ABSTRACT

Disabled persons exist in every society. Disability has never been viewed as a trivial matter, either by the individual who suffers from it or by those who are concerned with him. Almost all societies had attached some stigma to handicapped persons. For society it has meant a perplexing economic and social problem. The future of the disabled persons in today’s competitive world is still not very promising and bright. These attitudes create barriers which seem to limit educational opportunities and diminish creativity in addressing the needs of such type of children. One of the greatest challenges for behavioural scientists is in the advancement of education of disabled children is to change the public attitudes toward disability. Even without special education as practiced today, these individuals have made solid contributions to the fields of science, mathematics, music and literature. These individuals through their own ceaseless efforts and with assistance of many social workers, psychologists, counsellors and philanthropist can reach to the pinnacle of fame. Therefore it is necessary to focus on the need achievement of the differently-enabled group.

The present study aims to study the “impact of emotional competence, self-esteem and social support on need achievement of visually and physically challenged students”. In order to achieve a better understanding of these groups of students a control group (viz. normal students) from the similar background was also included in this study. In this study it was intended to ascertain the need achievement of the three groups of students in order to compare them in relation to emotional competence and its 3 dimensions namely (a) perceiving and understanding emotions, (b) expressing and labeling emotions and (c) managing and regulating emotions; self-esteem; and
social support and its 3 dimensions namely (a) family support, (b) friends support and (c) significant others support. Emotional competence, self-esteem and social support have been studied as independent variables and need achievement as dependent variable.

It is a world wide accepted truth that need for achievement is an important variable, the performance or achievement of any individual will depend upon his desire to achieve, though achievement is a learned motive to compete and to strive for success. The need to achieve influences many kinds of behavior despite it comes in the category of learned motive, there are wide differences among individuals in their past experiences and hence in their achievement motivation. Every individual acts and strive to satisfy his certain needs. A need leads to a drive, and a drive reasonably satisfies one’s need. Every man from cradle to grave is constantly striving to satisfy his/her various types of needs. Every action is motivated by a purpose or “goal”. Motivation has long been recognized as a primary factor in any performance. So it is a strong tendency of the individuals to make persistent efforts for goal attainment. The achievement need is seen most clearly in student who must continually test himself, who is always ready to take on different task merely because it is difficult. The individual experiences a desire to be successful. He strives for accomplishing something difficult and tries to master, manipulate or organize physical objects, or human being or even ideas. He wants to do this as rapidly and independently as possible. He desires to overcome the obstacles and attain a high standard. He endeavours to excel oneself and surpass others. He wants to increase his self regard by successful exercise of his talents (Atkinson, 1966).
Emotional Competence seems to be very important to prepare the student to deal with heavy course pressure, peer group competition and adaptation to school norms and disciplines. It also helps students to focus attention, organize memory, help them to interpret social situations, and motivate them for relevant behavior which further enhances their achievement motivation. It can be taught to develop skills during teaching learning process to gain emotional literacy along with their education. Emotional competence captures an understanding of the skills needed to adapt to and cope with one's social environment. In contrast with constructs like intelligence, which are depicted as an innate ability, emotional competence is construed as a set of skills that are learned. Emotional competence refers to a person's ability in expressing or releasing their inner feelings (emotions). Saarni (1998) defined emotional competence in terms of skills consisting of understanding our emotions, discerning and understanding other's emotions using the vocabulary of emotions and expressions, the capacity for empathetic involvement, the capacity to differentiate internal subjective emotional experience from external expression, the capacity for adaptive coping with aversive emotions and distressing circumstances, understanding of emotional communication within relationships and the ability for emotional self-efficacy. The researcher has studied three emotional competencies as predictors of need achievement. They are namely (a) Perceiving and Understanding emotions, (b) Expressing and Labeling emotions and (c) Managing and Regulating emotions.

The perception and outlook of the individual is affected by the meaning he attaches to himself i.e., Self-esteem. It refers to the way a person feels about oneself, including the degree to which he possesses self-respect and self-acceptance. A dictionary of psychology defines self-esteem as “a term given to the evaluations an
individual makes of and applies to himself. It can express positive or negative feelings and indicates the extent to which the individual believes himself or herself to be significant, capable and worthy". It may be briefly referred to as the degree to which the self is perceived positively or negatively i.e. one’s overall attitude towards the self.

