SUMMARY

INTRODUCTION

Disability at any age brings profound psychological changes to the person. Many people are born with physical disabilities and grow up dealing with the limitations they place on their activities and life choices. Others may start life as most everyone else but become disabled due to an illness or accident. Acquiring a disability through illness or accident affects not only the person’s life style but also his attitudes. It becomes a dividing line of before and after and requires a number of adjustments physically, emotionally and psychologically. Physical disabilities may range from a stiff joint to major body trauma that put the individual into a wheelchair. Physical disabilities vary widely, but all have the effect of putting limitations on the person with disability. Adolescents with impairments may have difficulties in accepting themselves as being handicapped with certain capacities and limitations, the more limited range of positive experiences may have a retarding effect on their overall development.

A thriving and satisfying school life enhances the life enjoyment of students, yet many students can find major barriers to achieving this. It is not surprising today that a number of students find themselves experiencing stress originated from academics, but students with disabilities may experience even greater stress while having fewer strategies to deal with it. They are often at an even greater disadvantage and appear to be under high academic stress which may impact their happiness. In school life, student’s happiness depends on both internal and external factors such as proper study habits, self-regulation, academic achievement motivation, time management and so on. The aforesaid paragraph underlines various psychological overtones of impairment viz.
academic stress, happiness, academic achievement motivation, self regulation etc. which draw attention of the researcher.

**Academic stress** is a mental or emotional pressure or tension that comes due to the demands of school/college life. Academic stress is the product of a combination of academic-related demands that exceed the adaptive resources available to an individual” (Wilks, 2008). It may arise from being exposed to new educational concepts, adjusting to new social settings and taking on larger workload. In this present era of rapid developments, there is often a lot of pressure that comes along with school life. There is tiring homework, challenging assignments, tests, labs, group discussions, quizzes and so on. Stress can be a positive aspect of learning if students experience stress as a challenge, can exhibit an increased capacity to learn (Roberts & White, 1989). Negative emotional experiences associated with stress are detrimental to life and sense of well being (Sinha, 2000).

**Happiness** has recently received increased attention from researchers. Happiness is a state of mind or feeling such as contentment, satisfaction, pleasure or joy. Argyle (2001) states that happiness consists of three basic components: “positive affection”, “life satisfaction” and “negative affection”. In a secondary school student’s life, happiness is related to positive outcomes in multiple life domains, such as academics, health and relationship with parents, teachers and peers. The joyful environment will affect learning and glorifying of talents among students and will double their energy. Factors like academic achievement motivation and self-regulation may be considered as predictors of a student’s happy school life.

The motivation applied for achieving academic objective is termed as **Academic Achievement Motivation**. Achievement motivation is a
moving force that instils within a child, the desire to accomplish or achieve. In an academic environment, this would be the enthusiasm for learning, the eagerness to acquire knowledge and grow in self-improvement. Academic achievement motivation could be seen as self-determination to succeed in whatever activities one engages in the field of academics be it challenging assignments, tiring homework, classroom tasks, group discussions, self-learning, examination and so on.

According to the views of psychologists, the main motivations for students studying are reflected on achievement motivation and researches show that achievement motivation is the key element that influences students’ self-monitoring capacity and study efficiency. Achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performances where as in the field of education in particular it stands for the pursuit of excellence.

**Self-regulation** is necessary for a person to have self-control and ability to inhibit actions. Self-regulation is an active way of managing behaviour to achieve a goal. In other words, self-regulation is a person’s self-control of behaviour, emotions and thoughts. Schunk and Zimmerman (1998) have pointed out that self-regulated learners are generally characterized as active participants who efficiently control their learning experiences in many different ways, including organizing and rehearsing information to be learned, and holding positive beliefs about their capabilities, the value of learning and factors that influence learning. Developmental researchers have identified self-regulation – the ability to respond effectively to various stressors and return to a state of equilibrium – as central to the ability to learn. According to Baumeister & Voh (2004) students with high level of self-regulation have ability to be aware of one’s academic strengths and weaknesses, and have a repertoire of strategies to tackle day-to-day challenges of academic tasks.
JUSTIFICATION OF THE STUDY

As it has been stated in the introductory section that academic stress is a crucial problem of a student life in the present scenario. Our education system has loaded the students with a variety of pressures such as vast curriculum, examination fear, neck-to-neck competitions etc. Peer pressure and parent pressure add tons to their problems. Students’ self worth and happiness get suppressed under the academic stress. Stress overloads our mental and physical resources and interferes the effective use of skills, thus badly affecting our performance.

