CHAPTER - VI
SUMMARY

TOPIC: “A STUDY OF ADJUSTMENT AND ANXIETY IN VISUALLY HANDICAPPED MALE AND FEMALE ADOLESCENTS IN ODISHA”.

6.10 Rationale of the Study

At present it has been found that individual feels maladjustment in one area or the other and on the other hand feels anxiety because of the complexities of the modern society. The tensions may be because of the impact of science and technology. Such factors do not have its impact on only sighted pupils but they do certainly affect visually handicapped children. Visually handicapped pupil may be characterized in two groups- those who attend regular schools and secondly those who study in special schools. The social, educational, emotional environments etc. being experienced by both categories differ.

Though our Government and private organizations run many institutions for visually handicapped individuals for better development of their personality. But in the age of science, this world is a place of competition and complexities. Individuals with all the sense organs intact also have to face lots of problems of adjustment, which becomes important hurdle in the achievement of the goal. This further creates shades of anxiety in them. The condition of the individual becomes more deplorable and serious when he suffers from visually handicapped people also have to live in society, it may affect their psychological processes. The present investigator was interested in studying the adjustment
and anxiety levels of visually handicapped students so that he may contribute something for their upliftment.

The researcher, however, has not come across any research in the area of adjustment and anxiety on visually handicapped adolescents. Hence, he selected the present problem entitled: "A STUDY OF ADJUSTMENT AND ANXIETY IN VISUALLY HANDICAPPED MALE AND FEMALE ADOLESCENTS IN ODISHA."

6.20 Objectives of the Study

The Objectives of the Study on Adjustment Variable are:

**Adjustment**

1. To find out the adjustment level of visually handicapped male and female adolescents in Bhim Bhoi School for Blind, Bhubaneswar.

2. To study the interaction effect of visually handicapped male and female adolescents on adjustment in Bhim Bhoi School for Blind, Bhubaneswar.

3. To see the adjustment level of totally and partially blind rural and urban adolescents in Bhim Bhoi School for Blind, Bhubaneswar.

4. To examine the interaction effect of totally and partially blind rural and urban adolescents on adjustment in Bhim Bhoi School for Blind, Bhubaneswar.

5. To study the adjustment level of totally and partially blind SC/ST and General Caste adolescents in Bhim Bhoi School for Blind, Bhubaneswar.
6. To study the interaction effect of totally and partially blind SC/ST and General Caste adolescents on adjustment in Bhim Bhoi School for Blind, Bhubaneswar.

7. To find out the adjustment level of visually handicapped male and female adolescents in Badhita Bikash School for Blind, Cuttack.

8. To study the interaction effect of visually handicapped male and female adolescents on adjustment in Badhita Bikash School for Blind, Cuttack.

9. To see the adjustment level of totally and partially blind rural and urban adolescents in Badhita Bikash School for Blind, Cuttack.

10. To examine the interaction effect of totally and partially blind rural and urban adolescents on adjustment in Badhita Bikash School for Blind, Cuttack.

11. To study the adjustment level of totally and partially blind SC/ST and General Caste adolescents in Badhita Bikash School for Blind, Cuttack.

12. To study the interaction effect of totally and partially blind SC/ST and General Caste adolescents on adjustment in Badhita Bikash School for Blind, Cuttack.

13. To analyze the adjustment level of visually handicapped male and female adolescents between the BBSB, Bhubaneswar and BBSB, Cuttack.

14. To see the interaction effect of visually handicapped male and female adolescents on adjustment between the BBSB, Bhubaneswar and BBSB, Cuttack.
15. To find out the adjustment level of totally and partially blind rural and urban adolescents between the BBSB, Bhubaneswar and BBSB, Cuttack.

16. To see the interaction effect of totally and partially blind rural and urban adolescents on adjustment between the BBSB, Bhubaneswar and BBSB, Cuttack.

