REVIEW OF RELATED LITERATURE

"The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naive and will merely be duplication work, that has already been done better by some one else."

- M. Barg

CHAPTER - III

100 Introduction

"The review of related literature includes reading and evaluating the research that has already been done. The importance of related literature cannot be denied in any research. The related literature works as guidelines not only with regard to the system of work done in the field but also enables us to overcome the gap and make the concerned field of research. It helps in giving a way for understanding the potentiality of the problem of hand.

Besides this, emphasizing on the importance of the survey of the related literature, Good and et al. (1941) have pointed out:

"Survey of related literature helps us to show whether evidence already available solves problem adequately without further investigation and thus may be duplication. It may contribute to the general scholarship of the investigator"
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W. R. Barg

3.00 Introduction

The review of related literature implies reading and analyzing the researches already done. The importance of related literature cannot be denied in any research. The related literature works as guidepost, not only with regard to the quantum of work done in the field but also enables us to perceive the gap and lacuna in the concerned field of research. It helps in having a way for understanding the potentiality of the problem in hand.

Besides this, emphasizing on the importance of the survey of the related literature, Good and et.al. (1941) have pointed out:

"Survey of related literature helps us to show whether evidence already available solves problem adequately without further investigation and thus may save duplication. It may contribute to the general scholarship of the investigator"
by providing ideas, theories and explanations, valuable in formulating the problem and may also suggest the appropriate methods of research."

In the same way, again, impressing on the need of survey of related literature, Good and et.al. (1941) say:

"The competent physician must keep constantly abreast with latest discoveries in the field of medicine, the successful lawyer must be able to readily locate information pertinent to the case at hand and obviously the careful student of education, the researcher and the investigator should become familiar with the location and use of the sources of educational information."

The various sources of studies must be synthesized to give a clear picture to the reader. It stimulates and encourages the investigator to dive deep into the pros and cons of the problems and derive pleasure and satisfaction of its own. It also provides the researcher up-to-date information in the accomplished educational researches and ideas in the concerned field.

3.10 Purpose of Related Literature

Review of related literature, besides, allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research, serves the following specific purposes:

1. The review of related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem. The knowledge of related literature, brings the researcher up-to-date on the
work which others have done and thus to state the objectives clearly and concisely.

2. By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way.

3. Through the review of related literature, the researcher can avoid unintentional duplication of well-established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established.

4. The review of related literature gives the researcher an understanding of the research methodology, which refers to the way the study, is to be conducted. It helps the researcher to know about the tools and instruments, which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into the statistical methods through which validity of results is to be established.

5. The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further research.

In the light of the above-mentioned significance and purpose of related literature, it is indispensable for the investigator to conduct a survey of the related literature. The investigator made a survey of the related literature and could find
out some of the relevant material. He has classified the studies into two categories as under:

(1) Studies Related to Adjustment;
(2) Studies Related to Anxiety;

3.20 Studies Related to Adjustment

Griffis (1935) studied adjustment problems of blind and partially sighted adolescents in residential schools. **Title of the study** —“Adjustment problems of blind and partially sighted adolescents in residential schools.” **Objectives** — (1) To study the adjustment problems of blind students in residential schools. (2) To find out the adjustment problems of totally blind and partially sighted adolescents in residential schools. **Tools** — The researcher have taken Bernreuter Personality Inventory and Loird Personality Inventories as the tools for his investigation. **Samples** — The researcher studied a group of blind and a group of partially sighted adolescents studying in residential schools as the sample. **Findings** — The findings of the study found that the blinds adolescents were less self-sufficient and less dominant than sighted adolescents.

Morgan (1944) studied the adjustment problems of visually disabled adolescents in residential schools and reform schools. **Title of the study** — “Adjustment problems of visually disabled adolescents.” **Objectives** — To compare the adjustment problem of visually disabled adolescents in residential schools with reform schools. **Tools of the study** — The investigator have taken Personal Index as a tool in his investigation. **Samples** — The researcher have
taken 128 adolescents in a residential school and reform school and reform school as a sample. **Findings** – The findings of the study indicated that the visually disabled adolescents of residential schools were less adjusted than the reform schools.

**Sommer (1944)** studied the personal and social adjustment of blind in residential schools. **Title of the study** – "The personal and social adjustment of the blind." **Objectives** (1) To study the personal adjustment of the blind in residential schools. (2) To find out the social adjustment of the blind in residential schools. **Tools** – The investigator have taken California Test of Personality as a tool for his investigation. **Sample** – The investigator has taken 143 visually handicapped adolescents from 10 residential schools as his sample. **Findings** – Sommer found the personal and social adjustment of her blind group to be poorer than the sighted adolescents. She correctly pointed out that this test is not adequate for use with blind students. Since it was designed for and standardized on sighted students. This is one of few studies in which this very important consideration was explicitly noted.

**Brieland, D. M. (1950)** conducted to study social, emotional and health adjustment of sighted students and blind students. **Title of the study** – "The social, emotional and health adjustment of sighted and blind students." **Objectives** (1) To compare the health of the sighted students with blind students. (2) To compare social and emotional adjustment of the sighted students with that of blind students. (3) To compare the home adjustment problems of sighted and
blind students. **Tool** — The researcher has taken the Bell Adjustment Inventory Test as the tool of the study. **Sample** — 84 matched pairs of blind and seeing pupils, 12 to 18 years old, were chosen as the sample. **Findings** — The blind students were significantly inferior in health, social and emotional adjustment while the home adjustment did not show any significant difference.

