

ADJUSTMENT, ANXIETY AND ACHIEVEMENT MOTIVATION OF COLLEGE STUDENTS WITH LOCOMOTOR DISABILITY: A REVIEW OF LITERATURE AND ITS IMPLICATIONS

Shalini Rai¹ Dr. Zeba Aqil²

¹ Research Scholar, Dept. of Education, Integral University, Kursi Road, Lucknow, Dasauli, Uttar Pradesh, India

² Associate Prof., Dept. of Education, Integral University, Kursi Road, Lucknow, Dasauli, Uttar Pradesh, India

ABSTRACT: *This paper presents an indepth review of previous studies which focuses on adjustment, anxiety and achievement motivation of college students with Loco-motor disability. Human beings are created with different abilities, talents, interests and personalities. Adjustment, anxiety and achievement motivation are the psychological variables, though they are not present physically but they influence the life of an individual in all aspects. In our ritual ridden society apart from diverse categorization of human beings, there is one more category known as persons with disability. Persons coming under this category are different from the societal notion of normality, the normal folk denies recognition to such persons with disability. Though they are different from the societal notion of normality but their dreams and desires are none less than the so called normal people. In order to cherish their dreams to their full potential, they never allow their disability to hinder their actual personality. The impact of disability is of vital concern in case of students with loco-motor disability. Hence student with loco-motor disability are motivated to achieve competence and achievement motivation which play an important role in energization and achieving competent relevant behavior. And this is only feasible by eradicating unwanted fear and anxiety and by developing their personality in a balanced way i.e. a well adjusted personality. Thus this paper is an attempt to explore the recent literature to provide a critical review about the college students with Loco-motor disability and explain the extra ordinary role of adjustment, anxiety and achievement motivation in the life of college students with Loco-motor disability.*

Key words: *Disability, Loco-motor disability, Adjustment, Anxiety, Achievement motivation*

INTRODUCTION

Human beings are the supreme creation of God. Among diverse variety of living beings only humans are blessed with wealth of knowledge, skills, wisdom and greatest ability to explore their brain to establish a civilized society which in turn constitute population of a nation. The progress of a Nation depends on the progress of its population. And population of a nation consists of diverse kind of people including people with disability. And if any section of society is lagging behind in development it will hamper the development of whole country hence in a developing nation like India the need of the hour is to develop each and every individual to their fullest potential to meet the demands of today's competitive and dynamic world. The able bodied persons have got ample opportunities and encouragements to run comfortably in the competitive world. But the needs and abilities of persons with disability have always been neglected. It has been clear from different studies that it is the social attitude which adversely affects the personality of a person with disability.

Among different kind of disabilities, Loco-motor disability is the focus of the present study. And college students with Loco-motor disability are selected as population for the present study because the future of a nation depends on its students who are the potential torch bearers. In today's competitive world the increasing demands of the society has enhanced the pressure on an individual to perform best in all pursuits of life. This increasing pressure on an individual makes it difficult to maintain a balance between his abilities and demands of external environment which leads to a maladjusted behavior which in turn gives rise to a number of psychological problems. Persons with Loco-motor disability has to adjust with their physical loss as well as to the demands of their social circle. They often receive rejection from the society which creates feeling of inferiority in them, leading to a maladjusted personality. Maladjustment may develop fear, stress, anxiety and lack of achievement motivation in students with Loco-motor disability.

NEED AND SIGNIFICANCE

There is a lot of literature about adjustment, anxiety and achievement motivation of able bodied students. But in spite of being an in-separable part of our society, students with Loco-motor disability have been ignored. If the needs and desires of students with Loco-motor disability are not met their personality may be hampered. If such students are guided and trained properly and given opportunities equivalent to the so called normal students, they can work shoulder to shoulder with normal students and can reach to the peak of success. And by taking such initiatives inclusion of students with Loco-motor disability in mainstream would no longer be a dream.

