



A Study to Assess the Level of Psycho-Social Adjustment among Physically Differentially Abled Children Belonging to Special School at Chitradurga with a View to Provide Counseling

Satyendra Kumar Tyagi^{1*} and Dr. Tandon²

¹Associate Prof/ Vice-Principal, Nursing College, Agra, U.P., India

²Nursing College, Agra, U. P., India



Greentree Group

Received: 13.01.2017

Edited : 14.02.2017

Accepted: 22.02.2017

Published: 15.03.2017



ABSTRACT

Differentially abled may be either physical, mental or both. A physical differentially abled is a physical or mental disability making participation in certain of the usual activities of daily living more difficult. Physical differentially abled may cause various degrees of weaknesses and incoordination of the limbs which may affect mobility, posture and manual dexterity. Other physical problems such as heart diseases may cause poor exercise tolerance and low level of physical fitness. Differentially abled children's are not only exploited in the society and sometime at their home but also at their school, which should rather provide a better shelter where they can sense a supporting as well as a learning environment. Thus a study was conducted to assess the level of psychosocial adjustment of differentially able children in special schools with a view to develop and provide counseling. The study consisted of 50 disabled children and the sample was selected by using random sampling technique. The Socio- demographic data was collected by using structured interview schedule and structured questionnaire was used to assess the psycho-social adjustment. The resultsshowed that at severe level (0 to 8) pre test frequency was 5 (10%) and post test was 0 (0%). At moderate level (9 to 17) pre test frequency was 44 (88%) and post test was 16 (32%). At mild level (18 to25) pre test frequency was 1 (2%) and post test was 34 (68%).The findings showed that post test adjustment score was higher than the pre test knowledge score for psycho-social adjustment. Therefore physically differentially abled children need re-orientation and education regarding psycho-social adjustments.The counseling was effective therefore individual counseling was given. Counseling will serve as a reference material in schools fordifferentially abled.

KEYWORDS

Psycho-social adjustment, Differentially Able, Special School, Counseling

INTRODUCTION

Disability is a restriction or inability to perform an activity in the manner or within the range considered normal for a human being, mostly resulting from impairment and differentially abled is the result of an impairment or disability that limits or prevents the fulfillment of one or several roles regarded as normal, depending on age, sex and social and cultural factors.According to a statistical report, around 10% of the world's population, or 650 million people, live with a disability

and they are the world's largest minority. Twenty percent of the world's poorest people are disabled and tend to be regarded in their own communities as the most disadvantaged. 80% of persons with disabilities live in developing countries. Between 120 and 150 million disabled children and young people live in the world out of which less than 10 % of these children only attend school.Differentially abled children's with impairments are particularly exposed to discrimination from individuals, community and institutions



that fail in their obligation to protect them and to include them in society. Keeping in view with this the investigator felt the need to assess the psycho-social adjustment of these differentially abled children who almost placed themselves unintentionally & unknowingly in an insecure psycho-social environment.

STATEMENT OF THE PROBLEM

“A Study to assess the level Of Psycho-Social adjustment among Physically Differentially abled children belonging to special school at Chitradurga with a view to provide counseling.”

OBJECTIVES OF THE STUDY

- ❖ To assess the level of psychosocial adjustments made by the inmates of differentially abled schools.
- ❖ To evaluate the effectiveness of counseling on inmates by post test.
- ❖ To assess the relationship between pre and post test adjustment scores with selected socio-demographic variables.

HYPOTHESIS:

- **H₀₁:** There will be significant difference between pre and post test scores regarding psycho-social adjustment capabilities.
- **H₀₂:** There will be significant association between pretest and post test psycho-social adjustment scores with socio-demographic variables.

MATERIALS AND METHODS

RESEARCH APPROACH

An evaluative research approach was adopted in the present study.

RESEARCH DESIGN

Quasi- experimental design (One group pre test - post test design) was used in the study.