**Barker (1953)** studied the relationship between blind and personality adjustment. **Title of the study** — "The relationship between blind and personality adjustment." **Objectives** To find out the relationship between blind children and their personality adjustment. **Tool** — The investigator has taken the Bell Adjustment Inventory Test as the tool of his study. **Findings** — The results of the study indicated that the blind students were significantly inferior in social, emotional and health adjustment while the home adjustment did not show any significant difference.

**Bauman (1954)** In an extensive study some 450 blind adults were studied using case record, structured interviews and a variety of intellective and personality testing procedures. Based on judgments by a agency staff, the larger group was divided into equal sub-groups of well-adjusted and self-supporting and poorly-adjusted students. Basically, despite considerable overlap, the well-adjusted self-supporting group was found to be significantly superior to the poor-adjusted group with respect to intelligence, manipulative ability and personality test process. Furthermore, the well-adjusted group was found to have much better family situations than did the poorly-adjusted students.
Benham, F. G. (1954) conducted a study on adjustment under the title— "The Relationship of Parental understanding and Parental Attitude to Adjustment of Residential Visually Impaired Adolescents." In this study, Benham discussed the impact of parental attitude on the adjustment of residential visually impaired adolescents.

Van Hesselt, V. B. (1955) studied the social adjustment of the blind. The objective of the study was to find out the social adjustment of the blind. The investigator used Bell Adjustment Inventory as the tool of the study. The findings of the study showed that some social adoptions are necessary for the well-adjustment of visually handicapped students.

Cowen and et. al. (1961) undertook one of the earliest and most comprehensive empirical studies of social and emotional adjustment of adolescents with visual impairments. Their study included 167 adolescents aged 13-18 in Grades 7-12 and their 167 mothers. Although efforts were made to include the fathers, only 66 ultimately participated.

The study encompassed two distinct phases of data collection. In the first phase, the experimental group consisted of 71 adolescents with visual impairments who attended public schools in New York State. In the experimental group, there were three groups according to degree of visual impairments: totally blind (n=12), legally blind (n=28), and partially sighted (n=31). In this study, the researchers defined the legally blind group as those with visual acuities to better than 20/200 to no worse than 20/400 in the better eye. In second phase, the experimental group consisted of 56 adolescents with visual impairments from
residential schools for students who are blind: 30 who were totally blind, and 26 who were legally blind.

The investigator used three instruments i.e. the Self-Ideal Sort, Teaching Behaviour Rating Scale and Child Perception. The Situations Projective Test-B that they developed. The tests were designed to evaluate adolescent adjustment and elicited seven adjustment indices. The Self-Ideal Sort included 10 groups of six statements each (3 indicating good and 3 indicating poor adjustment) one each form. The participants were asked to choose on e statement of the six that they felt was most like them and then to choose from the remaining five the one that was least like them. The same procedure was followed until all the items had been chosen and was than repeated for all the blocks.

The researcher derived two scores from the participants' responses: a Self-Ideal discrepancy score and a Self-Concept adjustment score. The findings were: (1) Basically no-difference in adjustment among the adolescents who were sighted and those who were visually handicapped were indicated on the three test instruments. (2) Better adjustment tended to be associated with greater visual impairment that is adolescents with low vision, evidenced greater adjustment difficulties than those who were totally or legally blind. (3) Strong relationships were found between parental particularly maternal understanding and adolescents' adjustment across all the groups (blind, low vision and sighted participants).

Lowenfeld, B. (1963) studied the visually handicapped adolescents in high school. The objectives of the study were: (1) To study the personality of the
blind children. (2) To find out the difference between blind and normal children. (3) To find out the difference between the blind boys and blind girls. **Sample** – 359 normal high school senior students and 218 blind adolescents between the ages 16-22 were taken as the sample. **Findings of the study** – The findings of the study indicated that the extroversion showed a higher incidence than introversion among blind girls than among blind boys, which did not seem to be true among the seeing. Significant differences were found between the blinds and the seeing through comparison of response to individual items but a qualitative consideration of items did not show any typical differentiating syndrome.

**Advani (1965)** studied the educational and psychological problems of the blind children in the age-group of 7-21 years. He found that the blind children were educationally and psychologically inferior then the normal children. But they were well-adjusting with the normal children.

**Cutsforth (1965)** very successfully concludes that investigation into the life of blind shows that the characteristic of emotional disturbance result from the social situations that blindness crates and not from the sensory privation in itself.

Further his findings show that the seeing members of the society and self-regarding attitude they induce in blind are entirely responsible for the emotional disturbances found in the blind as a group.

**Zahran (1965)** A study of personality differences between blind and sighted children by Zahran (1965) reviews the literature which divided between those who contend that blindness leads to compensatory behaviour which may be
accompanied by introversion and even maladjustment, and those who find that
the process of adjustment in blind persons is not significantly different from that
of the sighted with regard to basic personality variables. Using matched groups
of blind and sighted children tested with the Williams Intelligence Test for children
with Defective Vision the researcher also constructed a Blind Children's
Structured Interview, a Sentence Completion Test, a Semantic Differential. He
also used the Junior Maudsley Personality Inventory. The results of most of the
tests showed a statistically non-significant difference in favour of the sighted,
which on balance lends some supports to the second point of view.