17. To examine the adjustment level of totally and partially blind SC/ST and General Caste adolescents between BBSB, Bhubaneswar and BBSB, Cuttack.

18. To study the interaction effect of totally and partially blind SC/ST and General Caste adolescents on adjustment between BBSB, Bhubaneswar and BBSB, Cuttack.

Anxiety

The Objectives of the Anxiety Variable are as follows:

19. To find out the anxiety level of visually handicapped male and female adolescents in BBSB, Bhubaneswar.

20. To see the interaction effect of visually handicapped male and female adolescents on anxiety in BBSB, Bhubaneswar.

21. To find out the anxiety level of totally and partially blind rural and urban adolescents in BBSB, Bhubaneswar.

22. To analyze the interaction effect of totally and partially blind rural and urban adolescents on anxiety in BBSB, Bhubaneswar.

23. To see the anxiety level of totally and partially blind SC/ST and General Caste adolescents in BBSB, Bhubaneswar.
24. To study the interaction effect of totally and partially blind SC/ST and General Caste adolescents on anxiety in BBSB, Bhubaneswar.

25. To find out the anxiety level of visually handicapped male and female adolescents in BBSB, Cuttack.

26. To study the interaction effect of visually handicapped male and female adolescents on anxiety in BBSB, Cuttack.

27. To analyze the anxiety level of totally and partially blind rural and urban adolescents in BBSB, Cuttack.

28. To study the interaction effect of totally and partially blind rural and urban adolescents on anxiety in BBSB, Cuttack.

29. To see the anxiety level of totally and partially blind SC/ST and General Caste adolescents in BBSB, Cuttack.

30. To study the interaction effect of totally and partially blind SC/ST and General Caste adolescents on anxiety in BBSB, Cuttack.

31. To see the anxiety level of visually handicapped male and female adolescents between BBSB, Bhubaneswar and BBSB, Cuttack.

32. To study the interaction effect of visually handicapped male and female adolescents on anxiety between BBSB, Bhubaneswar and BBSB, Cuttack.

33. To find out the anxiety level of totally and partially blind rural and urban adolescents between BBSB, Bhubaneswar and BBSB, Cuttack.
34. To see the interaction effect of totally and partially blind rural and urban adolescents on anxiety between BBSB, Bhubaneswar and BBSB, Cuttack.

35. To study the anxiety level of totally and partially blind SC/ST and General Caste adolescents between BBSB, Bhubaneswar and BBSB, Cuttack.

36. To examine the interaction effect of totally and partially blind SC/ST and General Caste adolescents on anxiety between BBSB, Bhubaneswar and BBSB, Cuttack.

6.30 Hypotheses of the Study

The following are the Hypotheses of Adjustment Variable:

1. There is no significant difference in the adjustment level of visually handicapped male and female adolescents in Bhim Bhoi School for Blind, Bhubaneswar.

2. There exists no significant interaction effect of visually handicapped male and female adolescents on adjustment in Bhim Bhoi School for Blind, Bhubaneswar.

3. There is no significant difference in the adjustment level of totally and partially blind rural and urban adolescents in Bhim Bhoi School for Blind, Bhubaneswar.

4. There exists no significant interaction effect of totally and partially blind rural and urban adolescents on adjustment in Bhim Bhoi School for Blind, Bhubaneswar.
5. There is no significant difference in the adjustment level of totally and partially blind rural and urban SC/ST and General Caste adolescents in Bhim Bhoi School for Blind, Bhubaneswar.

6. There exists no significant interaction effect of totally and partially blind rural and urban SC/ST and General Caste adolescents on adjustment in Bhim Bhoi School for Blind, Bhubaneswar.

7. There is no significant difference in the adjustment level of visually handicapped male and female adolescents in Badhita Bikash School for Blind, Cuttack.

8. There exists no significant interaction effect of visually handicapped male and female adolescents on adjustment in Badhita Bikash School for Blind, Cuttack.

