CHAPTER - V

*Interpretation And Discussion Of Results*

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CHAPTER V

INTERPRETATION AND DISCUSSION OF RESULTS

The present research work has been aimed at realizing and understanding the differences between the normal adolescents and the physically handicapped adolescents on anxiety, adjustment level, achievement level, and over-all personality picture including positive and negative aspects of both the groups. Results of this study have been recorded in tabular form in the previous chapter and the statistical analysis of the same has also been done.

In the present chapter an attempt has been made to interpret the results of all the tests used on the physically handicapped and normal Subjects. The groups have further been divided sex wise into boys and girls as sex variable has been considered an important variable in the present study.

The result have been classified in the discussion under the following headings.

I) Results of the I. Q. Test.

II) Results of the School Achievement level.

III) Results of the T.M.A.S.

IV) Results of the I.S.B.

I. RESULTS OF THE I.Q. TEST

Desai Bhatt Group I.Q. Test helps in realizing the I.Q. of an individual. This test which is made in Gujarati language comprises of various types of problem questions like the
one based on literature, memory, logic, arithmetic, power of reasoning etc. This test was administered on those Subjects who had a fairly accurate knowledge where reading and writing in Gujarati was concerned. While analysing the answers of each of the Subjects, the research worker could derive certain conclusions that boys on the whole were good in questions based on literature, memory, logic and power of reasoning but on the whole they showed better accuracy for arithmetical problems, whereas, girls tended to leave out those arithmetical problems which were very difficult, but thoroughly enjoyed questions based on reasoning, logic, and literature and also showed greater accuracy in this regard. This was seen in the case of both the group that is, the physically handicapped and the normals. There were of course certain exceptions in both the sex groups, but the general trend was based on this pattern.

The I.Q. which was based on the acquired test score results, showed that the entire physically handicapped test sample falls in the category of a normal intelligence score, just as it has for the normal adolescents. According to the Desai Bhatt Group I.Q. Test manual, the normal intelligence scores fall between 90-109, that is, nearly 48% of the population falls in this category that is 98.29 and 103.65 respectively.

Desai Bhatt Group I.Q. test, being a time bound test of 40 minutes, there is also a possibility that the handicapped Subjects are comparatively slower in their motor movements and therefore unable to finish maximum number of questions compared to the normal Subjects. Thus in the process affecting the total score of an individual for this test which forms the basis to judge an individuals I.Q.
If each group as a whole is taken into consideration there is no major discrepancy in the results of the physically handicapped boys, whose I. Q. is 98.14. This highlights the aptitude and keenness shown by the students in answering certain questions and tending to leave out certain questions, and has also shown that it has in no way affected their I. Q.

The same cannot be said in the case of the normal boys and girls. This general tendency of not attempting difficult mathematical questions has definitely affected the total test score and in the process affecting the mean I. Q. Score. The mean I. Q. of the boys is 104.54 and those of the girls is 102.76. There is a significant difference at .05 level in the case of the normal group, whereas no such significant difference is noticed in the physically handicapped group.

The ‘t’ test simply compares the distribution of mean scores on the basis of their distribution in a given group. One should not forget that even though the ‘t’ results are so high, actual mean difference between the two groups is not very significant. Three points are to be noted

1. The mean score of both the groups belong to the normal category.
2. The mean score of boys and girls dont differ very significantly.
3. Intra group difference in both the groups are virtually non-existing.

This shows that I.Q. as a variable does not differ significantly in the present sample. It implies two things:-
(a) Physical handicap is an independent variable which is not having any influence on the I.Q. level so far as the present sample is concerned.

(b) It also shows that there is a slight difference in both the groups, showing normals to be superior than the physically handicapped. It implies that normals are provided with all types of environmental stimulation and they can make full use of it, so that, their I. Q. potential can develop better. In the physically handicapped group the Subject is having mental potential no doubt, but his handicap comes in the way in its complete development. These children cannot take advantage of all the environmental facilities provided for intellectual development. They are partly suppressed and unable to move about freely in the environment. This may be the reason for their inferior level of I.Q. development. This is just a hypothesis that requires further verification.