Verma (1968) investigated frustration and mal-adjustment of blind
adolescents in special schools. For this he used Jalota's General Mental Ability
Test, Asthena's Adjustment Inventory and a Questionnaire. He found that the
blind adolescents were mal-adjusted and frustrated in comparison with other
adolescents.

Roy (1969) compared low achievers and high achievers of blind in respect of
adjustment. He found that the high achievers were better adjusted in comparison
to low achievers.

Mc Guinness, R. M. (1970) studied the problems including the adjustment
problems of blind children studying in resource room and special school settings.
He found that there is no significant difference between the students of resource
room and special school.

Pathak, R. D. (1970) studied sex-differences among the blind school
children in the area of adjustment. In this study, he took boys and girls of 14-16
years age group. The number of boys and girls was 200 in each group. He found that the boys are emotionally better adjusted than those of the girls.

Singh, U. P. and Akhtar, S. N. (1971) compared the self concepts of the visually handicapped children and non-handicapped. Title of the study – "A comparative study of self-concept of the visually handicapped children in order to understand their personality dynamics." Objectives – (1) To study the self-concept of the blind children. (2) To study the social adjustment of visually handicapped children. (3) To find out the discrepancy of desirable traits and undesirable traits of the visually handicapped children. Sample – 20 visually handicapped children of the Netrahiin Chhatra Vidyalaya, Vhagalpur. The two groups were matched with respect of age, sex and educational level. An equal number of non-handicapped children were selected from the schools of Bhagalpur. Tools – An inventory developed by Singh (1965) was used to measure self-concept. This inventory measures Private Self and Social Self using two separate forms. Findings – (1) The visually handicapped and non-handicapped children were significantly differing in their self-concept. (2) The visually handicapped did not show social conflict when discrepancy between the personal and social forms of adjustment were taken as a whole.

Bauman (1973) compared social competency of blind and partially sighted students. He found that children with some useful vision developed many skill significantly earlier than totally blind children. The partial vision is important factor in the development of social skills. At the same time, it is only a potential positive factor whose use must be encouraged for the all round development.
Schindele (1974) studied the social adjustment of visually handicapped in regular schools in comparison to residential schools. Objectives - The objectives of the study were: (1) To find out the social adjustment of visually handicapped in regular schools. (2) To find out the social adjustment of visually handicapped in residential schools. (3) To find out the social adjustment of visually handicapped in regular and residential schools. Tools – The researcher has taken the Bell Adjustment Inventory as the tool of the study. Findings – The result of the study indicated that there was a strong positive correlation between social adjustment among the regular schools and residential schools. More intelligent students are more likely to be successful in these efforts.

Blackhurst and Marks (1977) studied mobility difference of blind children in day schools and residential schools. They hypothesized that there existed no significant difference in mobility of blind students in local public schools and residential schools. They used Z – Test as statistical techniques and found that the blind children in local public schools were perceived to be more mobile than these in residential school setting.

Darsana (1980) studied the adjustment of ninth class students of Kurukshetra District at various levels of security, insecurity and academic achievements. Her study revealed that the emotional and social adjustment of high insecure, middle insecure, and low insecure were significantly different. It further found that academic achievement had a significant role to play in emotional and social adjustment. She also resulted that sex had a significant role to play in emotional and social adjustment. It was also revealed that there existed
a significant interaction among sex, security, insecurity and academic achievement.

Quadari, A. and Hussain, M. Q. (1982) studied certain social, psychological dimensions among handicapped and non-handicapped students. Objectives – The objectives of the study were: (1) To study the emotional adjustment of the blinds who are coming from broken homes. (2) To find out the social and psychological adjustment of the blinds. (3) To study the effect of home atmosphere of the blinds for their adjustment. Tools – An Interview Schedule was used to collect the data and analysis was done by frequency Chi-square Test and Percentages. Sample – The sample included 20 blind students as experimental group and 20 normal as control group studying in VII and IX classes. Findings – Most of the blinds were coming from psychologically broken homes and suffer from emotional maladjustment. Majority of them had no interest and living either for curricular or for co-curricular activities. They differed significantly from normal with respect to all the factors studied in the investigation viz, parents attitude, their adjustment to each other. Subjects' attitude towards home, school and other places, their interest in studies, liking for play and regularity in class attendance, etc.

Singh, S. P. (1982) conducted a study on the personality adjustment of the blind students in three areas like emotional, social and educational. Objectives – The researcher attempted to examine personality adjustment of the blind and the extent to which they have been able to adjust themselves on emotional, social and educational levels. The importance objectives of the study were as follows:
(1) To find out the overall personality adjustment of the blind students. (2) To investigate the emotional, social and educational adjustment of the blind students. (3) To examine inter-relationships between emotional and educational adjustment. **Tools** – The investigator used Singh's Adjustment Inventory as the tool. **Sample** – The Hindi students in the age group of 7-22 years from the blind school, Patna were selected as the sample. **Findings** – The inventory seeks to segregate well-adjusted secondary school students from the poorly adjusted students in three areas of adjustment like emotional, social and educational. The inventory was filled by the investigator during the course of interview conducted on the subject. The impaired students are poorly adjusted than the physically normal children. This study indicated blind children are as good in adjustment as compared to others. **Sinha (1982)** attempted to examine personality adjustment of the blind and the extent to which they have been able to adjust themselves on emotional, social and educational levels. The important objectives of the study were as follows: (1) To examine the personality adjustment of the blind students. (2) To see the emotional, social and educational adjustment of the blind students. (3) To find out the inter-relationships between the three levels of adjustment like emotional, social and educational.