9. There is no significant difference in the adjustment level of totally and partially blind rural and urban adolescents in Badhita Bikash School for Blind, Cuttack.

10. There exists no significant interaction effect of totally and partially blind rural and urban adolescents on adjustment in Badhita Bikash School for Blind, Cuttack.

11. There is no significant difference in the adjustment level of totally and partially blind rural and urban SC/ST and General Caste adolescents in Badhita Bikash School for Blind, Cuttack.
12. There exists no significant interaction effect of totally and partially blind rural and urban SC/ST and General Caste adolescents on adjustment in Badhita Bikash School for Blind, Cuttack.

13. There is no significant difference in the adjustment level of visually handicapped male and female adolescents between the BBSB, Bhubaneswar and BBSB, Cuttack.

14. There exists no significant interaction effect of visually handicapped male and female adolescents on adjustment between the BBSB, Bhubaneswar and BBSB, Cuttack.

15. There is no significant difference in the adjustment level of totally and partially blind rural and urban adolescents between the BBSB, Bhubaneswar and BBSB, Cuttack.

16. There exists no significant interaction effect of totally and partially blind rural and urban adolescents on adjustment between the BBSB, Bhubaneswar and BBSB, Cuttack.

17. There is no significant difference in the adjustment level of totally and partially blind rural and urban SC/ST and General Caste adolescents between BBSB, Bhubaneswar and BBSB, Cuttack.

18. There exists no significant interaction effect of totally and partially blind rural and urban SC/ST and General Caste adolescents on adjustment between BBSB, Bhubaneswar and BBSB, Cuttack.

Anxiety

The Hypotheses of Anxiety are:
19. There is no significant difference in the anxiety level of visually handicapped male and female adolescents in BBSB, Bhubaneswar.

20. There exists no significant interaction effect of visually handicapped male and female adolescents on anxiety in BBSB, Bhubaneswar.

21. There is no significant difference in the anxiety level of totally and partially blind rural and urban adolescents in BBSB, Bhubaneswar.

22. There exists no significant interaction effect of totally and partially blind rural and urban adolescents on anxiety in BBSB, Bhubaneswar.

23. There is no significant difference in the anxiety level of totally and partially blind rural and urban SC/ST and General Caste adolescents in BBSB, Bhubaneswar.

24. There exists no significant interaction effect of totally and partially blind rural and urban SC/ST and General Caste adolescents on anxiety in BBSB, Bhubaneswar.

25. There is no significant difference in the anxiety level of visually handicapped male and female adolescents in BBSB, Cuttack.

26. There exists no significant interaction effect of visually handicapped male and female adolescents on anxiety in BBSB, Cuttack.

27. There is no significant difference in the anxiety level of totally and partially blind rural and urban adolescents in BBSB, Cuttack.

28. There exists no significant interaction effect of totally and partially blind rural and urban adolescents on anxiety in BBSB, Cuttack.
29. There is no significant difference in the anxiety level of totally and partially blind rural and urban SC/ST and General Caste adolescents in BBSB, Cuttack.

30. There exists no significant interaction effect of totally and partially blind rural and urban SC/ST and General Caste adolescents on anxiety in BBSB, Cuttack.

31. There is no significant difference in the anxiety level of visually handicapped male and female adolescents between BBSB, Bhubaneswar and BBSB, Cuttack.

32. There exists no significant interaction effect of visually handicapped male and female adolescents on anxiety between BBSB, Bhubaneswar and BBSB, Cuttack.

33. There is no significant difference in the anxiety level of totally and partially blind rural and urban adolescents between BBSB, Bhubaneswar and BBSB, Cuttack.

34. There exists no significant interaction effect of totally and partially blind rural and urban adolescents on anxiety between BBSB, Bhubaneswar and BBSB, Cuttack.

35. There is no significant difference in the anxiety level of totally and partially blind rural and urban SC/ST and General Caste adolescents between BBSB, Bhubaneswar and BBSB, Cuttack.
36. There exists no significant interaction effect of totally and partially blind rural and urban SC/ST and General Caste adolescents on anxiety between BBSB, Bhubaneswar and BBSB, Cuttack.