POPULATION

The target population of the present study comprises of Physically Differentially abled children belong to special school at Chitradurga.

SAMPLE AND SAMPLE SIZE

Convenient sampling technique was used to select the sample. Sample size of the present study consists of 50 Physically Differentially abled children belong to special school at Chitradurga.

TOOLS FOR DATA COLLECTION:

In the present study the tool consists of two sections, section A and section B.

Section A

It consists of nine items for obtaining information about selected base line data such as age, gender, religion, educational status, place of residence etc.

Section B

Structured adjustment questionnaire consist of 25 items on psychosocial



adjustment in multiple choice question format. Each question had one correct response. Each correct answer was assigned a score of '1' and wrong answers a score of '0'. The total knowledge score was 25.

PLAN FOR DATA ANALYSIS

The data obtained were analyzed based on the objectives and hypothesis by using both descriptive and inferential statistics.

RESULT

The data findings were represented under the following sections

Section 1: Data on background variables of Physically Differentially abled children.

Section 2: Data of Physically Differentially abled children on psychosocial adjustment.

Section 3: Data on determining the effectiveness of counseling plan.

Section 4: Data on relationship between pre and post test adjustment scores with selected socio-demographic variables

SECTION 1

Distribution of Physically Differentially abled children according to their Age shows that among them 48% were aged 10-14 years, 32% were in the age group of 15-18 years, 20% were in the age group of 5-9 years.

Distribution of Physically Differentially abled children according to the gender shows that 64% of the samples were males and remaining 36% were females.

Distribution of Physically Differentially abled children according to their education shows that 46% of the samples were belonged to high school, 34% were belonged to P.U.C and remaining 20% were belonged to primary school.

Distribution of Physically Differentially abled children according to their place of residence shows that 68% of the samples were belonged to rural and remaining 32% were belonged to urban community.

Distribution of Physically Differentially abled children according to their type of disability shows that 56% of the samples were having lower limb disability, 36% were having upper limb disability and remaining 08% were having upper and lower limb disability.

Distribution of Physically Differentially abled children according to their degree of disability shows that 56% of the samples were having 30-40% (Less maladjustment), 36% were having 40-60% (Moderate maladjustment) and remaining 08% were having 60-90% (Severe maladjustment).

Distribution of Physically Differentially abled children according to their cause of disability shows that 64% of the samples were having infectious cause, 28% were having accidental cause and remaining 08% were having congenital cause.

Distribution of Physically Differentially abled children according to their care giver



at home shows that 76% of the care givers at home were having mother, 16% were father and remaining 08% were other family members.

Distribution of Physically Differentially abled children according to their family member of disability shows that 96% of

the Family members having not having disability and remaining 4% of the Family members having disability.

SECTION 2

Data of physically differentially abled children on level psychosocial adjustment.

Table 1

N=50

| Level of Severity | Category | Classification of Respondents | | | |
|-------------------|----------|-------------------------------|----------------|-----------|----------------|
| | | Pre test | | Post test | |
| | | Frequency | Percentage (%) | Frequency | Percentage (%) |
| Severe | 0 to 8 | 5 | 10 | 0 | 0 |
| Moderate | 9 to 17 | 44 | 88 | 16 | 32 |
| Mild | 18 to 25 | 1 | 2 | 34 | 68 |
| Total | | 50 | 100 | 50 | 100 |

SECTION 3

Data on determining the effectiveness of counseling plan

Table 2

N=50

| Knowledge | Mean | Paired 't' Test | Inference |
|-----------|-------|-----------------|-------------|
| Pretest | 12.3 | | Significant |
| Posttest | 18.82 | 22.72 | |

The obtained 't' value, $t = 22.72$ ($P=0.001$) was significant. Therefore the Null Hypothesis (H_{01}) was accepted. It was inferred that the counseling plan had significantly increased the level of Psycho-

social adjustment among Physically Differentially abled children.