The objectives have been examined across variables, viz, castes, family insecure and class in which the blind students read. The sample consisted of 50 male students in the age group of 7-22 years from the Blind School, Patna. For the purpose of measuring adjustment the Hindi version of Sinha and Singh's
Adjustment Inventory has been used. The inventory seeks to segregate well-adjusted secondary school students from poorly adjusted students in three areas of adjustments – emotional, social and educational. The inventory was filled in by the investigator during the course of interview conducted on the subject. It is believed that impaired students are poorly adjusted than the physically normal children. This study indicated that blind children are as good in adjustment as others.

Kaur and et. al. (1984) an attempt was made by Kaur and et al. to investigate the emotional adjustment of normal and blind adolescents. The results revealed that there exists a significant difference between emotional adjustment of normal and blind adolescents. These investigators also attempted to study social adjustment of normal and blind adolescents. They consisted of 80 normal adolescents compared with 40 blind adolescents from the age group of 11-13 years and 14-16 years. Junior Personality Inventory (in Hindi) formulated by Mohan et al. and Personal Information Sheet developed by the investigators were employed as measuring tools. The results indicated that there was no significant difference between social adjustment of normal and blind adolescents.

Teare (1984) used the child Behaviour Checklist, developed by Achenbach (1979) to evaluate the behavioural adjustment of 23 children attending a school for blind. The checklist is completed by the child’s parent or other adult (the dorm parent, in this case), and it is formed on sighted children. Teare’s orientation was to be exploration of individual difference, nothing that early learning experience, intelligence, mobility and environmental opportunities may affect adjustment.
About 50 percentage of the variance in CBCL scores was accounted for by IQ that is, low-IQ children tended to be rated as having more behavioural adjustment problems. Degree of visual loss (partially sight verses blind), gender, socio-economic status and age did not accepted for significant variance in adjustment scores. Nothing that there was not significant departure from the CBCL norms for sighted children. Teare concluded that visual functioning may not be the most salient characteristic contributing to the child’s behavioural adjustment. As the sight children adjustment is most likely the interaction of the child’s cognitive resources, other genetic endowments, and the demands of the environmental context in which the child is placed.

Gay and Sen (1985) studied work adjustment of different categories of the handicapped in open employment. Objectives – The objective of the study is to examine the work adjustment of different categories of handicapped. Sample – The sample consisted of 30 blinds, 35 deaf, 30 orthopeadically handicapped and 30 normal adolescents. Tools – The investigator has taken Rikard Palmer’s Work Adjustment Schedule. Findings – The results showed that the deaf had the best work adjustment than the blinds.

Mittal (1985) studied personality factors of the blinds and sighted students. The objective of the study is to find out whether the visually handicapped are well-adjusted or not adjusted with the sighted peers. Tools – The investigator has taken 16 Personality Factor Test as the tool of the study. Findings – The results of the study indicated that the visually handicapped children are not well-accepted and well-adjusted by there peers in the schools.
Pandey, R. N. (1985) conducted a study on the Affectional deprivation, Ego-strength and Adjustment pattern among visually handicapped children and their rehabilitation of Bapu Degree College. **Objectives** – To make a psychological study of affectional deprivation, ego-strength and adjustment pattern among visually handicapped children and their rehabilitation. **Sample** – Out of 18 schools for blind children in Utter Pradesh, two schools were randomly chosen for selecting the sample. A sample of 40 students (32 males and 8 females) was selected from two out of 18 schools for blind children in U.P. using random sampling method. Out of 32 males, 16 belonged to congenitally blind (8 urban and 8 rural) 16 were post-natal blind. **Tools** – (1) Ego-strength Scale and an adoption of Barron’s E. S. Scale by S. Q. Hasan. (2) Adjustment Inventory – the adapted version of H. J. Eysenck. (3) Prolonged Deprivation Scale (PDS, Mishra and Tripathy). (4) Maudsley Personality Inventory (MPI, Jalota and Kapoor, 1985). **Findings** – (1) The deprivation as felt by rural blind children was significantly more acute than that felt by urban blind children. (2) There was no significant difference in the pattern of affectional deprivation between congenitally blind children and post natal blind children. (3) It was found that 10 blind children had poor ego-strength and poor adjustment emotionally they appeared immature and hence there was need for their rehabilitation.

Sarita, et. al. (1987) conducted a study on the adjustment pattern of visually handicapped and sighted students. **Objectives** – The objectives of the study were: (1) To find out the significance of differences between the mean scores of
different dimensions of adjustment of the visually handicapped and sighted students. (2) To examine the effect of socio-economic status on adjustment.