II. RESULTS OF THE SCHOOL ACHIEVEMENT LEVEL

Just as I.Q. of an individual was deduced from the Desai Bhatt Group I.Q. Test, in the same manner an individual's, achievement level was also calculated from the percentage obtained in the last examination by the Subjects. The achievement level which was based upon this concept, has portrayed a very conflicting report when compared with the I. Q. in the case of the physically handicapped Subjects.

The entire achievement score result was classified on the basis of percentages obtained by the Subjects of both the groups, that is physically handicapped and normal adolescents. This table was further sub-divided sex wise, the test scores of boys and girls seperately.
Results in table no 4.21, were categorised in four parts in the following manner.

1) Boys and girls obtaining distinction in school exams that is, 70% and above.

2) Boys and Girls obtaining 1st class in school exams that is, between 60% - 69%.

3) Boys and girls obtaining 2nd class in school exams that is between 45 - 59 %

4) Boys and girls obtaining 3rd class (Pass-class) in school exam that is 44% and below.

After the results were carefully scrutinized and then classified the research worker could come to certain conclusions, that in the case of the physically handicapped students none, that is neither boys nor girls were able to score 70% and above. But in the case of normal Subjects there were 12 students who fell under this category comprising of 7 boys and 5 girls. In the same manner there was also a very wide discrepancy in the results of the 2nd category, that is, percentage obtained between 60% - 69%. Only 2 physically handicapped students managed to fall in this category, that is, 1 boy and 1 girl, whereas 70 normal students fell in this same category - 36 boys and 34 girls.

From the above paragraph one thing is clearly perceived, that if both the groups are divided into two parts that is 150 physically handicapped and 150 normals, only 2 Subjects fall under the first two categories, whereas, 82 normal students fall in this same categories, it means more than half of the total normal sample. This goes to prove that the need to achieve a good result and the motivation behind this is also clearly visible in the normal group. It is so because according to the test scores of the Deasi - Bhatt Group I.Q. Test, the physically handicapped like the normals fell under the average students category with
comparatively very little result fluctuation when compared with the results of the normal group.

If the 3rd category is taken into consideration that is percentages obtained between 45% - 59%, it was found that the physically handicapped students, comprising of 45 boys and 29 girls fell under this category, where as 65 normals comprising of 31 boys and 34 girls fell under same. Another large chunk of the physically handicapped students that is, 74 fell in the pass - class category that is, 44% and below. Here there were 29 boys and 45 girls. This number is exactly in contrast to the previous category where there were 45 boys and 29 girls. This further goes to prove that even amongst the physically handicapped, boys tend to be higher achievers compared to the girls. The reason guiding this pattern of behavior may be psychological or social. In contrast there are only 3 normal students that is, 1 boy and 2 girls under this category.

The social conditions governing Indian society play a very pivotal role in the development of this type of motivation pattern. Normally in our male dominated society boys are given more attention, academic wise compared to the girls and on top of it if she is suffering from any form of physical handicap, the family members instead of trying to help out in minimizing its effect, tend to give it a serious psychological bearing. They consider a physical handicap to be a mental handicap, which in reality is a wrong approach. On the other hand, boys are considered to be the bread winners of the house and therefore more attention is paid to them and their handicap, irrespective of whether the handicap is an obstacle or not in his daily life. Even amongst the normal siblings, it is perceived that boys are given more attention than the girls, in all aspects of life, but more so in the field of
education. This is so because normally any average family in Indian society considers it essential for a boy to have a better career than the girl. This notion coupled with a physical handicap tends to make the girl undergo a very low motivation urge. Moreover with no proper guidance or help from the family members, the girl tends to fall in a low-achievers category when compared with the physically handicapped boys.