The findings of doctors, psychotherapists and child psychologists reveal that students especially secondary school students experience anxiety, stress and depression due to academic pressure and excessive academic pressure is associated with deliberate self-harm and even suicides. There is a recent news in The Times of India (2014, March 21) that in another case of exam stress, a 19-year-old girl appearing for Class XII board exams committed suicide by setting herself ablaze after being unable to deal with the academic stress.

Review of literature reveals that a number of studies have been conducted on academic stress. Sun (2012) worked on educational stress and his study revealed positive relationship between educational stress and poor mental health. Conner, Pope, and Galloway (2010) explored what students themselves said about the causes of their school-related stress and many students reported feeling stressed out, overworked, and sleep deprived. They spoke of the tolls of stress on their mental and physical well-being and happiness. The school students’ happiness is important because in this period of life, different events and transitions may influence their overall development.
In a school student’s life, happiness is related to positive outcomes in multiple life domains, such as academics, health and relationship with parents, teachers and peers and is associated with better possibilities for development of bodily, social and mental skills. Over the years, behavioural scientists have observed that students with a high level of academic achievement motivation and self-regulation exhibit certain characteristics and have an intense desire to achieve something in the area of academics. Students who are motivated towards achievement and have self-regulation skills, in general, feel in control and enjoy life. Thus, academic achievement motivation and self-regulation are likely to be the predictors of academic stress and happiness, thus findings of the study will assist in reducing academic stress and enhancing happiness.

Review of literature reveals that studies are available on academic stress in relation to depression, mental health problems, suicidal ideation etc. but the researcher could not find sufficient studies exploring relation of academic stress with academic achievement motivation and self-regulation. Further, there is dearth of researches in the area of academic stress as well as happiness in relation to academic achievement motivation and self-regulation especially with reference to disability.

India has a growing disability rights movement and one of the most progressive policy framework. Even then a lot more needs to be done for the education of individuals with disabilities. There are evidences that students with various disabilities experiencing a number of psychological problems are not able to make optimum use of their abilities in the academic area. Several efforts have been made to solve this enigma. Despite the efforts of persons concerned with special education, the problem still persists. Research related to different variables viz. various type of intelligence, students’ motivation, self efficacy, self regulation, and
achievement motivation are not only of theoretical importance but also have educational implications. These constructs have been found to be sensitive to subtle changes in students’ behavioural contexts, to interact with self-regulation learning processes, and to mediate students’ academic achievement.

In order to understand the psycho-social implications of disability, the present study endeavours to explore the effect of disability on such psychological variables like academic stress, happiness, academic achievement motivation and self-regulation and therefore the study attempts to find out the difference between disabled and non-disabled secondary school students with regard to the said variables.

This study is helpful in designing intervention programmes to improve academic achievement motivation and self-regulation of students which in turn may be helpful in making school students academically less stressed and happier. Facts mentioned above led investigator to undertake the present study.

**STATEMENT OF THE PROBLEM**

ACADEMIC STRESS AND HAPPINESS IN RELATION TO ACADEMIC ACHIEVEMENT MOTIVATION AND SELF-REGULATION OF DISABLED AND NON-DISABLED SECONDARY SCHOOL STUDENTS

**OPERATIONAL DEFINITIONS**

**Academic Stress**

In the present study, Academic Stress means the score obtained by a student on Scale for Assessing Academic Stress (SAAS) developed by Sinha, Sharma and Nepal (2003).

**Happiness**

Happiness has been conceptualized as a positive inner experience, the highest good, and the ultimate motivator for all human behaviors (Argyle, 1987) and as “the degree to which an individual judges the overall quality of his or her life as a whole favorably” (Veenhoven, 1984, p. 22). It includes the following dimensions (Argyle): 1. Life-Satisfaction 2. Joy 3. Self-Esteem 4. Calm 5. Control 6. Efficacy.

In the present study, happiness means the score obtained by a student on Oxford Happiness Inventory (OHI) developed by Argyle (2001).

**Academic Achievement Motivation**

The motivation applied for achieving academic objective is termed as academic achievement motivation. In the present study academic achievement motivation means the score obtained by a student on Academic Achievement Motivation Test (AAMT) developed by Sharma (1984).

**Self-regulation**

Acc. to Zimmerman, self-regulation is the process whereby students activate and sustain cognitions, behaviours and affects that are systematically oriented toward the attainment of goals. Its dimensions are: academic, friendship, religious and pro-social self-regulation.