6.40 Methodology

6.41 Method

The investigator used descriptive survey method for his investigation. The term descriptive survey is generally used for the type of research, which proposes to ascertain and what is the normal or typical condition of practice at the present time.

6.42 Population

The population of the present study is visually handicapped students studying in different visually handicapped schools in the state of Odisha. There are seventeen visually handicapped schools in Odisha.

6.43 Sample

The study is based on a sample of 400 visually handicapped adolescents (200 male and 200 female) of two schools namely Bhim Bhoi School for Blind, Bhubaneswar and Badhita Bikash School for Blind, Cuttack of Odisha. The investigator employed simple random sampling technique for his investigation.
6.44 Tools Used

The following tools were used in the present study.

(i) Adjustment Inventory for Blind Persons

For measuring adjustment of visually handicapped adolescents the investigator used Adjustment Inventory for Blind Persons by S. P. Kulshrestha (Hindi Version).

(ii) Anxiety Scale

For measuring anxiety of visually handicapped adolescents the investigator used Anxiety Scale by Dr. D. N. Sinha (Hindi Version).

6.45 Statistical Techniques Used

For analysis and interpretation of the collected data for the present study the investigator employed Two Way Analysis of Variance (ANOVA).

6.50 Delimitations of the Study

Keeping in view limitations of the resources available to the investigator and time constraints the present study was delimited to the followings:

1. The study is restricted to only 200 male and 200 female visually handicapped adolescents of two visually handicapped schools situated at Bhubaneswar and Cuttack.

2. The study will be delimited to the dimensions of adjustment Inventory by Dr. S. P. Kulshrestha and Anxiety Scale by Dr. D. Sinha.

3. The study is restricted to the variable of Adjustment and Anxiety only.
4. The study was delimited to visually handicapped adolescents only.

6.60 Main Findings

The main findings of the present study will be presented variable-wise i.e. at first, the findings pertaining to adjustment will be presented and then followed by the findings on anxiety of visually handicapped students.

Adjustment

The Main Findings of Adjustment are:

1. The result of the study indicated that there is no significant difference in the adjustment of visually handicapped male and female adolescents studying in Bhim Bhoi School for Blind, Bhubaneswar.

2. The study confirmed that there is no significant interaction effect of visually handicapped adolescents and sex on adjustment in Bhim Bhoi School for Blind, Bhubaneswar.

3. The variables of blindness and area do not significantly create any difference on adjustment for adolescents reading in Bhim Bhoi School for Blind, Bhubaneswar.

4. The findings of the study presented that there is significant interaction effect on adjustment for adolescents learning in Bhim Bhoi School for Blind, Bhubaneswar.

5. The result of the study explained that there is no significant difference in the adjustment of totally and partially blind rural and urban SC/ST and General Caste adolescents studying in Bhim Bhoi School for Blind, Bhubaneswar.
6. The finding of the study indicated that there is significant interaction effect of totally and partially blind rural and urban SC/ST and General Caste adolescents on adjustment reading in Bhim Bhoi School for Blind, Bhubaneswar. That means there is some difference in adjustment of SC/ST and General Caste visually handicapped adolescents in BBSB, Bhubaneswar.

7. The study implied that there is no significant difference in the adjustment of visually handicapped male and female adolescents studying in Badhita Bikash School for Blind, Cuttack.

8. The result of the study denoted that there is no significant interaction effect of visually handicapped male and female adolescents on adjustment learning in Badhita Bikash School for Blind, Cuttack.

9. There is significant difference in the adjustment of totally and partially blind rural and urban adolescents reading in Badhita Bikash School for Blind, Cuttack.

10. The study also revealed that there is no significant interaction effect of totally and partially blind rural and urban adolescents on adjustment studying in Badhita Bikash School for Blind, Cuttack.