OBJECTIVE OF THE STUDY

The present study has been undertaken to study a review of literature related to adjustment, anxiety and achievement motivation of college students with Loco-motor disability and its implications. It is hoped that the results of the present study will be of immense value for guidance worker, teachers and parents for raising the level of achievement motivation of college students with Loco-motor disability and ultimately their adjustment level in different pursuit of life.

DISABILITY

The definition of disability has been subject to much controversy. It has often been used interchangeably with handicap and impairment, but the World Health Organisation (1980) through "The International Classification of Impairments, Disabilities and Handicaps (ICIDH) makes a distinction between these different terms (Narasimhan and Mukherjee 1986: 34). W.H.O. defines impairment as the loss or abnormality of physiological and anatomical structure or function, while disability is seen as any restriction or lack (resulting from impairment) of ability to perform the activity in the manner of within the range considered normal for a human being.

Prime Minister Narendra Modi during his radio address "Mann Ki Baat" said that disable people have a "divine ability" and the term 'Divyang' was used in place of 'viklang'. As per "The Rights of Persons with Disabilities (Divyangjan) Bill, 2016," The types of disabilities have been increased from existing 7 to 21 and the Central Government will have the power to add more types of disabilities. The 21 disabilities are given below:

- Blindness
- Low-vision
- Leprosy Cured persons
- Hearing Impairment (deaf and hard of hearing)
- Loco motor Disability
- Dwarfism
- Intellectual Disability
- Mental Illness
- Autism Spectrum Disorder
- Cerebral Palsy
- Muscular Dystrophy
- Chronic Neurological conditions
- Specific Learning Disabilities
- Multiple Sclerosis
- Speech and Language disability
- Thalassemia
- Hemophilia
- Sickle Cell disease
- Multiple Disabilities including deaf blindness
- Acid Attack victim
- Parkinson's disease

Among above mentioned 21 types of disabilities the focus of the present study is Loco-motor disability.

LOCO-MOTOR DISABILITY

As per the rights of persons with disabilities act, 2016, Loco-motor disability including cerebral palsy, leprosy cured, dwarfism, acid attack victims and muscular dystrophy. Loco-motor disability (a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both), including—

(a) "leprosy cured person" means a person who has been cured of leprosy but is suffering from—

- (i) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
- (ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;

(iii) extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly;

(b) "cerebral palsy" means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth;

(c) "dwarfism" means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less;

(d) "muscular dystrophy" means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue;

(e) "acid attack victims" means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance.

STUDIES RELATED TO LOCO-MOTOR DISABILITY

Findings of Wenar (1956) reveals that decreased integrative and defensive ability of the motor handicapped children with greater handicap leading to greater impairment. However, there were no significant differences between normal and handicapped groups in overall adjustment, variety of interests, concern over interpersonal relations or number of destructive fantasies.

Investigation by Ausubel (1958) showed that the physically handicapped have the same kind of failures in the psychological adjustment as that of better physique, but their failure are apt to be more severe as well as more frequent.

Richardson et al. (1961) conducted a study on 640 boys and girls, 10 and 11 years of age. The subjects included physically handicapped and non-handicapped from diverse social and cultural backgrounds. They concluded that children of diverse backgrounds have the same consistent preference pattern in evaluating various physical disabilities.

In a study conducted by Gates (1964) on some problems of social and emotional adjustment of crippled and non-crippled girls and boys, it was observed that the difference between the crippled and non-crippled boys and girls was not significant statistically. Cultural background and personal social relationships particularly in the home may affect adjustment more than crippledness.

Billings (1972) found that attitudes of non-handicapped children toward physically handicapped children were found to be significantly more unfavorable than their attitude towards nonhandicapped children.

Murray et al. (1972) examined the attitudes of non-disabled persons toward physically disabled, psychologically disabled and non-disabled person. The results indicated a strong rejection effect toward persons with psychological disabilities and a sympathy effect toward persons with a physical disability.

