

A Comparative Study of Adjustment and Achievement Motivation of Normal and Physically Handicapped College Students

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ABSTRACT:

The study aimed to investigate the difference in adjustment and achievement motivation between normal and physically handicapped college students. The sample consists of 80 college students selected from Lalitpur (U.P.) city. A set of tools containing Adjustment Inventory for College Students (AICS) and Achievement Motive Test (AMT) were administered to gather information. The result revealed that there is significant difference in home, health, social and emotional adjustment of normal and handicapped college students.

Keywords: Physical handicappedness, Adjustment, Achievement motivation

INTRODUCTION

Human being is the most precious creation of god. Human being is biological as well as emotional, social, and cognitive. All these aspects play significant role in one's functioning as well as in adjustment in different walks of life. Any deficiency, physical or mental, creates problems in adjustment. Physical handicappedness is one of the major obstacles in adjustment. According to Bala and Rao (2007, p.4) "an individual who is afflicted with a physical impairment that, in any way, limits or inhibits his/her participation in normal activity is called physically handicapped". The physically handicapped person has to adjust with their own disabilities as well as to their social circle. Actually, they have to bear a double-burden, social handicap and actual physical loss. According to Hardwick (1942) "Disabled person is much more exposed to physical and mental strain than the average man. Very often he receives unfavorable attitudes from society. These produce maladjustments in him. The disabled man is like someone running a business with a minimum of capital."

The concept of adjustment was originally a biological one and was corner stone in Darwin's theory of evolution. Adjustment is a condition or state in which one feels that one's needs have been fulfilled and one's behavior conforms to the requirements of a given culture. Adjustment is, the orderly, systematically and smoothly functioning of things. Because adjustment is a form of behavior, that comes through social interaction, therefore the adjustment, or maladjustment of any individual is directly affected by the social context in which he is living. When the social and psychological needs of the physically handicapped students are not gratified, they may develop adjustment problems.

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They face many problems in his adequate adjustment on account of his physical deformity.

Motives play multiple roles in our life. Our daily activities are all causally determined. Achievement motivation is defined as a desire for attaining some specific standard of excellence. It has great significance in understanding human behavior as well as in changing it. Achievement helps people to overcome their feeling of inferiority.

There has been little research on the physically handicapped college students. Available researches indicate the difference between normal and handicapped students. Cruckshank (1951) evaluated that children with various types of orthopedic, cardiac and neurological handicaps see themselves a having more fear and quite than normal children. George, Pillay and Dharmangadan (1967) found in his study that physically defective pupils were inferior in comparison to non-defective counterparts in home, health and school adjustment. The normal college students probably due to better body structure and performance at college and society get more love and affection and shows better adjustment in these areas. Chawla (1978) have find out that normal showed better adjustment in the entire areas-emotional, social, and educational as compared to physically handicapped. Although there are some studies that show that impaired persons are better adjusted in social and emotional areas (Satapathy and Singhal, 2003).

OBJECTIVE OF THE STUDY

The present study is intended to find out the:

1. Difference of adjustment pattern between normal and physically handicapped college students, and
2. Difference of achievement motivation between normal and physically handicapped college students.

METHOD

Sample

This study was conducted on a sample of 80 (40 normal and 40 physically handicapped) college students. The sample was taken from Nehru Degree College Lalitpur (U. P.) and Raghuvver Singh Rajkeeya Mahavidyalya Lalitpur (U. P.). Subjects were belonged to graduation and post graduation level and their age range was 18-25 years.

Measuring Tools

Following tools were used for measurement of adjustment and achievement motivation:

Adjustment Inventory for College Students (AICS)

Test is prepared by Sinha and Singh (1992) and used for the measurement of adjustment of students. Test contains 102 items related five areas namely home, health, social, emotional and educational. Low scores show satisfactory adjustment.