**Tools** – An Adjustment Scale was developed by the researcher. **Sample** – 40 visually handicapped and 40 sighted students of age group of 14-18 years of both sexes reading in middle school for the blind (Dehradun) and a local school for sighted students. **Findings** – (1) Visually handicapped students are poorly adjusted in emotional, social and educational adjustment than sighted students. (2) The same condition prevails as regards their total adjustment.

Banerjee, N. (1988) in an investigation into the problem of adjustment of the blind students reading in secondary schools of West Bengal. **Problem** – The study addresses the problem of emotional adjustment of visually handicapped school going students. **Objectives** (1) To identify the areas of adjustment problems of visually handicapped children. (2) To compare the visually handicapped adolescent with normal adolescents studying in normal school with regard to their adjustment in these areas. (3) To identify causes of lower adjustment of all adolescents in different areas. **Methodology** – The sample comprised visually handicapped adolescents in the age group of 12-18 years, who belonged to rural and urban locals. They were selected from three types of schools of West Bengal i.e. schools run by the State Government or different missions or by private organizations. The tools used included an Adjustment Inventory developed by the researcher and a Personal Data Sheet. The collected data were evaluated using three points scale. **Major Findings** – (1) The distribution of the two groups, visually handicapped and visually non-
handicapped according to the intensity of total adjustment was found to be significant. (2) It was found that the groups of visually handicapped adolescents vary with age of onset of the handicap in their adjustment to the interacting environment.

Ruth (1988) has analyzed and compared the personality dynamics of blind and sighted students. Objectives – The objective of the study is to examine the personality dynamics of blind and sighted students. Sample – The sample consisted of 125 blind and 125 sighted students of class IX to XII. Tools – The tools used were Hindi version of the Minnesota Counselling Inventory (MCI) and SES Scale (Kuppuswamy). Findings – The result showed that the blind subjects were less adjusted on the dimensions of family relationship, emotional stability, and adjustment to reality, mood and conformity in comparison to sighted students.

Sharma, S. (1988) studied the visually handicapped students in India. The objective of the study was to study the intellectual, personal and other characteristics of the visually handicapped students. The study was based on a review of the related literature. The findings of the study indicated that – (1) Loss of sight does not produce any special behaviour among the blind. (2) Maladjustment in society, family and especially in school and unsuitable school settings are most prominent factors which lead to academic retardation of the visually handicapped students.

William (1988) compared the extent of adjustment of blind and deaf children. The objective of the study was to find out the adjustment of blind and
deaf children. **Sample** – The sample comprised all the special school of Mysore, Hubli, Gulberga and Bangalore. 51 blind and 65 deaf children of class V-VIII formed the sample. **Tools** – The researcher has used the Pre-Adolescents Adjustment Scale (PAAS) by Udai Pareek. **Findings** – The major findings were – (1) Both the blind and deaf children had a good level of home environment. (2) In the case of adjustment with peers, both the blind and deaf were well adjusted with their peers. (3) Blind children had a low level of adjustment with their teachers. (4) In the area of general adjustment, the blind showed better adjustment than the deaf.

**Gilbertson David (1990)** reviewed explanatory style as a predictor of psycho-social adjustment among adventitiously visually impaired adults. He hypothesized that psycho-social adjustment would be significantly improved for visually impaired adults. Results revealed that helpless prone adults showed greater overall and specific depression than control-oriented adults. No relationship was revealed between style and living skills and it was concluded that the attributional style was not a reliable predictor of difficulty performing basic task of daily leaving of attributional learned helplessness. Alternative competing theoretical prospectiveness were considered in light of the available evidence and it was suggested that future research should focus on the roles of attributional complexity and self-esteem in predicting psycho-social adjustment to vision loss.

**Sahoo, J. (1991)** conducted the behavioural characteristics of the blind and normal children. The objective of the study is to study and compare the
behavioural characteristics of the blind and normal children. **Methodology** – The sample comprised 27 blind children of class IV, V, VI. A Three Point Rating Scale was used as a tool. Mean, S.D and T-Test were used to treat the data. **Findings** - The findings of the study indicated that the normal children showed much better than the blind children. Normal children are better adjusted than the blind children.

**Paranjape (1992)** conducted a comparative study of special school and resource room provision on personal adjustment of visually handicapped pupils. The main objective was to compare the personal adjustment of visually impaired students in two settings i.e. resource room and special school. She found that types of school provision did affect the personal adjustment of visually handicapped children, to certain extent. Visually impaired children in special school settings were found to have more problems on personal, social and family adjustment than those in resource room settings. She also found significant correlation between the type of school provision, personal and family adjustment as well as day dreaming. A strong association was found between personals and family adjustment.

**Verret (1992)** conducted a study to find out the community adjustment and vocational stability of blind children. The objective of the study was to examine the community adjustment and vocational stability of blind children. The sample of the study was consisted of 70 blind graduates. The tools of the study were Community Adjustment Questionnaire and Vocational Stability was assessed by Hasazio's Questionnaire. **Findings** – The result of the study should that blind
graduates were higher unemployment rate and having positive community adjustment.

