

LEVEL OF ANXIETY AND VISUALLY IMPAIRED ADOLESCENTS

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ABSTRACT : *The purpose of our study was to know the difference of anxiety level among visually impaired and sighted adolescents. An incidental-cum-purposive sample was comprised on the 120 visually impaired and 120 sighted adolescents. The visually impaired adolescents were selected from Rajkiya Blind School Kadam Kuan and Jyoti Blind Girls Vidyalay Kumharar Patna and the sighted adolescents were selected from Rajkiya +2 Boys School Gulzarbagh and Rajkiya +2 Girls School Gulzarbagh Patna. For this purpose, anxiety scale adopted by Sinha, D. (1991) was used for measuring their anxiety. For analysis of data, t-ratio was used. The study has found the anxiety level of sighted adolescents has better than visually impaired adolescents.*

Key Words: *Anxiety, Visually Impaired*

INTRODUCTION

The present era is an age of anxiety. It is not only a favorite theme for many poets and novelist, but it has become a nodal concept of psychology (Freud,1936). It has been utilized for explaining many of the psychopathological problems and has become a useful construct in the field of social inter-relationships and behaviour.

There is little agreement amongst psychologists regarding a precise definition of anxiety. However, various psychologists have nevertheless, attempted to define anxiety. Freud (1936) was one of the first to focus on the importance of anxiety. He proposed that anxiety is an ego function which alters individuals to sources of impending danger that must be counteracted or avoided. As such anxiety enables the individual to react to threatening situation in an adaptive way. Sullivan (1953) defines anxiety as 'displeasing state' characterized by tension, which one experiences when one meets disapproval in ones interpersonal relations. The effect of anxiety upon an individual's behavior is so pronounced that once it originates it colors the vision of the individual in so far that his perception of reality is distorted, and makes limited the range of the stimuli to be perceived by the individual and causes the disapproved aspects of personality dissociated. Anxiety is defined by Mc Dougal (1980) as a complex emotion and is essentially a matter of alertness or watchfulness.

A visually handicapped child is defined in the terms of visual acuity, field of vision and vision efficiency. The eye is very important sensory organ which accounts for a very large fraction of total information available to a person through his senses. It has been estimated that more than three-fourth of all learning comes through the use of the eyes. The visually handicapped children have to do all their learning using their other senses which are not impaired i.e. hearing, test, smell and sensation or touch. Research studies show that about one child in every five has a correctible vision defect and vision defects left undetected or uncorrected for too long may bring about failure, retardation or other maladjustments. Sharma (1990) conducted a study to find out the anxiety level of visually handicapped and normal children. The study was conducted on a sample of 50 visually handicapped and 40 sighted students of class IV-IX standards of Aligarh District. The results revealed that visually handicapped children were significantly more anxious than the sighted children. They were found more anxious for their examination than their seeing counterpart.

Previous research indicates that high levels of text anxiety in children contributes to the development of detrimental motivation, coping and task strategies i.e., dependence, Self-deprecation and conformity negative self-evaluation, difficulty in concentrating and off-task thoughts. High level of anxiety causes inhibition and interference in effective performance. From the education point of view anxiety stands as a barrier between potentiality and actuality of the students. Sinha (1966), Jindal and Pande (1982) reported that anxiety works destructively, it retards learning and is detrimental to effective performance.

OBJECTIVE

The main objective of this study was to compare visually impaired and sighted adolescents in respect of anxiety level.

HYPOTHESIS

There would be significant difference between visually impaired and sighted adolescents in the magnitude of anxiety.

METHODOLOGY**Sample**

The study was conducted on the basis of incidental-cum-purposive sampling technique. It consisted of 120 sighted and 120 visually impaired attending high schools (Class IX and X) situated at Patna. The visual sighted adolescents were selected from Rajkiya +2 Boys School Gulzarbagh and Rajkiya +2 Girls School Gulzarbagh Patna. The visually impaired adolescents were selected from Rajkiya Blind School Kadam Kuan and Jyoti Blind Girls Vidyalay Kumharar Patna.

Test Used

For measuring anxiety level of respondent, anxiety scale developed by Sinha (1991) was used. This scale consisted of 100 items. The scale is in 'yes' 'no' form. The range of score is 0-100. The scale has sufficient reliability and validity.

Procedure

A workable rapport was established with the sample. After rapport establishment, anxiety scale was administered on the sample. The data were analysed using t-test.

RESULT AND DISCUSSION**Table**

Mean, SD and t-value of anxiety scores of visually impaired and sighted adolescents.

Group	N	Mean	SD	t	df	p
Visually Impaired	120	55.86	9.36	5.61	238	<.01
Visually Sighted	120	46.17	8.41			

A glance of table indicates that visually impaired and sighted adolescents significantly differ in terms of anxiety ($t=5.6$, $df=238$, $p<0.1$). The hypothesis that the visually impaired and sighted adolescents would significantly differ in the magnitude of anxiety has been accepted. The finding has been corroborated by the findings of previous researchers (Lowenfeld, 1973; Safir, 1972; Sarita et. al. 1987; Sharma, 1999; Sihota and Tandon, 2003; Sommera, 1944; Vasuki and Reddy, 1997). Maladjusted parents produce maladjusted children. The children with high anxiety due to school pressure, parents pressure too much future orientation, misuse of television and mobile creates problems for themselves as well as for the society. Sometimes they have unnecessary and too much fear in their hearts. They have very low self-concepts and self-image. All these characteristics lead the child towards suicide attempts. Withdrawn child has less social relations. Extreme dependency is also shown by this population. According to Hussain (1996) anxiety is one of the most common psychological disorder in adolescents all over the world. Hyper anxiety create more and more maladjustment among children and adolescents. Too much stress and anxiety in adolescent is reason of maladjustment.

CONCLUSION

It concluded that visually impaired adolescents have scored higher than visually sighted adolescents in respect of anxiety level.

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