Achievement Motivation Test (AMT)

This test is constructed by Bhatia (2001) and used for the measurement of achievement motivation. Test included 25 items. The test retest reliability coefficient of test was .82. The empirical validity of test is .88.

RESULT

The collected data were tabulated and analyzed in following tables:

Table-1, Home Adjustment Difference

GROUP	N	M	SD	CR	P
NORMAL	40	3.53	1.73	3.935	.01
HANDICAPPED	40	5.6	2.85		

The statistical analysis of Table-1 reveals that mean score of normal students were lower than handicapped college students. Critical ratio (CR) between two groups is 3.935 and significant at .01 levels. Lower mean of normal students show that they are better adjusted at home than handicapped students.

Table-2, Health Adjustment Difference

GROUP	N	M	SD	CR	P
NORMAL	40	3.15	2.05	4.176	.01
HANICAPPED	40	5.23	2.39		

The statistical analysis of Table-2 reveals that mean score of normal students were lower than handicapped college students. Critical ratio (CR) between two groups is 4.176 and significant at .01 levels. Scores indicated that normal students shows better health adjustment than handicapped students.

Table- 3, Social Adjustment Difference

GROUP	N	M	SD	CR	P
NORMAL	40	7.35	2.77	3.182	.01
HANDICAPPED	40	9.8	4.01		

The statistical analysis of Table-3 reveals that mean score of normal students were lower than handicapped college students. Critical ratio (CR) between two groups is 3.182 and significant at .01 levels. Scores indicates that normal students are more adjusted in society than handicapped students.

Table-4, Emotional Adjustment Difference

GROUP	N	M	SD	CR	P
Normal	40	11.83	4.73	3.861	.01
Handicapped	40	15.88	4.66		

The statistical analysis of Table-4 reveals that mean score of normal students were lower than handicapped college students. Critical ratio (CR) between two groups is 3.861 and significant at .01 levels. Scores shows that normal students are more emotionally adjusted than handicapped students.

Table-5, Educational Adjustment Difference

GROUP	N	M	SD	CR	P
Normal	40	6.15	2.94	1.388	N.S.
Handicapped	40	7.03	2.73		

The statistical analysis of Table-5 reveals that mean score of normal students were lower than handicapped college students. Critical ratio (CR) between two groups is 1.388 that is not significant at any level of significance.

Table-6, Difference of Achievement Motivation

GROUP	N	M	SD	CR	P
Normal	40	32.95	6.56	.319	NS
Handicapped	40	32.38	9.197		

The statistical analysis of Table-6 reveals that mean score of handicapped students were lower than normal college students. Critical ratio (CR) between two groups is .319 and not significant at any levels of significance.

DISCUSSION

Findings of the study are consistent with prior studies. Result shows that normal students are better adjusted in the area of home, health, social, and emotional. Result is supported by the study of George, Pillay and Dharmangadan (1967), Schlesinger and Meadow (1972), and Chawla (1978). The normal college students probably due to better body structure and performance get more love and affection at home, college, and in society. Therefore they show better adjustment in these areas. On the other hand, due to their physical impairment, handicapped students face many types of prejudices and society's unfavorable attitude. These things affect their adjustment in some areas.

Result shows no significant difference in educational adjustment between normal and handicapped college students. Result also shows no significant difference in achievement motivation between normal and handicapped college students. Results indicate that physically handicapped students are equally adjusted in education area as normal students. They also show motivation for achievement. Handicapped people may develop inferiority due to their physical impairment and they motivated for achievement to overcome their inferiority. According to Adler, People are forever struggling to overcome their feelings of inferiority. Acting on this urge, people strive for superiority (Morgan, King, Weisz, and Schopler, 1993).

CONCLUSION

The main findings of the study are:

1. Normal and handicapped college students are differ in four areas of adjustment namely home, health, social, and emotional. Normal students show better adjustment in these areas.
2. There is no significant difference in educational adjustment of normal and handicapped college students.
3. There is no significant difference in achievement motivation of normal and handicapped college students.

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