Amongst the normal boys and girls, the results between them fluctuates, though here too, more boys generally tend to fall in the distinction and first-class category. But the difference is marginal. This pattern of achievement has been proved by Table No. 4.10, wherein there was no significant difference in the 't' score, when an intra-group difference was taken into consideration. But the same cannot be said for the physically handicapped Subjects because the 't' score was significant at the 0.05 level, where the boys were shown to be higher achievers compared to the girls.

Another important aspect which has been highlighted by the research worker, is that rheumatoids have shown a very low achievement motivation compared with the polio patients. The reason governing this academic deviation could be attributed to the fact that the onset of rheumatism is usually seen during puberty which is a very emotionally turbulent period. Polio on the other hand being a physiological disorder sets in at the stage of infancy, and the individual because of this, learns to easily adjust to this type of handicap from childhood. As he or she reaches the adolescent stage, they are mentally able to cope up with different-life situations, and therefore serous repercussions are not seen in the achievement level of these individuals.
As mentioned earlier, there is no significant difference between boys and girls of the normal group, though here too the male Subjects showed a higher achievement level compared to the female Subjects. The factors contributing to this type of behaviour pattern could be due to social ideologies which form the very basis of an individual's upbringing and in the process affect the achievement level. This research work was carried out in the city of Ahmedabad on a sample which is governed by a characteristically Gujarati cultural background of traditional Hindus. In such an environment there is a possibility, nay a probability, that more attention is paid to the boys regarding their academic accomplishments compared to the girls, and this can in a way, affect the motivation to achieve a better school result.

After perceiving these tables which give a very clear picture of the statistical result of the I.Q. and achievement level, one obvious conclusion could be arrived at, and that is that normals are in a much better and stable position than the physically handicapped Subjects, so far as any kind of learning or achievement is concerned. The physically handicapped Subject seem to have or possess a sort of an inferiority complex because they can compare their inability with the actual achievement level, of other normal and healthy children participating in all types of activities, both physical and mental. It is this comparison of oneself with the other, that usually becomes the root cause of frustration. (Cameron 1962, Coleman 1964)

III. RESULTS OF THE TAYLOR MANIFEST ANXIETY SCALE (T.M.A.S.)

As mentioned earlier the present study is mainly to compare the emotional make-up and anxiety and conflicts of the physically handicapped, with the normals. There are mainly
two methods used, one is the Taylor Manifest Anxiety Scale (T.M.A.S.) and the other is the Incomplete Sentence Blank (I.S.B.). The Taylor Manifest Anxiety Scale (T.M.A.S.) is one where the Subject is directly asked about his physiological and mental set-up, and his responses are recorded and scored. This is the direct method in which each and every question is explicit, clear and the Subject knows implication of his response. This is the normal questionnaire method, used to study mainly two things:

(a) How far the Subjects are aware of their physical and mental difficulties, consciously?

(b) How far the Subjects are willing to express their responses correctly and honestly to the research worker?

All responses may not of course be reliable and all Subjects may not be completely aware of their psychological problems. The purpose of giving the Taylor Manifest Anxiety Scale is to find out, to what extent the physically handicapped Subjects are aware and how much they are willing to express. Alongside control groups have been studied to find out the difference between the physically handicapped and the normal individuals, in the control group. The responses on the Taylor Manifest Anxiety Scale were used to find out different areas in which the males and females of school going adolescents group, physically handicapped and normals, suffer from anxiety. The comparison was done on the basis of sex for this test.
In the present investigation we find that there are no major differences in the responses given by males and females of the school going adolescent group, on the Taylor Manifest Anxiety Scale. Their responses to certain statements clearly indicate that they are prone to better adjustment due to which their level of anxiety is comparatively very low. The average mean anxiety score of boys is 8.33 and those of girls is 8.22. Statistically these results do not show any significant difference between boys and girls. However content analysis of the responses reveal the following things. Within the normal group it is generally perceived that males tend to express more anxiety than females. Girls, more so in Indian society, are usually over-protected and submissive by nature, but on the surface they seem to be more cool, calm and collected, compared to the boys. This is because boys have varied interests and potentialities, which they are not able to satiate, all at the same time. Many a times they have to go against their elders' wishes, resulting in active anxiety laden behaviour.