Reddy, N. Y. (1997) made of a comparative study of the orthopeadically handicapped, visually handicapped and hearing impaired children on some personality correlates. The study was confined to 838 boys and 122 girls. The samples were selected through incidental sampling technique. The tools and techniques used to collect the data included Open Ended Interview Schedule, Disabled Adjustment Inventory and Dutta’s Personality Inventory. The main findings of the study were – (1) The visually handicapped confront maximum number of problems of adjustment in areas like school, home, social issues, self-confidence and feeling of inferiority. (2) Orthopeadically handicapped were found to be much better than the visually handicapped, but worse than the speech and visually handicapped in adjustment. (3) There were no sex-differences among the groups as far as problems of adjustments were concerned.

Huurre, T. M. and Aro, H. M. (1998) studied psycho-social adjustment of adolescents with visually impairment. The objective of the study was to find out the psycho-social adjustment of adolescents with visually impairment. Samples – The researcher studied a group of 54 adolescents (40 boys and 14 girls) attending regular schools. The control group consisted of normally sighted adolescents of the same age level (N=385, 172 boys and 213 girls) as the sample. Tool – The researcher have taken the Self-report Questionnaires as the tool of the study. Findings – The result of the study indicated that the adolescents group with visual impairment did not differ from the control group in
the frequency of adjustment, depression, distress symptoms and their relations with parents and siblings. Adolescents with visual impairment less often had many friends and dates with other young people than those without visually impairment. 

Pal and Nigam (2000) conducted a comparative study of adjustment of blind children of general, S.C and S.T. caste category. The objective of the study was to find out the adjustment of blind children of general, S.C and S.T caste category. **Sample** – The sample comprised of 100 blind students of various castes. **Tool** – The Adjustment Inventory by Sinha and Singh were used as a tool. **Findings** – The findings of the study showed that general caste students were better adjustment than the S.C and S.T students.

Ammerman, R. T. et. al. (2002) studied the visually handicapped children and adolescents experience difficulties in psychological functioning. This review examines the psychological, psychiatric, and vision literatures in four areas of adjustment in this population: intellectual functioning, personality characteristics, social development, and psychopathology. Although prevalence of maladjustment has been documented, a number of mediating variables appear to influence development in the visually impaired, including etiology of vision loss, extent of impairment, and residential setting. The paucity of controlled research makes it difficult to draw firm conclusions from the data at this time. However, preliminary formulations suggest that although visual impairment places children and adolescents at high risk of psychological dysfunction, it does not, by itself necessarily cause maladjustment. It is suggested that future research emphasize
(1) increased use of more precise diagnostic assessment tools. (2) further delineation of subject characteristics, and (3) a multidisciplinary approach to psychological adjustment in this population.

Ludt, R. and Goodrich, G. L. (2002) studied the psycho-social adjustment and meaning of social support for Dutch adolescents. The objectives of the study were – (1) To find out the psycho-social adjustment of Dutch visually handicapped adolescents. (2) To examine the social-support of Dutch visually handicapped adolescents. **Findings** – The findings of the study indicated that social support, especially the support of peers, is important to adolescents with visual impairments. The differences between visually impaired adolescents proved to be small but significant.

Brennan (2004) conducted a study on spirituality and religiousness, predict adaptation to vision loss in middle-aged and older adults. Religiousness and spirituality have been found to be related to positive adjustment and have not been studied in the content of vision loss adaptation in adulthood and rarely examined together in the same analysis. The present study examined the effects of these personal resources and social support in adapting to vision impairment. Spirituality predicted better adjustment, extrinsic religiousness was negatively related to adaptation and intrinsic religiousness was not significantly related to the outcome.

Kef, S. (2005) studied the social networks and psycho-social adjustment of adolescents and young Adults who are blind or partially sighted. In this Dutch community-based study the first sample of participants are interviewed twice: the
first time (1996) when they were adolescents (N = 316), the second time 8 years later, they were young adults (N = 206). The second sample of adolescents is interviewed once in 2004 (N = 155). Preliminary findings suggest an improvement in psychosocial adjustment into the transition in young adulthood. A replication of earlier findings with adolescents was found in the sample of adolescents, meaning relatively small networks and a rather positive outcome for psychosocial indicators.

Bos, H. and Kef, S. (2006) conducted a study on sexual knowledge, sexual behaviour, and psychological adjustment of adolescents with blindness. The sample included 36 Dutch adolescents who are blind, 16 males and 20 females. Results of the interviews revealed no problems regarding sexual knowledge or psychological adjustment. Sexual behaviour however, was more at risk. Adolescents with blindness had less sexual experiences and were older in having sexual experiences compared with youth without disabilities in the Netherlands. Subgroup analysis showed that boys with blindness scored higher on self-esteem if they had sexual intercourse. If boys perceived their family as overprotective they less often experienced sexual intercourse. Furthermore, if boys reported more family opposition, they more often had experienced sexual intercourse. These results were not found for girls in this sample. We would like to recommend to youth with visual impairments to be active in leisure activities, outside their homes, in the presence of peers.

Lifshitz, H. (2007) conducted a study on the self-concept, adjustment to blindness and quality of friendship of 40 adolescents with impairments (20 in
public schools and 20 in a residential school) was compared to those of 41 sighted adolescents. The findings indicate a similar self-concept profile for sighted adolescents and adolescents with visual impairments, although the scores of the participants with visual impairments were higher in all domains expect their father's concept of them.