In the present study, self-regulation scores means the scores obtained by the school students on Self-Regulation Questionnaire (SRQ) developed by Ryan and Connell (1998).
**Disabled:**

Acc. to PWD Act (1995), Disabled or person with disability means a person suffering from not less than forty percent of any disability as certified by a medical authority.

**OBJECTIVES OF THE PRESENT INVESTIGATION ARE:**

1. To find out the correlation between academic achievement motivation and academic stress of secondary school students.

2. To find out the correlation between academic achievement motivation and happiness of secondary school students.

3. To find out the correlation between self-regulation and academic stress of secondary school students.

4. To find out the correlation between self-regulation and happiness of secondary school students.

5. To study the contribution of academic achievement motivation and self-regulation to academic stress among disabled and non-disabled secondary school students.

6. To study the contribution of academic achievement motivation and self-regulation to happiness among disabled and non-disabled secondary school students.

7. To study the difference between orthopaedically impaired and non-disabled secondary school students in terms of their academic achievement motivation, self-regulation, academic stress and happiness.

8. To study the difference between visually impaired and non-disabled secondary school students in terms of their academic achievement motivation, self-regulation, academic stress and happiness.

9. To study the difference between non-disabled male and female secondary school students in terms of academic achievement.
motivation, self-regulation, academic stress and happiness

10. To study the difference between male and female secondary school students with orthopaedic impairment in terms of academic achievement motivation, self-regulation, academic stress and happiness

11. To study the difference between male and female secondary school students with visual impairment in terms of academic achievement motivation, self-regulation, academic stress and happiness

12. To study the difference between congenitally and adventitiously visually impaired secondary school students in terms of academic achievement motivation, self-regulation, academic stress and happiness

RESEARCH HYPOTHESES

On the basis of review of related literature investigator formulated following research hypotheses:

1. Academic achievement motivation is likely to be negatively related with academic stress of secondary school students.

2. Academic achievement motivation is likely to be positively related with happiness of secondary school students.

3. Self-regulation is likely to be negatively related with academic stress of secondary school students.

4. Self-regulation is likely to be positively related with happiness of secondary school students.

5. Non-disabled secondary school students are likely to be found better than the students with orthopaedic impairment in terms of academic achievement motivation, self-regulation, academic stress and happiness
6. Non-disabled secondary school students are likely to be found better than the students with visual impairment in terms of academic achievement motivation, self-regulation, academic stress and happiness.

7. Non-disabled male secondary school students are likely to be found better than the female secondary school students in terms of academic achievement motivation, self-regulation, academic stress and happiness.

8. Male secondary school students with orthopaedic impairment are likely to be found better than the female secondary school students with orthopaedic impairment in terms of academic achievement motivation, self-regulation, academic stress and happiness.

9. Male secondary school students with visual impairment are likely to be found better than the female secondary school students with visual impairment in terms of academic achievement motivation, self-regulation, academic stress and happiness.

10. Congenitally visually impaired secondary school students are likely to be found better than adventitiously visually impaired secondary school students in terms of academic achievement motivation, self-regulation, academic stress and happiness.

**DELIMITATIONS**

Due to limited time and resources, the present study was delimited to:

1. A sample drawn from Haryana, Punjab, Uttrakhand and Chandigarh only.

2. Only 450 secondary school students. It included 150 orthopaedically impaired, 150 visually impaired and 150 non-disabled secondary school students.

3. A sample of students studying in ix, x, xi and xii classes.
METHODOLOGY

Research Design

The proposed study is the descriptive research attempting to find out the relationship of academic achievement motivation and self-regulation with academic stress and happiness. In the study independent variables are Academic achievement motivation and Self-regulation and dependent variables are Academic stress and Happiness.

Population and Sample

The target population for the present study comprises students with orthopaedic impairment, students with visual impairment and non-disabled secondary school students of Haryana, Punjab, Uttrakhand and Chandigarh. A purposive sample of 150 school students with orthopaedic impairment, 150 school students with visual impairment and 150 non-disabled school students was selected from different schools situated in Panipat, Ambala, Yamunanagar, Kurukshtera, Karnal, Ludhiana, Dehradun and Chandigarh. In all the cases out of 150 students, 100 were male and 50 were female secondary school students.