Together with self-esteem another crucial factor likely to contribute to need achievement of students is social support from family, friends and significant others.

Social concern is a central issue in the life of every human being. In case if an individual is given prolonged isolation will be the severest punishment for him. We live in the midst of people which constitute man’s created social world, so everyone of us often rely on others for support, to bolster our own resources, particularly at times when our resources are depleted or inadequate. Cobb (1976) defined social support as the individual belief that one is cared for and loved, esteemed and valued and belongs to a social network that provides goods, services and mutual defense at times of need or danger. Social support may be perceived as emanating from different social agencies, family, friends and significant others (Zimet et al., 1988). Social interaction with family, friends or society seems to be an integral element of an individual’s mental, physical and social health.

The research design used by the researcher was therefore correlational in nature and multiple comparison group design. For prediction of need achievement by the 7 variables, stepwise multiple regression was used by the researcher. One way ANOVA and post hoc was used for the multiple comparisons between the groups.

Research Questions: Attempt was made to answer the following research questions.
1. Do emotional competence and its dimensions predict need achievement of visually challenged students?

2. Does self-esteem predict need achievement of visually challenged students?

3. Do social support and its dimensions predict need achievement of visually challenged students?

4. Do emotional competence and its dimensions predict need achievement of physically challenged students?

5. Does self-esteem predict need achievement of physically challenged students?

6. Do social support and its dimensions predict need achievement of physically challenged students?

Keeping in view the objectives of this study in mind it was desirable to have an explicit picture of the phenomenon in the non-disabled i.e. normal group of students of almost similar socioeconomic background and educational qualification for a better understanding of the disabled groups, the following research questions were also formulated and verified.

7. Do emotional competence and its dimensions predict need achievement of non-disabled i.e. normal students?

8. Does self-esteem predict need achievement of non-disabled i.e. normal students?

9. Do social support and its dimensions predict need achievement of non-disabled i.e. normal students?
To identify the predictors the research questions were taken into consideration. Further it was felt necessary to compare these three groups. For this purpose certain research hypotheses were formulated and tested:

1. Whether the visually challenged, physically challenged and non-disabled i.e. normal students differ in terms of emotional competence and its dimensions.

2. Whether the visually challenged, physically challenged and non-disabled i.e. normal students differ in terms of self-esteem.

3. Whether the visually challenged, physically challenged and non-disabled i.e. normal students differ in terms of social support and its dimensions.

The total sample comprised of 300 subjects (100 visually challenged students, 100 physically challenged students and 100 normal students). The respondents were drawn by the means of purposive sampling technique. The data was collected from various secondary and senior secondary schools and also from students pursuing for graduation degree from the University campus and also from some schools located in Aligarh city. Physically challenged students were selected from Orthopaedic OPD of JNMCH and also from various halls of residence including various secondary as well as senior secondary schools of A.M.U. Due to lesser number of availability of visually challenged students we have included those students residing in the hostel of a Blind School of A.M.U. Where as sample of normal students comprised of students studying in schools as well as in the University upto graduation level were included in this group. To equate the characteristics the sample of normal students with that of visually challenged and physically challenged students was selected from almost the same socio-economic background and educational qualification. The age range of the normal students was 14-19 and the age
range of the disabled students was 15-22. Most of the cases in the physically challenged group were polio affected where as among visually challenged most of the cases were acquired at certain age due to infection and some of them were congenital too.