SECTION 4

Data on relationship between pre and post test adjustment scores with selected socio-demographic variables.

There was significant relationship between selected socio-demographic variables in gaining pre test knowledge regarding psychosocial such as Age $\chi^2=24.22$ ($P=0.0001$), Educational level $\chi^2=24.03$ ($P=0.0001$). As well as in post test there is significant relationship between selected socio-demographic variables in gaining pre test knowledge



regarding psychosocial adjustment after a counseling plan such as Age $\chi^2=20.7$ ($P=0.0001$), Educational level $\chi^2=23.5$ ($P=0.0001$).

DISCUSSION

The findings of the study have been discussed with reference of the objective and hypothesis stated and with findings of other studies under the following section.

Section 1: Data on background variables of Physically Differentially abled children.

Findings in the present study shows that, Majority of the Physically Differentially abled children 24 (48%) belonged to 10-14 years age group. 32 (68%) were males. 23 (46%) were belonged to high school, 34 (64%) were belonged to rural community, 28 (56%) were having lower limb disability, 28 (56%) were belonged to 30-40% (Less maladjustment) disability, 32 (64%) belonged to infectious cause, 38 (76%) were cared by mother and 48 (96%) family members were not having disability.

Section 2: Data on adjustment of Physically Differentially abled children on level of psychosocial adjustment.

- The post test mean adjustment score $M = 18.82$ ($SD=2.66$) was higher than the pre test mean score $M = 12.3$ ($SD=3.05$).

Section 3: Data on determining the effectiveness of counseling plan.

There was significant increase in knowledge regarding psychosocial adjustment after the counseling plan among Physically Differentially abled children.

$t = 22.72$ ($P = 0.001$).

Section 4: Data on relationship between pre and post test adjustment scores with selected socio-demographic variables.

There was significant relationship between selected socio-demographic variables in gaining pre test knowledge regarding psychosocial such as Age $\chi^2=24.22$ ($P=0.0001$), Educational level $\chi^2=24.03$ ($P=0.0001$). Similarly there was significant relationship between selected socio-demographic variables in gaining post test knowledge regarding psychosocial adjustment after a counseling plan such as Age $\chi^2=20$.

CONCLUSION

The study intended to assess the adjustment of Physically Differentially abled children regarding Psycho-social adjustment before and after counseling. This will help the patient's to gain knowledge in the areas concerned. The findings show that post tests adjustment score was higher than the pre test knowledge score regarding Psycho-social adjustment. Therefore Physically Differentially abled children need re-



orientation and education regarding Psycho-social adjustment. The counseling was effective therefore individual counseling may be given. Counseling will serve as a reference material in the differentially abled school.

Thus, it was concluded that, incidence of Psycho-social maladjustment is more among Physically Differentially abled children and they are lacking adequate knowledge regarding Psycho-social adjustment. The planned counseling is an effective method to increase their knowledge. Hence, health care professionals should give importance to health education on Psycho-social adjustment among Physically Differentially abled children and take interest to promotion Psycho-social adjustment. This study gave the evidence that, through counseling plan, level of Psycho-social adjustment for Physically Differentially abled children.



REFERENCES

1. "A new kind of class action". By Chetan Chauhan. New Delhi, January 6, 2009. The Hindustan Times series 2009, India Can & India Will. Available from: http://blog.giveindia.org/2009_01_01_archive.html.
2. "An Introduction to Disability Studies", by David Johnston, 2nd edition. 2001. Available from: http://en.wikipedia.org/wiki/special:book_sources/185346726X.
3. "Disable Child in India". Available from: <http://www.childlineindia.org.in/cr-disability.html>
4. "Special Education Bringing disabled kids back to school". By Padmalatha Ravi. Available from: <http://www.indiatogether.org/2007/jun/edu-iedc.html>
5. Rosemarie Niewiadomy, Foundations of Nursing research, 2nd ed. Appleton and Lange a publishing division of prentice hall: 1993, p 106-165.