Research tools used

- Scale for Assessing Academic Stress (SAAS) developed by Sinha, Sharma and Nepal in 2002
- Oxford Happiness Inventory (OHI) developed by Argyle in 2001
- Academic Achievement Motivation Test (AAMT) developed by Sharma in 1984
- Self-Regulation Questionnaire (SRQ) developed by Ryan and Connell in 1998
Collection of data

Investigator selected samples of secondary school students with visual impairment, secondary school students with orthopaedic impairment and non-disabled secondary school students. Concerned authorities were contacted by the investigator to seek permission for administering relevant tools on students. Investigator established rapport with the students before actual administration of different research tools namely, Scale for Assessing Academic Stress, Oxford Happiness Inventory, Academic Achievement Motivation Test and Self-regulation Questionnaire. The investigator explained briefly but distinctly the purpose of the study to the students. Non-disabled students were asked on group basis to fill up general information given in a separate performa, to read instructions and record their responses for each item of the scale.

In case of students with orthopaedic impairment, each tool was administered personally on individual basis. The investigator asked them to fill up general information given in a separate Performa and then to go through the instructions given on the title page of each research tool and requested to record the responses for each item given in different tools. For students with visual impairment, the investigator herself read the instructions and each item of different scales and recorded the responses given by them. Thus each tool was administered personally on individual basis for students with visual impairment. All the respondents were assured that their responses would be kept confidential. Due care was taken that the respondents did not leave any item unmarked. Scoring was done according to instructions given in the respective manual.

Statistical techniques used

In order to analyse the data with suitable statistical techniques, the following statistical procedure was adopted in present study.
• In order to find out relationship of academic achievement motivation and Self regulation with academic stress and happiness, product moment method of correlation was used.

• To ascertain the contribution of independent variables to dependent variables, multiple regression equations were established.

• To find out the differences between mean scores of concerned variables with reference to relevant groups, t-test was employed.

MAIN FINDINGS

Correlation between different variables.

1. There was negative and significant relationship between academic achievement motivation and academic stress along with all its dimensions viz. cognitive, affective, physical, social/interpersonal and motivational indicators of academic stress.

2. There existed a positive and significant relationship between academic achievement motivation and happiness along with all its dimensions viz. life-satisfaction, joy, self-esteem, calm, control and efficacy.

3. There was negative and significant relationship between self-regulation and academic stress.

   (a) Four dimensions of self-regulation viz. academic, friendship, religious and pro-social self-regulation were negatively and significantly related to academic stress.

   (b) Self-regulation was negatively and significantly correlated to all the dimensions of academic stress viz. cognitive, affective, physical, social/interpersonal and motivational indicators of academic stress.
4. There was positive and significant relationship between self-regulation and happiness.
   (a) All the dimensions of self-regulation viz. academic, friendship, religious and pro-social self-regulation were positively and significantly related to happiness.
   (b) Self-regulation was positively and significantly correlated to all the six dimensions of happiness viz. life satisfaction, joy, self esteem, calm, control and efficacy.

Findings based on multiple regression equation.

5. For every unit increase in X (Academic Achievement Motivation), Y (Academic Stress) decreases by .251 provided other independent variables remain constant.

6. For every unit increase in X (Academic Achievement Motivation), Y (happiness) increases by .394 provided other independent variables remain constant.

7. For every unit increase in X (Self-regulation), Y (Academic Stress) decreases by .028 provided other independent variables remain constant. For every unit increase in X1 (academic self-regulation), X2 (friendship self-regulation), X3 (religious self-regulation), X4 (pro-social self-regulation), Y (Academic Stress) decreases by .054, .041, .073 and .039 respectively provided other independent variables remain constant.

8. For every unit increase in X (Self-regulation), Y (happiness) increases by .175 provided other independent variables remain constant. For every unit increase in X1 (academic self-regulation), X2 (friendship self-regulation), X3 (religious self-regulation), X4 (pro-social self-regulation), Y (happiness) increases by .255, .227, .309, .030 respectively provided other independent variables remain constant.
Difference between non-disabled and orthopaedically impaired school students

9. The two groups were found similar in terms of their Academic achievement motivation.

10. The two groups did not differ significantly in terms of self regulation along with its four dimensions viz. academic, friendship, religious and pro-social self-regulation.

11. The two groups did not differ significantly in terms of academic stress and its five dimensions viz. cognitive, affective, physical, social/interpersonal and motivational indicators.

12. Non-disabled students were found to be happier than the students with orthopaedic impairment. Although the two groups did not differ significantly with regard to the three dimensions of happiness viz. calm, control and efficacy.