It is not as if girls do not suffer from anxiety, but at times it is in a much stronger degree because of family restrictions in certain activities, even though they may possess the interest or potentialities. Girls in our society are by and large submissive and therefore suppress their wishes to move further in their endeavours, thus resulting in dormant anxiety laden behaviour.

Another important aspect of this questionnaire is that it deals more with health problems which may be considered an offshoot manifestation of anxiety created situations. Therefore though normal adolescents may be prone to anxiety, they are capable of not showing it through their behaviour, and do not suffer from any inferiority complex.
Most of the normal Subjects, when they talk about their anxiety, mainly concentrate on and refer to their possessing insufficient money, lack of confidence, over emotionality, dislike to face difficulties and indecisiveness. These are the difficulties which any normal person may experience either occassionally or under critical situation. However, their amounts and duration are not high enough to create any difficulties or problems of mal-adjustment for the person concerned. Here one has to note down that nobody is completely free from all kinds of anxieties, worries or troubles. Each one of us face certain difficulties every now and then. As a result in the manifest anxiety the mean score is 8.33 for boys and 8.22 for girls. The difficulties have already been mentioned above. Therefore for the purpose of cross examination, a control group has been selected for the present study. This will be evident as soon as one looks at the mean scores obtained by boys and girls of the physically handicapped group. There the mean scores of the boys is 15.76 and the same for the girls is 16.42. these results simultaneously reveal two things. (a) Mean score on the T.M.A.S. is virtually double than the same for the normal group. (b) It implies that physically handicapped do express their difficulties, worries and shortcomings associated with their physical handicap, they are aware of that as well, since they know how much they are at a disadvantage, compared to the normal group. As one goes further it becomes more evident that manifest anxiety becomes more serious for the physically handicapped group, because they are able to see other normal people around them doing the activities, which they would like to do. It is this comparison with the normal group that makes their own handicap more serious and more intolerable.

Another difference that has been reported by the present results is the influence of sex variable on the results of the T.M.A.S. Here boys and girls even though, more or less nearer
in their mean score are still quite apart so far as the mean score is concerned. Though the ‘t’ test result is not significant, but the difference between two groups does show more variation as compared to the difference shown by the normal group. The manifest anxiety level is quite high in the case of the girls as compared to the same in the case of boys. There are several reasons responsible for this, in the Gujarati culture. The handicapped adolescent girl is more self-conscious about her defect than the handicapped boy because her chances of getting a good husband are highly restricted. She also does not know some of the activities, which girls of her age normally know and this creates a permanent feeling of anxiety and worry which influences her overall personality. She faces similar negative social responses from her parents and relatives, keeping her constantly aware about her handicap. Last but not the least, wherever she tries to undertake any new venture she is seriously prevented from doing so, either through over-sympathy or because her parents are afraid that she might hurt herself. Both these things ultimately lead to negative self development and the girl even though, otherwise would have been capable of doing normal work becomes a psychological dependent both for herself as well as for her family. These are the observations gathered while collecting data which required further verification.

IV. RESULTS OF THE INCOMPLETE SENTENCE BLANK (I.S.B.)

The responses of the Subjects that is, the normals and physically handicapped on the I.S. B. were used to find out the specific areas of conflicts encountered by them in their daily life. This comparison was done sex-wise on the school going adolescent group. Another important aspect about this test is, that as it is a semi-projective technique, here the unconscious aspects of the personality is likely to be projected which was not possible in T.M.A.S. Therefore the study of the unconscious mind has been made possible.
Normal Adolescent Group.

In the present research work, we find there are no significant differences in the responses given by the males and females of the school going adolescent group.

