CHAPTER - I
INTRODUCTION

"The secrets of our cultural development have been research pushing back the areas of ignorance by discovering new truths, which in turn lead to better way of doing things and better products."

John W. Best

1.00 Introduction

The personality of man is the production of continuing interaction between the organism and his society and vision plays a vital role in this context. This interaction in the blinds depends on the distributed psychological equilibrium and the social arena in which blinds survive. In ancient times, the blind persons were viewed as the victims of punishment by supernatural power. They were helpless and easily deceived. It was regarded as a punishment for his past sins. This doctrine has been on unbroken thread throughout the cultural development of our country.

The eye is a very important sensory organ, which accounts for a very large part of the total information available to a person through his senses. This input is denied to the blind. Living without sight is like leading life of a neglected person who is always deprived of corresponding relations with the objects stimulating the outer world. Thus, lack of sight makes him aloof from the physical and social world. This sensory deprivation creates anxiety and adjustment problems in the personality of blind subjects in society.
Our government and private organizations run many institutes for visually handicapped individuals for better development of their personality, yet many more is needed to be done. 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 become 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 s(he) suffers from visually handicap. Since 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 they may contribute something for their upliftment. That is why he opted for this research work.

1.10 Need and Significance of the Study

Visually handicapped children as individuals in the society deserve the equal right that the mankind has to offer. They have need not only develop physically, but also have the right to grow their full potential intellectually, socially, morally and culturally. All efforts and resources should be mobilized towards this end.

Visually handicapped children are those who have visual acuity of 20/200 or less in the better eye, which is not enough for educational and normal day to day functioning. So they require a modification of school practices or services in order to develop to their maximum potentialities.
A recent report of the W.H.O. (2000) states that there are estimated 180 million visually impaired people in the world. One-third of the world's 45 million blind and half of the world's 1.5 million blind children live in South-East Asia. There are another 45 million people in this region with low vision and different grades of visually impairments. The region is therefore estimated to have 60 millions visually impaired persons.

There have been a number of surveys and studies regarding the prevalence of blindness in India. The 1981 figures of the survey by National Sample Survey Organization (NSSO) estimated 12.59 million children in the age range of 5-14 years with disabilities for whom provision has been made. Eighty percent of these children stay in rural areas.

According to recent statistics, of an estimated 450 lakh blind persons (visual acuity<3/60) in the world, 70 lakh are in India (National Programmed for Control of Blindness in India). In India, the number of persons with visual impairment is very large. Meeting the needs of such large numbers requires not only resources but also a change in the society's attitude. In the existing scenario constitutional provisions and legislation can play a major role in increasing the access of persons with visual impairment to various spheres of life like education, employment etc., and reduces discrimination.

Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. But it has been found that individual feels maladjustment because of the complexities prevailing in the modern society. The tensions may be due to the
impact of rapid scientific and technological advancement. Such factors not only affect the sighted pupils but also certainly affect the visually impaired children. The visually impaired students face a lot of problems like social, educational and emotional problems in the school. Adjustment is a major problem in visually handicapped students in the school as well as in the society. A large number of studies have been conducted in this area. Griffis (1935) investigated adjustment problems of blinds and partially blinds students in three residential schools. He found that blinds were less self-sufficient and less dominant than sighted. Sommer (1944) suggested that the personal and social adjustment of blind group students to be poorer than a sighted students. The social adjustment of the blind was studied by Van Hesselt (1985). The results showed that some social adoptions are necessary for the well adjustment of visually handicapped pupils. Sinha (1982) and Mittal (1985) also suggested that blinds were less adjusted than the sighted one. Sarita et al. (1987) studied the adjustment pattern of visually handicapped and sighted students. She found that blinds are poorly adjusted in emotional, social and educational aspects than sighted students. Banerjee (1988) studied the emotional adjustment of school going adolescents. He found that the distribution of the two groups according to the intensity of total adjustment was found to be significant. Sahoo, J (1991) studied the behavioural characteristics of the blind and normal children. The finding of the study indicated that the normal children showed much better adjustment than that of the blind children.
Probably, there is no aspect of the human experience more universal than that of anxiety. In every culture and throughout recorded time, the human organism has been subjected to real and imagined threats that may produce an arousal state that is labeled as anxiety.