Difference between non-disabled and visually impaired school students

13. The two groups were similar on their academic achievement motivation.

14. In terms of self-regulation and its all the four dimensions viz. academic, friendship, religious and pro-social self-regulation, the two groups (non disabled and students with visual impairment) did not differ significantly.

15. Students with visual impairment were found to be academically more stressed than their non-disabled counterparts along with its four dimensions viz. cognitive, physical, social/interpersonal and motivational indicators of academic stress. The two groups were found similar on affective indicators of academic stress.
16. In terms of happiness and all its dimensions, non-disabled students were found to be happier than the students with visual impairment.

**Difference between non-disabled male and female school students**

17. Non-disabled male and female secondary school students did not differ significantly in terms of their academic achievement motivation.

18. Non-disabled male and female secondary school students were similar in terms of their self-regulation along with its four dimensions viz academic, friendship, religious and pro-social self-regulation.

19. Non-disabled male and female secondary school students did not differ significantly in terms of their academic stress along with its all five dimensions viz. cognitive, affective, physical, social/interpersonal and motivational indicators of academic stress.

20. Non-disabled male and female secondary school students did not differ significantly in terms of happiness along with its six dimensions viz. life satisfaction, joy, self esteem, calm, control and efficacy.

**Difference between male and female school students with orthopaedic impairment**

21. Male and female school students with orthopaedic impairment did not differ significantly in terms of their Academic Achievement Motivation.

22. Male and female school students with orthopaedic impairment did not differ significantly in terms of self-regulation along with its four dimensions viz academic, friendship, religious and pro-social self-regulation.

23. Male and female school students with orthopaedic impairment did not differ significantly in terms of academic stress and its dimensions viz.
cognitive, affective, physical, social/interpersonal and motivational indicators.

24. Males with orthopaedic impairment were found to be happier than their female counterparts with regard to happiness and its two dimensions viz. life satisfaction and joy. However male and female secondary school students with orthopaedic impairment did not differ significantly in terms of four dimensions of happiness viz. self-esteem, calm, control and efficacy.

Difference between male and female school students with visual impairment

25. Female school students with visual impairment are academically more motivated than male students with visual impairment.

26. Male and female school students with visual impairment did not differ significantly in terms of self-regulation and its four dimensions viz. academic, friendship, religious and pro-social self-regulation.

27. Male and female school students with visual impairment did not differ significantly in terms of academic stress along with its dimensions viz. cognitive, affective, physical, social/interpersonal and motivational indicators.

28. Male school students with visual impairment were happier than the female school students with visual impairment. However male and female students with visual impairment did not differ significantly in terms of two dimensions of happiness viz. joy and efficacy.

Difference between congenitally and adventitiously visually impaired school students

29. Congenitally visually impaired and adventitiously visually impaired school students did not differ significantly with regard to their academic achievement motivation.
30. Congenitally visually impaired and adventitiously visually impaired school students did not differ with regard to their self-regulation.

31. Congenitally visually impaired and adventitiously visually impaired school students did not differ with regard to their academic stress.

32. Congenitally visually impaired and adventitiously visually impaired school students did not differ with regard to their happiness.

EDUCATIONAL IMPLICATIONS

The findings of the present study have ample implications for school administrators, teachers, parents, special educators and other professionals working in the field of disability. The primary objective of the present study was to find out the relationship of academic achievement motivation and self-regulation with academic stress and happiness of disabled and non-disabled secondary schools students. As academic achievement motivation and self-regulation are negatively and significantly correlated with academic stress and positively and significantly correlated to happiness, so if we enhance academic achievement motivation and self-regulation of students, they will be academically less stressed and happier as well. The investigator also studied the difference between disabled (students with orthopaedic impairment, students with visual impairment) and non-disabled secondary school students with regard to academic achievement motivation, self-regulation, academic stress and happiness.

The findings revealed that students with visual impairment are academically more stressed and both the disabled groups (students with orthopaedic impairment and students with visual impairment) are less happy than their non-disabled counterparts. It implies that impairment adversely affect happiness. In view of the findings, school authorities, special educators, teachers and clinical psychologists are required to take appropriate measures to reduce students’ academic stress and enhance
happiness. It is important to mention the implication of the present study for the education system.