This group shows quite a few responses in the ‘P’ direction compared to the responses in the ‘C’ direction. From the overall evaluation of the I. S. B. responses of the normal group, table 4.22 has been formulated which gives a very clear picture of the boys and girls separately in each of the scoring categories. If the categories ‘P3’, ‘P2’ and ‘P1’ are taken into consideration, not even one individual’s total test score falls under these heads, whereas 33 normal boys and 24 normal girls were able to fall under the ‘N’ category that is, (118-130), which incidentally is known as the normal category, In the similar manner 24, 17 and 1 number of normal boys fell in the ‘C1’, ‘C2’ and ‘C3’ category respectively, and 26, 22 and 3 number of the girls fell in the above-mentioned categories. Amongst the normals, no students fell in the "151 and above" category in which persons with psychotic tendencies are enlisted.

One thing which has to be made clear, is that, even though their test score did not fall into the ‘P’ categories, it does not mean that these normal Subjects do not have any positive behaviour tendencies or outlook in life. From the overall evaluation of the I.S.B. responses of the normal group, it becomes apparent that the group tends to be more adjusted in the areas of personal adjustment which is revealed through the responses:

My mother ... is not only a lovely mother, but a good friend as well

Sports .......... I like to play badminton hockey and cricket
People ........ I like to meet new people and make friendship with them

Future......... I want to be a good doctor, who can serve the poor and needy people.

Here an attempt has been made to compare the actual verbal responses given by male and female groups to different items. In any projective technique, the psychologist never relies on mere numerical scores. Over and above, the complete content analysis of responses is also taken into consideration. In the I.S.B. it is found that both the groups that is, of boys and girls are quite adjusted as there is no significant difference in their mean which is 131.77 for boys and 133.58 for girls. In general, personality responses are indicative of a positive attitude towards the reality, even though the mean score falls in the 'C1' category for the both the groups. An attitude which is more optimistic and also constructive resulting into a healthy approach towards life has been effectively projected.

On the basis of their mean scores and also after scrutinizing the answers given by the Subjects, one thing has come to the notice of the research worker and that is, there are some items getting more 'c' responses even though its frequency and intensity is comparatively lesser than the physically handicapped.

I feel unhappy......... when I am rude to my parents.

I hate .................. my elder brother who is very dominating.

I secretly ............... wish that I would be able to get better marks than my best friend.

Sometimes.............. I behave badly as I am jealous of my sister.

My greatest worry..... Whether I will be able to pass in my examination.
It can be seen that although the nature of responses is neither too personal nor too acute which cannot be changed. The conflicts expressed by such Subjects are more related to the external world which can be over-come by some situational changes in the external world.

**Physically Handicapped Adolescent Group**

The results of the I.S.B. very vividly show that there is a positive co-relation between the handicapped adolescents and the related conflict and neurotic level at the total sample level. Similarly the sample is split sex-wise into two groups. The following discussion aimed to study the actual areas in which the Subjects of different groups that is, male and female show their negative adjustment due to which their level of conflict and neurotic tendencies is very high.

This group shows the highest responses in the 'C' direction and least in the 'P' direction. From the overall evaluation of the I.S.B. responses of the normal group, it becomes apparent that this group tends to be having serious adjustment problems. Thus in the process projects a neurotic personality. Even Hyble and Stagner (1952) through their studies felt that such people tend to be anxious and fearful a good deal of time.

Similarly in the case of the physically handicapped too, table 4.22 gives a very clear idea regarding how many Subjects, whether, male or female fall under the various scoring categories which are classified in this table. If the categories 'P3', 'P2' and 'P1' are taken into consideration, not even one individuals total test score falls under these heads, whereas only 1 handicapped boy and 4 handicapped girls fall under 'N' category, that is (118-130),
which is incidentally known as the normal category. On the other hand if ‘C1’, ‘C2’, ‘C3’ and psychotic individuals categories are taken into consideration, 14 boys and 18 girls fall in ‘C1’ category, 34 boys and 27 girls fall in ‘C2’ category, 15 boys and 15 girls fall in ‘C3’ category and 11 boys and 11 girls fall in "151 and Above" category which clearly highlights psychotic tendencies in an individual.