11. The study signified that there is no significant difference in the adjustment of totally and partially blind rural and urban SC/ST and General Caste adolescents learning in Badhita Bikash School for Blind, Cuttack.

12. The result of the study suggested that there is significant interaction effect of totally and partially blind rural and urban SC/ST and General Caste
adolescents on adjustment reading in Badhita Bikash School for Blind, Cuttack.

13. There is no significant difference in the adjustment of visually handicapped male and female adolescents studying in BBSB, Bhubaneswar and BBSB, Cuttack.

14. The study shows that there is no significant interaction effect of visually handicapped male and female adolescents on adjustment reading in BBSB, Bhubaneswar and BBSB, Cuttack.

15. The study also pointed out that there is no significant difference in the adjustment of totally and partially blind rural and urban adolescents learning in BBSB, Bhubaneswar and BBSB, Cuttack.

16. The present finding of the study reveals that there is no significant interaction effect of totally and partially blind rural and urban adolescents on adjustment studying in BBSB, Bhubaneswar and BBSB, Cuttack.

17. There is no significant difference in the adjustment of totally and partially blind rural and urban SC/ST and General Caste adolescents learning in BBSB, Bhubaneswar and BBSB, Cuttack.

18. The result of the study indicated that there is no significant interaction effect of totally and partially blind rural and urban SC/ST and General Caste adolescents on adjustment studying in BBSB, Bhubaneswar and BBSB, Cuttack.

Anxiety

The Main Findings of Anxiety are as follows:
19. The present study proved that there is no significant difference in the anxiety of visually handicapped male and female adolescents studying in BBSB, Bhubaneswar.

20. The finding of the study revealed that there is no significant interaction effect of visually handicapped male and female adolescents on anxiety studying in BBSB, Bhubaneswar.

21. The study indicated that there is no significant difference in the anxiety of totally and partially blind rural and urban adolescents reading in BBSB, Bhubaneswar.

22. The study showed that there is significant interaction effect of totally and partially blind rural and urban adolescents on anxiety learning in BBSB, Bhubaneswar.

23. There is no significant difference in the anxiety of totally and partially blind rural and urban SC/ST and General Caste adolescents studying in BBSB, Bhubaneswar.

24. The present study demonstrated that there is significant interaction effect of totally and partially blind rural and urban SC/ST and General Caste adolescents on anxiety reading in BBSB, Bhubaneswar.

25. The result of the study confirmed that there is no significant difference in the anxiety of visually handicapped male and female adolescents studying in BBSB, Cuttack.
26. The study presented that there is no significant interaction effect of visually handicapped male and female adolescents on anxiety reading in BBSB, Cuttack.

27. The finding of the study explained that there is no significant difference in the anxiety of totally and partially blind rural and urban adolescents learning in BBSB, Cuttack.

28. The result of the study implied that there is significant interaction effect of totally and partially blind rural and urban adolescents on anxiety studying in BBSB, Cuttack.

29. The present study denoted that there is no significant difference in the anxiety of totally and partially blind rural and urban SC/ST and General Caste adolescents learning in BBSB, Cuttack.

30. The result of the study suggested that there is significant interaction effect of totally and partially blind rural and urban SC/ST and General Caste adolescents on anxiety reading in BBSB, Cuttack.

31. There is no significant difference in the anxiety of visually handicapped male and female adolescents studying in BBSB, Bhubaneswar and BBSB, Cuttack.

32. The study showed that there is no significant interaction effect of visually handicapped male and female adolescents on anxiety reading in BBSB, Bhubaneswar and BBSB, Cuttack.
33. The finding of the study signified that there is no significant difference in the anxiety of totally and partially blind rural and urban adolescents studying in BBSB, Bhubaneswar and BBSB, Cuttack.

34. The result of the study point out that there is significant interaction effect of totally and partially blind rural and urban adolescents on anxiety learning in BBSB, Bhubaneswar and BBSB, Cuttack.