In the present era, the rapid developments in all fields- socio-economic, cultural, technological and others, challenge all the students including disabled to face the demands of globalization. Therefore, the ability to regulate the self has become important. A high self-regulation and academic achievement motivation help in making students academically less stressed and finally to be happier in dealing with the challenges of living and learning in educational institutions. Academic achievement motivation and self-regulation are crucial to a student’s academic success at any age. Moreover, when students are motivated to achieve, they are likely to experience a fulfilling life. It is important for both parents and educators to understand why promoting and encouraging academic achievement motivation and self-regulation of students is imperative as students form self-concepts, values, and beliefs about their abilities at a very young age. The development of early academic achievement motivation and self-regulation has significant implications for later academic careers.

The school curriculum and the design of intervention programs for the students should be such so as to enable them increase their academic achievement motivation and self-regulation. A good deal of focus is necessary to promote achievement motivation by creating a congenial school climate, structuring grading systems, and designing awards programs and policies that recognize effort and achievement of the students. School administrators can greatly enhance the effectiveness of individual efforts to bolster motivation by understanding its development.

By focusing on mastery, growth, personal goals, and competence, educators can foster a positive motivational orientation that can lead to a
lifelong love of learning. The school counselors should design appropriate learning environment programs; cognitive oriented programs thus, creating awareness in parents, so that they may transform the home environment into congenial one.

Parents (of non-disabled, orthopaedically impaired and visually impaired children) should provide good, congenial, enriched environment and opportunities to their children in order to develop high academic achievement motivation and self regulation skills among them. There are many ways parents and teachers can make students motivated and self-regulated to achieve in academics:

- Make an effort to create a conducive environment at home and in the classroom in which child/student feels elevated and which develops academic achievement motivation and avoids higher stress.
- Focus attention on child/student’s desired educational goals and make clear understanding of self-regulatory skills in life.
- Develop ways to monitor his or her progress toward those desired educational goals.
- Encourage the development of positive attitude and make it clear that this will improve their self-image.
- Never compare your child/student to his or her siblings or other students.
- Praise your child/student’s efforts. Avoid rewarding your child’s performance outcomes.
- Focus on intrinsic motivation which will have greater impact on student in achieving high academic performance in the absence of external rewards.
- Adopt parenting/teaching style that will enhance motivation and
instill high self-regulation in their child/student in order to help them perform well in school.

- Discuss with your child/student topics that relate to motivation, including self-efficacy, self-confidence, emotional intelligence, happiness and individual progress.
- Create connections for your child/student between his or her school experience and real life.

When teachers are caring and supportive and emphasise the teaching-learning process over the performance outcomes, and when they give feedback, children tend to be motivated to achieve and to expect success. Thus, fostering positive academic achievement motivation should be a primary goal of education, not just a means to an end.

The issue of self-regulation of students in education and its impact on academic stress and happiness is considered as an important aspect of effective learning. Each day, students with disabilities navigate the complex worlds of school and society where high levels of achievement are greatly valued. Students with impairment can be more self-regulated academically, emotionally and socially. To reduce academic stress and enhance happiness, they need to be provided with other interventions, such as counselling, stress-reduction techniques and help with developing their personal and social skills. For a student with impairment to access the curriculum and learning environment, adjustments may need to be considered regarding:

- Presentation of learning materials in alternative formats
- Alternative formats for class activities and assessment items
- Specialized equipment including low vision aids or Braille equipment
• Assistive technology
• Time allowed to complete tasks
• Accessibility within the learning environment for safe and independent access and mobility
• Extra time and opportunity to preview and review audio visual material
• Environmental conditions such as lighting and glare.

Goleman describes self-regulation as first component of self-management. Self-management plans are used to teach students to independently complete tasks and take an active role in monitoring and reinforcing their own behaviour. An important goal in education is to foster self-reliance and independence. Research studies show that self-management strategies can be used to improve academic performance, productivity and to decrease academic stress. The ability to use self-management strategies effectively is a skill that becomes very important for success as children grow into adolescents.

The power of self-management is its emphasis on building a feeling of control over one’s own behaviour. If we provide more social exposure to students with impairment then they interact with people to normalize the process of socialization. Assessment of individuals with low academic achievement motivation and self-regulation could provide suggestions for education and skill training, feedback to individuals with average or high academic achievement motivation and self regulation ability might give them a greater awareness of their own resources which should lower stress. So, parents and teachers should make efforts to decrease academic stress and increase happiness especially for the girls with impairment because differential analysis in the present study shows that males with disabilities
are better placed than their female counterparts with regard to happiness. The results indicate that society should give ample opportunities and support to females so that they will be able to become more social and happy. The findings could be very crucial especially in case of education field as they can be used to develop the overall happiness of the students.