If these scores are compared with the scores of the normal group, one thing is very prominent and that is, there were only 4 Subjects falling in ‘C3’ category and none in the last category (151 and above), in the case of the normals, whereas, 30 individuals in ‘C3’ category and 22 individuals in ‘151 and above’ that is, psychotic individuals' category in the case of the physically handicapped. Thus it shows that only 2.66% of the total normal sample falls in the last two categories whereas, 41.33% of the total handicapped sample falls in the above mentioned categories. This also goes to show the neurotic tendencies which are rampant in the physically handicapped Subjects are clearly projected through the responses.

A neurotic is continually mobilized for defensive action and tends to over-react to both painful and pleasurable aspects of an experience. Some of the ‘C’ responses gives are:

I....................am a burden to every one.
Future.............is like a dark tunnel with no light and happiness.
I Wish ............to beat all those who laugh at me.
Sometimes .......I want to put an end to this useless life of mine.
My father.........never showed any concern for me.
Here too an attempt has been made to compare the actual verbal responses given by male and female groups to different items. In the I.S.B. it is found that there is not much fluctuation in their mean which is 142.01 for boys and 141.97 for girls. This highlights two pivotal points. One is that the conflict level is on a very high side and secondly, stable to a very great extent in both the groups. In general 'C' responses are indicative of severe conflicts giving rise to neurotic behavior. This category indicates high level of conflicts and mal-adjustment.

One important aspect about the responses of both, boys and girls which followed a particular trend is, boys use to project greater degree of violent and aggressive traits, whereas, a girl resorted greatly to death instincts that is, the sense of morbidity was very high amongst the girls. In other words boys had the tendency to direct their aggression to outside world and objects while the girls turned it on themselves and made it self-punitive. It may be so, because of our society’s cultural structure wherein boys are always considered to dominate and the accepted fact that the girls are meant to be dominated, resulting into total submission on the part of the girls. This cultural approach may be responsible for the difference in their attitude towards aggression. This point however, requires further investigation.

Another insight which could be gained into their personality structure was, as both these groups are physically impaired, they consider themselves to be a burden to the family and also society in general. Even Tully (1986) in one of his statements pointed out those difficulties, that come to be associated with disabled people were consequences, not of the fact of disability, but of the values and beliefs of mainstream society and the way in which society was organised.
The results have shown that those Subjects whose hands have been affected either by polio or have been amputated as a result of some type of accident have shown higher degree of mal-adjustment compared to those whose lower limbs have been affected, viz. the legs. It could be as a result of an individual feeling that without his hands he is unable or incapacitated to do even simple tasks like eating one's food, drinking water or wearing one's own clothes, that is meeting one's daily needs. A person with foot impairment maybe able to perform his own daily requirements and also do some other necessary work like typing or sewing which has been given to him. A person without hand is relatively much more at a loss than the person without a leg, because our society and our life is mainly hand and eye dominated. The hand is also perceived as an instrument for social interaction. It helps one, in non-verbal communication while interacting with others. Thus such a loss makes a person feel miserable as it restricts his free participation and interaction in life. A person faces himself with his needs, abilities and aspirations. But the disabled person's coping abilities are inadequate to meet these demands (Fink 1967) and consequently, experience crises in adjustment.

Specially in the case of those individuals who were not born physically handicapped but have had to undergo this physical and mental torture due to some illness or accident later on in life, find it extremely difficult to adjust. It could be because previously they were extremely perfect in all their tasks and now due to this handicap are unable to perform properly, thus giving rise to the feelings of being physically an socially inadequate. This in turn many a times gives rise to their fear of rejection by others and this may be considered a contributing factor to their personal maladjustment.
It is naturally a very desirable thing for an individual to possess an intact and energetic body, and in the absence of any of its body part or its malfunctioning, he or she may not accept himself or herself fully, as the body is considered the manifest aspect of one's personality. Dembo (1969) described that the injured felt the loss of the status as a normal human being in the devaluation attitude of the "Fortunate" to the "unfortunate". The physically handicapped individual faces problems of adjustment especially because he feels that he is not accepted as equally worthy by his peer groups, subordinates, and others in society of which he is a member. According to Shontz (1970) when a person suffers from some kind of affliction which results in a handicap, it may leave the individual with certain devastating effects. It may also be said that the disability imposes extra burden upon the sufferer and this renders him more vulnerable to problems of adjustment.

