTIAL SETTING

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1.0 Introduction

Education is as old as human race. It is never ending process of inner growth and development and its period stretches from cradle to the grave. Education in real sense, is to numerise humanity and to make life progressive, cultured and civilized.

Education has also lead to technological advancement which has in turn lead to more complexities in life. When the internal needs of human beings oppose external demand than conflicts arise in mind. This create tensions, frustration and sometimes maladjustment in the individuals. If this situation continues it produces anxiety. Anxiety influence the adjustment of the individual. Anxiety is one of the psychological variable which is considered as an important part of personality development. .

Anxiety exists as a conscious state when the anxious person is aware of his conflict and the ways in which the conflict his feeling and his conduct. But it has unconscious elements when the anxious person does not recognize what is troubling him or realized why he feels as he does, and is unaware of ways in which his behaviour is influenced by his anxiety. .

The condition of the individuals becomes more deplorable and serious when she/he suffer from visual impairment. Since, visually impaired children also have to live in society; it may effect their psychological processes. The researcher is interested in studying the adjustment and anxiety levels of visually impaired people so that something would be done for their upliftment.

The effect of visual problems on a child's development depends on the severity, type of less, age at which the condition appear and overall functioning level of the child. Many children who have multiple disabilities may also have visual impairment resulting in motor, cognitive and social development delays. Visual handicapped can create obstacles to a growing child's independence and may cause adjustment problems.

Adjustment is a process which takes up to lead a happy and well contended life. It helps us is keeping balance between our needs and the capacity to meet these needs. It persuades us to change our way of life according to their demands of the situation. It gives us strength and ability to bring desirable changes in the condition of our environment. It is condition of the individual in which one feels that one's needs have been fulfilled and behaviour confirms to requirements of the given culture.

2.0 Objectives of Study

1. To study the level of adjustment among visually impaired students.
2. To study the level of anxiety among visual impaired students.
3. To study the relationship between adjustment and anxiety of highly adjusted visually impaired students.
4. To study the relationship between adjustments and anxiety of average adjusted visually impaired students.
5. To study the relationship between adjustment and anxiety of maladjusted visually impaired students.

3.0 Hypothesis

1. There is no significant relationship between anxiety and adjustment of highly adjusted visually impaired students.
2. There is no significant relationship between anxiety and adjustment of average adjusted visually impaired students.
3. There is no significant relationship between anxiety and adjustment of maladjustment visually impaired children.

4.0 Population

Population for the present study comprised of students of Govt. Institute of Blind in Haryana.

5.0 Sample

"A sample is the representative proportion of the population". Keeping in view the expenses, time, utility and suitability in the investigator took for four Govt. Institute from Ambala, Panipat, Chandigarh, Hisar, using random sampling technique. There are 100 students and 25 students from each schools.

Tools Used

The investigator used following tools.

- Adjustment inventory by H.S. Asthana (1948)
- Sinha's Comprehensive Anxiety Test by Dr. A.K.P. Sinha and L.N.K. Sinha (1983).

6.0 Analysis and Interpretation

Table 1- An Overview of Level of Adjustment Among Visually Impaired Children (N=100)

Variable	Score	Number of subjects	Rank
Well Adjusted	Above 26	48	I
Average Adjusted	13-26	20	III
Maladjusted	Below 13	32	II

Table No.1 shows that there are three levels of adjustment. There were 100 subjects and it can be interpreted from the above table that out of 100 subjects 48 are well adjusted, 20 are average adjusted and rest 32 are maladjusted and they were provided rank like I, II, III respectively.

Table 2 -An overview of level of Anxiety among visually impaired children (N=100)

Variable	Score	Number of subjects	Rank
Extremely High Anxiety	Above 75	35	I
Normal Anxiety	25-75	33	II
Extremely Low Anxiety	Below 25	32	III

Table No.2 shows that there are three level of Anxiety. There are 100 subjects and it can be interpreted from the above table that out of 100 subjects 35 are extremely high in Anxiety level and 33 are normal Anxiety level and rest 32 having extremely low anxiety level. They were provided rank like I, II, and III respectively.

Table 3 Relationship Between Adjustment and Anxiety of Highly Adjusted Visually Impaired Students

variable	N	df	R Value	Level of Significance
Adjustment Score of Visual Impaired Children (Well Adjusted)	48	46	0.04	Not significant at .5 level
Anxiety Scores of visual impaired children				

Table value at .05 level = .273

Coefficients of correlation between adjustment and Anxiety of highly adjusted visually impaired children is .04 in Table 3. It indicates that the value or r is not significant at .05 level of significance. It shows that there is no significant relationship between Adjustment and anxiety of Highly adjusted visually impaired students.

Table 4 Relationship Between Adjustment and Anxiety of Average Adjusted Visually Impaired Students

variable	N	df	R Value	Level of Significance
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Adjustment Score of Visually Impaired Children (Average Adjusted)	20	18	0.08	Not significant at .5 level
Anxiety Scores of visually impaired children				

Table value at .05 level = .444

Coefficient of correlation between adjustment and anxiety of average adjusted visually impaired students in Table 4 is 0.08. It indicates that value of r is not significant at .05 level of significance. It shows that there is no significant relationship between adjustment and Anxiety of Average adjusted visually impaired students.

Table 5 Relationship Between Adjustment and Anxiety of Maladjusted Visually Impaired Students

Variable	N	df	R Value	Level of Significance
Adjustment score of visually impaired children (Maladjusted)	32	30	0.50	Significant at .05 level
Anxiety Score of visually impaired children				

Table value at .05 level = .349

Coefficient of correlation between adjustment and anxiety of maladjusted visually impaired students in Table 5 is 0.50. It indicates that the table value of r is significant at .05 level. It show that there is a significant relationship between adjustment and Anxiety of Maladjusted visually impaired students.

7.0 Findings

1. The results of the study show that out of 100 subject 48 were found to be will adjusted, 20 were average adjusted and remaining 32 were maladjusted..
2. The results of the study show that out of 100 subjects 35 were found to have extremely high anxiety level and 33 were normal in anxiety level and 32 remaining were extremely low anxiety level. .
3. Co-efficient of correlation between adjustment and anxiety of highly adjusted visually impaired children is not significant at .05 level of significance. .
4. Coefficient of correlation between adjustment and anxiety of average adjusted visually impaired children is not significant at .05 level of significant.
5. Coefficient of correlation between adjustment and anxiety of maladjusted visually impaired children is significant at .05 level of significance.

8.0 Educational Implication

1. The better means of developing adjustment and reducing anxiety should be include in the school programme for visually impaired children.
2. The study suggest that the interaction of visually impaired children with family members also improve the adjustment level.
3. Teachers should create conductive environment and opportunities for better of visually impaired children in order to improve social adjustment.

9.0 References

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