Kostin (1973) reported that the ratings of disabled people on overall adjustment and life satisfaction were not significantly different from that of the non-disabled people.

Mannoni(1973) states that the adjustment or maladjustment of handicapped children can be ascribed to their parents attitudes. Those parents who were warm and positive had children who were well adjusted, and disturbed children come from families where they were overprotected or rejected.

Smoll(1974) discusses interrelationships of physical abilities and social development and adjustment. A failure cycle is described in which poor motor skills result in reluctance to participate in physical/social activities, which further decrease motor abilities. It is suggested that motor impairment can contribute to social maladjustment and delinquent behavior.

Rosenbaum and Raz (1977) employed the "Denial and the Depression Scale" to find out the denial and depression of disabled groups. All men with locomotor disabilities scored significantly higher on the Depression Scale than the non-disabled group.

Deshmukh (1979) studied the personality characteristics of 200 orthopaedically handicapped. The findings depicted that there is no significant difference between the personality scores of the disabled and the normal. Harper (1980) found personality differences between orthopaedically disabled adolescents and those with a cleft lip. The former being more isolated and aloof towards inter personal relationships.

Fichten and Bourdon (1983) conducted a study to examine the variables that facilitate or hamper interaction between disabled and able-bodied college students. In the study, 100 able bodied students completed two adjective checklists identifying socially desirable and undesirable characteristics; a second group of 44 able-bodied students were tested using another set of traits. Disabled students were characterised as aloof, introverted, lazy, submissive, ingenuous, and unassuming.

Corsini (1984) reported that physically handicapped children suffer more frustration than the normal children. The orthopaedically handicapped child is different by the reason of his disability. Several factors make it difficult for him to form a realistic perception of his own adequacies and limitations

Philips (1991) collected personal experience narratives from individuals with various physical disabilities. One of the dominant themes found in these narratives is that the society perceives disabled person to be damaged defective and less socially marketable than the non-disabled, which will in turn affect the self-image of disabled persons and contribute to the formation of a uniform disabled experience.

Jain and Kureshi (1992) in their picture frustration study of the normal and handicapped children and its implications for adjustment, suggested that the orthopaedically handicapped children manifest the emotion of anger and condemn towards outer world for their frustration.

STUDIES RELATED TO ADJUSTMENT

Strang (1959) says that the manner in which a handicapped child responds to his handicap is often more important for his adjustment than of the handicap itself. An individual may react to a handicap in any of the three ways he may accept the handicap and function as well as possible, though the handicap may limit the range and variety of experiences, he may resent the handicap and not even try to use the handicapped part, thereby increasing his insecurity and affecting his social relations, and he may try to compensate for the handicap and make extra effort to overcome it.

Jansen (1958) found that low achievers encounter more adjustment problems than to the high achievers.

Garrison (1960) found that, "good adjustment was associated with extroversion and poor adjustment with introversion."

Lata (1991) studied the impact of parental attitude on social, emotional and educational adjustment of normal and handicapped students and pointed out that normal children showed a significant difference from handicapped children in adjustment. Normal boys and handicapped girls showed better emotional adjustment than normal girls and handicapped boys. Normal students did not differ significantly from the handicapped in the field of social adjustment. Normal students differed significantly from the handicapped students in the educational adjustment. Parental

attitude did not significantly affect the adjustment of normal students. The attitude of parents affected significantly the adjustment of handicapped girls but did not affect the adjustment of handicapped boys.

Vijayalaxmi's (1996) study was on adjust mental ability of physically disabled and abled students. The results reveal that physically disabled students are significantly low in their adjustment with emotion, mood, criminality and leadership when compared with abled students.

Sharma H.L. (2005) founded that:

i) Among the various categories of delinquents, murder cases were highest in number.

ii) The large percentage of the offenders falls in the age range of 18-20 years. The delinquency was not only related to poor adjustment level but was also related to satisfactory adjustment.