3.30 Studies related to Anxiety

Brown (1939) reported greater tendencies towards neuroticism in blind adolescents than in sighted counterparts. Brown administered the Clark Revision of Thurstone Personality Schedule to blind subjects drawn from residential schools in the age group of 16-22 years and also to a group of sighted high school seniors. The overall comparison of blind and sighted sample showed a significantly greater neuroticism score for the blind. Further analysis showed that most of the overall difference between blind and sighted groups was attributable to the highly neurotic scores for the blind girls. The sighted males showed that the least neurotic scores, while the blind males or boys were about equal to the sighted females or girls.

Petrucul (1953) studied the neurotic problems of visually impaired high school students. For this he used Bernveuter Personality Inventory as a tool. The findings of the study showed that blind high school students were 70 percent more neurotic than sighted students. Sex differences were not reported in this study.
Castenda and others (1956) conducted a study on the anxiety level of girls and boys visually handicapped adolescents in a residential school. He found that girls score higher on anxiety scales than the boys.

Greenbery et al (1957) studied the blind adolescents in a residential school. He used Beruveuter Personality Inventory as a tool of the study. The result of the study showed that blind adolescents from grades 6-12 in a residential school to score high on the neuroticism scale.

Zahran (1965) conducted a study on the blind and sighted children in neurotic problems. He used the Junior Meudstoy Personality Inventory with blind and sighted children aging 9-14 years. The results of the study revealed that although the blinds showed some what higher neuroticism scores, the differences was significant.

Jordan and Greenberg (1967) conducted a study on neuroticism between partially sighted and totally blind adolescents. For his study he used Bernveuter Personality Inventory as a tool of the study. The findings of the study indicated that there is no difference in neuroticism between partially sighted and totally blind adolescents.

Hardy (1968) described the development of the Anxiety Scale for the Blind (ASB) which was designed to provide a more suitable instrument for the blind than the traditional TMAS. The ASB and the TMAS were such administered twice to 123 adolescents ranging in age from 13 – 22 and varying in intelligence and degree of remaining vision. The correlation between teacher ratings of anxiety and the ASB results were statistically significant but not impressive (0.20 to 0.30
range). On the other hand, the correlation between the ASB and the TMAS was 0.74. Finally, anxiety scores increased some what with increasing age.

Dimitriou (1973) studied with a sample of 100 students in a school for the blind. Among them 59 were males and 41 were females. The males mean age is 17.3 years and the females mean age is 19 years. The result showed that some of the blind students displayed neurotic characteristics. Specially, 27 students (11 males and 16 females) had developed a complete neurotic clinical syndrome. The youngest students were 9 years old, and the oldest 30. The symptoms presented were: excessive anxiety, palpitations, sweating palms, trembling, insomnia, headaches etc. The woman had twice the percentage of neuroticism as the men.

Sharma (1978) also found that the overall picture seems to be that either females are more anxious or these are no sex-differences in general anxiety.

Burlingan (1979) conducted a study on the personality traits of visually impaired youths. He stated that visually impaired youths manifest some difficulties in their social behaviour, such as more dependence on others, lack of initiative, less aggressiveness, or more anxiety.

Willis et al (1979) mentioned that anxiety and frustrations are the cause of these mannerituous and that additional impairment can increase in prolong blindness. Studies do indeed show that sensory deprivation can heighten tension, confusion about reality and fear of the unknown.

Agrawal and Power (1981) first gave us the inkling regarding stress among the blind. The results on completely blind male inmates of a residential school
failed to support the commonly held view that the blind are higher an anxiety. In fact, the mean anxiety score was lower than that for their matched sighted counterparts. The later were also lower on adjustment showing the negative relationships between anxiety and adjustment. The finding of greater significance was however, the differential role played by anxiety in the adjustment of the two groups. For the blind subjects, high anxiety was a severe hindrance to adjustment for the sighted subject, the relationship was only nominal.

Anunthamaman (1981) conducted a study entitled “Anxiety Development and Birth Order.” The study was based on the Schacters (1979) of inconsistent furtherance of the first born. It was hypothesized that the first born would show great anxiety compared to later born. 99 boys and 44 females or girls, postgraduate students were administered IPAT Anxiety Scale. The anxiety level of the first born to that of the later born was compared. The results did not differentiate the first born among male and female students.

Soloman, G. Suddha, et al (1981) studied the anxiety among visually handicapped children. The objectives of the study were – (1) Anxiety level of the visually handicapped children will be less in elementary stage than the secondary stage. (2) The visually handicapped children will differ in anxiety level in respect of sex and grade. Tool – The researcher selected Sinha’s Manifest Anxiety Scale as the tool of the study. Sample – 34 visually handicapped children of both elementary and secondary schools were selected as the sample of the study. Findings – The analysis and interpretation of the study did not show any differences in anxiety of blind children in terms of their age, sex and grades.
Zaidi (1985) conducted a study on General Anxiety and Test Anxiety of blind and normal children belonging to VI and X grades. The finding of the study showed that blind children did not differ significantly on test anxiety.