35. The study proved that there is no significant difference in the anxiety of totally and partially blind rural and urban SC/ST and General Caste adolescents studying in BBSB, Bhubaneswar and BBSB, Cuttack.

36. There is no significant interaction effect of totally and partially blind rural and urban SC/ST and General Caste adolescents on anxiety reading in BBSB, Bhubaneswar and BBSB, Cuttack.

6.70 Educational Implications

Adjustment and anxiety are two important factors in the mental and emotional development of any individual. It is the utmost duty of the teachers and parents to develop good adjustment in visually handicapped students. They should be provided environment and opportunities to develop better adjustment and reduce anxiety level so that it may not cross its threshold value. They should be made to understand that they are not different from sighted world but they are just like or even can be more efficient in some activities than any other normal individual.
The present study is related with the adjustment and anxiety level of the visually handicapped adolescents studying in Bhim Bhoi School for Blind, Bhubaneswar and Badhita Bikash School for Blind, Cuttack in Odisha. The overall results of the study showed that in most cases no significant differences are noted in adjustment and anxiety levels of visually handicapped male and female students in both the schools when compared in terms of sex, locality and extent of visually handicapness. After knowing the findings of the present study following educational implications can be framed.

1. Social adjustment is the most important factor for visually handicapped adolescents. For developing social adjustment various types of social activities like dancing, scouting, literary, dramatic, singing should be organized in the schools. Teachers should create conducive environment and opportunities for better interaction of visually handicapped adolescents with their sighted peers in order to improve social adjustment.

2. It has been found that the rural blind adolescents were different from urban blind adolescents. They differ in terms of their levels of adjustment and anxiety. So, for the fullest development of rural and urban blinds various types of seminar and educational programmes and other academic and vocational activities should be included in the school curriculum.

3. In both the schools the visually handicapped students belong to SC/ST and General Castes found to differ in their adjustment and anxiety. This may be due to their social and cultural background. They need equal opportunities for their education and livelihood to maximize the gap. The visually
handicapped students belonging to SC/ST categories need special assistance for their upliftment.

4. Parents should understand the limitation of handicappedness of their child. They should not differentiate and compare each child with their other children. They should understand the adjustment problems of the blind children and encourage them how to solve their problems independently. They should take necessary steps for their adjustment in the home with the family members with confidence.

5. The role of the school is must significant for assisting blind students. It should encourage the blind students to take part in various activities and should ensure more facilities for them with the help of social welfare ministry.

6. Anxiety is a greater problem among the blind students. It should be tackled carefully. It should be reduced to avoid frustration among the blind children. They feel nervousness in any new situation and loose confidence. They are hesitant in expression. The special schools may provide more chances of their socialization with other normal children.

7. To develop the creative talents of visually handicapped students the Government and other Voluntary Organizations should develop integrated educational programmes for their overall improvement.

8. For developing blind students enriched or plus curriculum should be provided. For this personal competence, self-adjustment and daily living skills orientation and mobility, communication skills (listening, speaking,
reading, writing, vocational guidance and career development, use of special aids and equipments like tape, cassette recorders, record players and talking books, personal computers and type writers, Braille, large type materials optical aids and electronic reading and writing devices etc should be provided for the visually handicapped students for their better personality development.

6.80 Suggestions for Further Research

Based on the findings and educational implications of the study a few suggestions for further research have been put forward as under:

1. Similar study may be undertaken on children to build up a clear understanding about the field.
2. Similar study may be conducted on students with other disabilities like hearing impaired, learning disabled, locomotors disabled etc.
3. The present study was confined to the city of Bhubaneswar and Cuttack in Odisha.
4. Similar study can be conducted in different parts of the country for wider coverage.
5. A similar study, taking few other variables like intelligence, creativity, achievement and motivation etc should be conducted.
6. Population for the study can be selected on state, national and international basis for comparing the needs and programmes.