Gardia Alok and Shandilya Sweta (2010) founded that there are positive and significant correlation between Adjustment, sense of responsibility and scientific attitude among adolescence. The study also draws difference among adolescents in adjustment, sense of responsibility and scientific attitude with respect to gender, education institute and level of study.

STUDIES RELATED TO ANXIETY

Carter and Chess(1951) say that the image a person has of himself is largely a reflection of how others react to him or at least, of how he thinks they react. If others are repelled by or scornful of his physical handicap or deficiency, he is likely to react with feelings of self depreciation, hypersensitivity, self-consciousness and anxiety in facing new and competitive situations.

Abdi and Zaidi (1991) attempted to determine the significance of difference between general anxiety and test anxiety scores among 45 visually impaired children. An Indian adaptation of general anxiety scale and Sarason's test anxiety scale for children were employed for the study. General anxiety was found to be significantly higher than test anxiety among the children in the sample indicating that visually impaired children did not have any specific fear or threat in test situations.

Eniola (2007) examined effects of stress inoculation training on the anxiety and academic performance of adolescent with visual impairment. The study employed a pre and post –test experimental group design in which the participants' completed test anxiety scales. The study was carried out over a period of eight weeks. The result showed that stress inoculation training had positive impact; there was a significant difference in the effect of treatments given to the adolescents with visual impairment.

Chaudhary and Phogat (2010) studied adjustment of visually challenged adolescents in relation to their anxiety and degree of impairment and concluded that low anxious totally visually challenged males are better adjusted than high anxious males while there was no significant difference between low anxious females and high anxious females, low and high anxious partially visually challenged males and low and high anxious partially visually challenged females on adjustment.

STUDIES RELATED TO ACHIEVEMENT MOTIVATION

Sindu and Jayakumari (1993) studied the socio-personal adjustment and achievement motivation of orthopaedically handicapped students and normals. The result of the study showed significant differences in social and personal adjustments of orthopaedically handicapped and non-handicapped students. But there was no significant difference in achievement motivation between the experimental and control groups.

Suri (1998) conducted a study with the view to see the effect of manifest anxiety SES and sex and achievement motivation. The study found that the F value for the main effect 'A' (manifest moiety) comes out significant at .01 level of confidence. It has been found that 'F' value for main effect 'B' (socioeconomic status) come out insignificant even at 05 level of confidence. Hence it was interpreted that students coming from high and low socio economic status and also when leveled on the two levels of manifest anxiety don't differs significantly from each other so for as achievement - motivation is concerned. There was no effect of social economic status on achievement -motivation.

Gautam (1999) studied the self concept with academic motivation of the students of Navoday Vidhyalaya in Himanchal Pradesh, testing sample of 150 boys and girls of grade VIII. The study found intelligence has no relationship between academic motivation among Navodaya students of H.P. academic motivation to not significantly related to self concept of Navodaya Vidhalaya a students in the sense that low self concept students have almost the mean academic motivation score though the Navodaya Vidhalaya. Students with high self- concept tend to be more academically motivated then their self counterparts at low intelligence level.

OUTCOME OF THE STUDY

By reviewing the findings of different studies it can be concluded that there is a significant difference in the adjustment of normal persons and persons with disability. Persons with disability who are repelled by the society are likely to react with feelings of self depreciation, hypersensitivity, and elevated anxiety, depressive symptoms and major depressive disorders.

CONCLUSION

In our society, majority of people show pity on persons with disability and they don't accept them. Public reaction is one of fear in the mind of persons with disability. Hence actual disability is not solely responsible for their poor adjustment but it is the negative societal attitude towards disable person which develops feeling of inferiority, and rejection in persons with disability leading to their maladjustment. The manner in which a person with disability responds to their disability is more important for their adjustment i.e. weather they accept their disability and function or they resent their disability. Moreover, their acceptance in the home by parents and siblings and in educational settings by their teachers and peers play a vital role in their adjustment.

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