Achievement Motivation (n-ach) Scale was used to assess need achievement. It is a self-rating questionnaire developed by Pratibha Deo and Asha Mohan (1985) having both positive and negative items. It consists of 50 items, 13 are negative and 37 are positive items. Emotional Skills and Competence Questionnaire developed by Taksic (2000) was used to assess emotional competence. It is a self reported scale consisting of 45 items divided into three subscales: (a) Perception and Understanding emotions scale has 15 items, (b) the Expression and Labeling emotions scale has 14 items and (c) the Managing and Regulating emotions scale has 16 items. Rosenberg Self-Esteem Scale (RSE) developed by Rosenberg (1965) a 10 item self report measure was used to assess Self-esteem. Social support was assessed through Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet, Dahlem, Zimet and Farley, 1988. It contains 12 items measure of subjectively assessed social support. It measures three different sources of support with three subscales: (a) Significant Others, (b) Family and (c) Friends. For visually challenged students the questionnaires were transformed into Braille.

Since the major purpose of the study was to find out the predictor variables for need achievement. Thus the analysis of data using Stepwise Multiple Regression through SPSS has given the entire picture of analysis concerning to variables studied in different steps. As self-esteem has no dimensions it was studied as a whole. Thus instead of applying Stepwise Multiple Regression, Simple Linear Regression was applied to see the impact of self-esteem on need achievement of all the three groups.
of students. Before applying Simple Linear Regression scatter plot was computed, to check the assumptions of regression, to make sure that the model can be generalized beyond the sample. This technique was applied in all the three groups. Further additional statistical analysis was done by applying One Way ANOVA for the purpose of comparing the three groups. Q-Q plot was plotted for the dependent variable to fulfill the assumption of normality for ANOVA. In the end, to answer the questions raised earlier to interpret the results and observe the significance of difference the post hoc test was also applied.

The results showed that managing and regulating emotions (a dimension of emotional competence) significantly predicts the need achievement of visually challenged students. The other two factors of emotional competence viz. expressing and labeling emotions and perceiving and understanding emotions did not emerge as significant predictors of need achievement of visually challenged students. Managing and regulating emotions are more important in contributing to the need achievement among visually challenged students. Self-esteem significantly predicts the need achievement of visually challenged students. Family support (a dimension of social support) significantly predicts the need achievement of visually challenged students. The other two factors of social support viz. friends support and significant others support did not emerge as significant predictors of need achievement of visually challenged students. Family support is more important in contributing to the need achievement among visually challenged students. Perceiving and understanding emotions (a dimension of emotional competence) significantly predicts the need achievement of physically challenged students. The other two factors of emotional competence viz. managing and regulating emotions and expressing and labeling emotions did not emerge as significant predictors of need achievement of physically
challenged students. Perceiving and understanding emotions are more important in contributing to the need achievement among physically challenged students. Self-esteem significantly predicts the need achievement of physically challenged students. Managing and regulating emotions (a dimension of emotional competence) significantly predicts the need achievement of normal students. The other two factors of emotional competence viz. expressing and labeling emotions and perceiving and understanding emotions did not emerge as significant predictors of need achievement of normal students. Managing and regulating emotions are more important in contributing to the need achievement among normal students too. Self-esteem predicts the need achievement of normal students. Friends support negatively influence the level of need achievement. As the level of friends support increases the level of need achievement decreases. On the basis of results it may be interpreted that significant others support which is one of the dimensions of social support significantly predicts the need achievement of normal students. The other factor of social support viz. family support did not emerge as significant predictor of need achievement of normal students. Significant others support is more important in contributing to the need achievement among normal students.