Anxiety is very much related with personality problems of visually handicapped students in their educational environment. It has been found that a too much anxious school child often chokes up an examination as he becomes unable to recall answers to test questions, which he had learnt. Anxious child may be found more anxious in every situation. Many researches found that blinds are more anxious than sighted. Researches also found that the sighted males showed the least anxiety score, where as the blind males were equal to sighted females in anxiety level (Brown, 1978). Another research revealed that blind students were 70 percent more anxious than sighted students. Thus, the academic successes of blinds were more affected due to anxiety as compared to their counterparts.

From the above discussion the researcher has come across many researches, but he has not got any research in the area of adjustment and anxiety among the visually handicapped adolescent student of Odisha. Hence, he selected the present problem entitled - "A Study of Adjustment and Anxiety in Visually Handicapped Male and Female Adolescents in Odisha."

1.20 Statement of the problem

A STUDY OF ADJUSTMENT AND ANXIETY IN VISUALLY HANDICAPPED MALE AND FEMALE ADOLESCENTS IN ODISHA.
1.30 Objectives of the Study

The Objectives of the Study are as follows:

Adjustment Variable

The Objectives of the Adjustment Variable are:

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:

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.

1.40 Hypotheses of the Study

The Hypotheses of the study on Adjustment Variable are as follows:

H-1. There is no significant difference in the adjustment level of visually handicapped male and female adolescents in Bhim Bhoi School for Blind, Bhubaneswar.
H-2. There exists no significant interaction effect of visually handicapped male and female adolescents on adjustment in Bhim Bhoi School for Blind, Bhubaneswar.

H-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.

H-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.

H-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.

H-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.

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

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

H-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.

H-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.

H-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.

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

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

H-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.
H-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.

H-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.

H-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 Objectives of Anxiety Variable are:

H-19. There is no significant difference in the anxiety level of visually handicapped male and female adolescents in BBSB, Bhubaneswar.

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

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

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

H-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.
H-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.

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

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

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

H-28 There exists no significant interaction effect of totally and partially blind rural and urban adolescents on anxiety in BBSB, Cuttack.

H-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.

H-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.

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

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

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

H-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.

H-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.

1.50 Methodology

1.51 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.

1.52 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.
1.53 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.

1.54 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).

1.55 Statistical Techniques Used

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

1.60 Operational Definitions of the Terms

1.61 Adjustment

Adjustment is a harmonious relationship with the environment involving the ability to satisfy most of one's needs and meet most of the
demands that are put upon one. It refers to the variations and changes in
behaviour that are necessary to satisfy needs and meet demand so that one
can establish a harmonious relationship with the environment.

1.62 Anxiety

Anxiety is a painful uneasiness of the mind over an unpending or
anticipated ill or threat. It is a complex system of emotional reactions that
arise when an individual perceives a situation as threatening regardless of
whether a real threat exists.

1.63 Visually Handicapped

There are two types of visually handicapped children, i.e. totally
blind and partially blind.

(i) Totally Blind

The totally blind could be considered as those who have no vision
or those who have central visual acuity of 20/200 or less in the better eye
with corrective glasses. A visual acuity of 20/200 means that the child
reads from a distance of 20 feet a line or words which a child with normal
vision can read from a distance of 200 feet.

(ii) Partially Blind

The partially blind can be considered as those who have visual
acuity between 20/200 and 20/70 or in the better eye with the best
corrective means. From the educational point of view the partial blinds
are those who can learn to read large point or regular point when
magnified under special conditions or with the help of a magnifying glass.
1.64 Adolescents

A child is described as an adolescent when he achieves puberty, that is, when he has become sexually mature to the point, where he is able to reproduce his kind.

1.70 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.

1.80 Chapterisation Scheme

The whole work is presented in chapter VI. The first chapter is introductory chapter which describe the need and significance of the study. It also comprised of objectives, hypotheses and brief methodology adopted. The theoretical background of the various variables studied is given in chapter – II. The third chapter pertains to the review of related literature. In this chapter the investigator discussed meaning and purpose of related literature. Apart from this the relevant
studies are conducted and presented chronologically for each variable. The plan and procedure of the study is discussed in the fourth chapter. In this chapter the researcher explains method, population and sample, selection of the tools, collection of the data, tabulation of the data and statistical techniques used. The fifth chapter is devoted to analysis, interpretations and discussion of the results. The summary, educational implications and suggestions for further research are given in the sixth chapter.

The theoretical background of the variables used in the study is discussed in the next chapter.