Winkler (1988) studied the impact of anxiety on adolescents and young adults with a visual impairment. The sample comprised visually handicapped and sighted subjects who were matched according to sex and age. They were administered the Endler Multidimensional Anxiety Scale, used to determine level of cognitive state and four factors of trait anxiety and an independent living scale, to determine independence in the sight impaired youth. T-Tests, Pearson Correlation and Analysis of variance were used. The result showed that the sight impaired subjects had higher level of anxiety than sighted subjects. Partially sighted subjects had higher state of anxiety than severely visually handicapped subjects. No significant difference were found on either the state or trait anxiety measures for congenitally or adventitiously visually impaired youth.

King, N. J. (1990) conducted a study on fears in visually handicapped and normally sighted children. For this he has taken 129 visually impaired and 129 normally sighted children. All of the subjects were attending schools in Australia. We found that visually impaired and normally sighted children did not significantly differ on overall level of fearfulness, although the sighted children expressed a greater level of fear on two factors. These findings are inconsistent with those of a similar study reported on U. S. children and youth. However, it was noted the totally blind children, of whom there were only a small number in that sample, reported a high level of fear than sighted children. Consistent with previous
research findings, girls reported greater fear levels than boys. There was no significant relationship between age and self-reported fear.

Sharma (1990) conducted a study to find out the anxiety level of visually handicapped and normal children. The objective is to study the anxiety level of visually handicapped and normal children. **Sample** – The study was conducted on a sample of 50 visually handicapped and 40 sighted students of class IV-IX standards of Aligarh district in U. P. **Tools** – The General Anxiety Scale for Children (GASC) and Test Anxiety Scale for Children (TASC) by Kumar were used earlier. **Findings** – The results of the study revealed that visually handicapped children were significantly more anxious than the sighted children. They were found more anxious for their examination than their seeing counterparts.

Lal Alka (1992) studied the anxiety level of the blind and the sighted boys and girls. The objectives of the study is to find out the anxiety level of the blind and the sighted boys and girls. **Sample** – The sample comprised 300 blind and sighted boys and girls of standards IX to XII, institutionalized in schools for the visually handicapped in Delhi. **Tools** – The tools used Sinha’s Anxiety Scale and a Scale for Measuring Mutual Perception. The collected data were analyzed by using the Mean, S. D. and T-Tests. **Finding** – The finding of the study indicated that all the students differed significantly on anxiety.

Cox and Leaper (1994) studied the anxiety of boys and girls visually handicapped students in high school stage. The objective of the study was to find out and compare the anxiety of boys and girls visually handicapped high school
students. The finding of the study showed that the girls obtained significantly higher scores on anxiety scores than the boys.

Satapathy and Singhal (2001) studied the relation between socio-emotional adjustment and several personality variables of visually handicapped adolescents. They had taken a sample of 79 visually impaired adolescents from 13 to 21 years of age. The results of the study revealed that socio-emotional adjustment correlated significantly and negatively with stress, anxiety, behaviour problems, withdrawal, behaviours and lack of attention, and positively with self-esteem.

Harris, L. A. et al (2002) examined the relations between the Big Five Personality traits (neuroticism, extraversion, openness to experience, agreeableness and conscientiousness) and anxiety about aging. The NEO-Five Factor Inventory (Costa and McCrae, 1989, 1992) and the Anxiety about Aging Scale (Lasher and Faulkender, 1993) were completed by 144 undergraduate students at a large Midwestern University. As expected, a positive relation between neuroticism and overall anxiety about aging was observed. Anxiety about aging was inversely related to agreeableness, conscientiousness, and extraversion and unrelated to openness to experience. Additionally, the Big Five Personality traits were differentially related to the four dimensions of anxiety about aging (anxiety about changes in physical appearance, fear of old people, psychological concerns, and anxiety about age-related losses). These results support the notion that anxiety about aging is related to individual differences in
personality traits and suggest that certain aspects of anxiety about aging may be relatively stable and resistant to change.

Garaigordobil, M. and Bernaras, E. (2009) studied self-concept, self-esteem, personality traits and psychopathological symptoms like somatization, obsession-compulsion, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety paranoid ideation and psychoticism in subjects with and without visual impairment. The sample was made up of 90 participants aged 12 to 17.61 with no impairment and 29 with visual impairment. The ANOVA showed that there were no significant differences in self-concept and self-esteem in the samples, but the visually impaired adolescents scored significantly higher in various psycho-pathological systems as well as in their capacity for kind behaviour. The ANOVA revealed no gender differences in any variables in adolescents without visual impairment. However, woman with visual impairment scored lower in self-esteem and higher in various psychopathological systems. Pearson coefficients revealed negative relation between self-concept/self-esteem and all the psychopathological systems, and neuroticism, as well as a positive relation with extraversion. Low psychoticism, high extraversion, and low hostility were identified as predictors of high self-concept.

3.4. Rationale of the Study

The review of the forgoing studies on the visually handicapped adolescents reveals that although a number of studies have been conducted in this area, no specific study has yet been conducted neither in the national level nor in the state
level on the study of adjustment and anxiety in visually handicapped adolescents. Hence, the investigator was interested to study adjustment and anxiety of visually handicapped adolescents in the state of Odisha which would help the planners, educationists to provide better understanding about adjustment problems and reduce anxiety among the visually handicapped adolescents.

The Plan and Procedure are presented in the next chapter – IV.