The groups were compared with regard to their emotional competence, self-esteem and social support. It was observed that the groups did not differ in terms of emotional competence. Where as in terms of self-esteem and social support there were significant differences between the groups. Mean scores of visually challenged students were found higher than physically challenged students and normal students; where as mean scores of physically challenged students were higher than the normal students concerning to emotional competence. Significant differences were not found between visually challenged students and physically challenged students, visually
challenged students and normal students, and physically challenged students and normal students on emotional competence. Mean scores of visually challenged students were found higher than the physically challenged students and normal students; whereas mean scores of physically challenged students were lower than normal students on self-esteem. Significant difference was found between visually challenged students and physically challenged students. Statistically insignificant differences were found between visually challenged students and normal students, and physically challenged students and normal students on self-esteem. Mean scores of visually challenged students were found higher than the physically challenged students and normal students; whereas mean scores of physically challenged students were higher than normal students on social support. Significant differences were found between visually challenged students and physically challenged students, visually challenged students and normal students, and physically challenged students and normal students on social support. The three groups were compared on the dimensions of emotional competence. The mean scores of visually challenged students were found higher than physically challenged students and normal students; whereas mean scores of physically challenged students were higher than the normal students on perceiving and understanding emotions, a dimension of emotional competence. Mean scores of physically challenged students were higher than visually challenged students and normal students; whereas mean scores of visually challenged students were higher than normal students on expressing and labeling emotions, a dimension of emotional competence. The mean scores of visually challenged students were higher than physically challenged students and normal students; whereas mean scores of physically challenged students are higher than normal students on managing and regulating emotions, a dimension of emotional competence. Significant
differences were not found between visually challenged students and physically challenged students, visually challenged students and normal students, and physically challenged students and normal students, on perceiving and understanding emotions on expressing and labeling emotions, and on managing and regulating emotions. In terms of family support, friends support and significant others support there were significant differences between the groups compared. Mean scores of visually challenged students were higher than physically challenged students and normal students; where as mean scores of physically challenged students were higher than normal students on family support a dimension of social support. Significant differences were found between visually challenged students and physically challenged students, visually challenged students and normal students, and physically challenged students and normal students on family support a dimension of social support. The mean scores of visually challenged students were found higher than physically challenged students and normal students; where as mean scores of physically challenged students were higher than normal students on friends support a dimension of social support. Significant differences were found between visually challenged students and physically challenged students, visually challenged students and normal students. Statistically insignificant difference was found between physically challenged students and normal students on friends support a dimension of social support. The mean scores of visually challenged students were found higher than the physically challenged students and normal students; where as mean scores of physically challenged students were lower than normal students on significant others support a dimension of social support. Significant differences were found between visually challenged students and physically challenged students, visually challenged students and normal students. Statistically insignificant difference was found between
physically challenged students and normal students on friends support a dimension of social support.

Thus amongst the factors brought out as significant predictors of need achievement of visually challenged students were managing and regulating emotions, self-esteem and family support. In other words visually challenged students who were high on managing and regulating emotions, self-esteem and family support are likely to have need for achievement. The factors brought out as significant predictors of need achievement of physically challenged students were perceiving and understanding emotions, self-esteem and family support. In other words physically challenged students who were high on perceiving and understanding emotions, self-esteem and family support are likely to have need for achievement. The factors brought out as significant predictors of need achievement of non-disabled i.e. normal students were managing and regulating emotions, self-esteem and significant others support. In other words normal students who were high on managing and regulating emotions, self-esteem and significant others support are likely to have need for achievement.

When the groups were compared with regard to their emotional competence, self-esteem and social support; it was observed that the groups did not differ in terms of emotional competence, where as in terms of self-esteem and social support there were significant differences between the groups. Significant differences were not found between visually challenged students and physically challenged students, visually challenged students and normal students, and physically challenged students and normal students on emotional competence. Significant difference was found between visually challenged students and physically challenged students where as statistically insignificant differences were found between visually challenged students
and normal students, and physically challenged students and normal students on self-esteem. Significant differences were found between visually challenged students and physically challenged students, visually challenged students and normal students, and physically challenged students and normal students on social support. When the three groups of respondents were compared on the dimensions of emotional competence and social support, significant differences were not found between the between visually challenged students and physically challenged students, visually challenged students and normal students, and physically challenged students and normal students on perceiving and understanding emotions, on expressing and labeling emotions, and on managing and regulating emotions (dimensions of emotional competence). In terms of family support, friends support and significant others support (dimensions of social support) there were significant differences between the groups. Significant differences were found between visually challenged students and physically challenged students, visually challenged students and normal students, and physically challenged students and normal students on family support a dimension of social support. Significant differences were found between visually challenged students and physically challenged students, visually challenged students and normal students where as statistically insignificant difference was found between physically challenged students and normal students on friends support a dimension of social support. Significant differences were found between visually challenged students and physically challenged students, visually challenged students and normal students where as statistically insignificant difference was found between physically challenged students and normal students on friends support a dimension of social support.