This does not mean that the physically handicapped individuals do not give 'P' responses, but the ratio and intensity is very low. There are some items getting more 'P' responses like:

1. The best time .......... when I watch a good T.V. programme.
2. In my childhood .... I could walk, and run properly.
3. I wish ............... I could walk, run and play like others.
4. My sister .......... helps me in my daily chores.
5. I hate ............... to be dependent on others.

It can be seen that the nature of responses is more or less personal. Therefore the conflicts expressed by such Subjects are more related to self which cannot be overcome by
some situational changes in the external environment. Fischer (1949) through his studies has also concluded that the neurotic or a person showing neurotic traits is chronically and painfully aware of himself. Since he typically faces life with such a heavy burden of helplessness and insecurity, he often feels he is fighting for his very life and it is not surprising that in such a fight he should be extremely self-centred.

Hence the following discussion was aimed to study the actual areas in which the Subjects of different groups show either positive or negative adjustment together with their nature and intensity.

In short, results of the I.S.B. highlights the following points:

(a) There is a definite difference in the level of conflict between the normal and the physically handicapped groups.

(b) No group shows very superior positive responses however in the conflict areas, the handicapped group, both boys and girls included, are suffering from very high level of conflict.

(c) The content analysis reveals that for the physically handicapped group the major concern is their inability to handle their own personal problems by themselves. They have to live a dependent life and up to what extent will it be, depends upon the kind of handicap, the person is suffering from.
(d) There is a definite social inferiority complex present in the personality of the physically handicapped. This is not inborn, but is a reaction to their social environment. Sometimes when the handicapped group observes other people performing all their task without any difficulty, they immediately feel the difference between their own situation and the situation of the normal person; perhaps it is correct to say one understands the significance of a particular thing only when it is missing.

V. CONCLUSION:

Thus the results on the whole showed that:

1. Both the groups selected for present study do show significant differences when tested on Desai-Bhatt Group I.Q. Test, the T.M.A.S. and I.S.B.

2. This gives rise to a definite distinction between the physically handicapped and normal adolescents.

3. The results very vividly show that there is a negative co-relation in the case of the physically handicapped, between the results obtained on Desai Bhatt Group I.Q. Test, that is their achievement level is very low, even though their I.Q. level is quite normal.

4. The physically handicapped boys tend to have a slightly high I.Q. and achievement level compared to the girls of that group. Therefore on the basis of intra group comparison, there is a positive co-relation between I.Q. and achievement.
5. While comparing physically, handicapped with normal adolescents on the T.M.A.S. significant difference is detected between the physically handicapped of both the sexes, that is, they show more anxiety and conflicts respectively than normal adolescents.

6. When both groups are compared on T.M.A.S. normal boys tend to show higher anxiety than the girls where as physically handicapped boys tend to show slightly lower anxiety when they are compared with the girls of the same group.

7. When both groups are compared on I.S.B. normal boys tend to show lesser level of conflicts then the girls of their groups, whereas physically handicapped boys’ conflict level is slightly higher than the girls of their group.

8. There is a quantitative difference between the scores of both the tests (T.M.A.S. and I.S.B) and this gives rise to qualitative differences in the responses given by the Subjects of both the groups. Thus the I.S.B. brings out not only the positive and conflict areas, but it also brings out the exact nature and the intensity with it.

The present research worker believes, that it can be of very great help to clinical diagnosis, not only in the clinic, but also with the normal population for counselling purposes. In the present study an attempt has been made to find out whether a group I.Q. test and a verbal projective technique prove to be a correct and useful combination of instruments in a complete study of personality, comprising of achievement and adjustment patterns. Present work positively supports, the development of such instruments.