

Achievement Stress among Normal & Visually Impaired Adolescents

Abstract

Achievement stress among normal & visually impaired adolescents has been a topic of much discussion over the years. Stress refers to an adjustive demands that must be dealt with if we are to meet our needs. There are many such demands in contemporary life. We are confronted by delays, losses, pressures and other conditions that place adjustive demands or stress upon us. The problem of present enquiry was to study the effect status of subject i.e. normal & visually impaired adolescents, effect of age – Pre (11 -13 yrs) , early (14 -16 yrs) & late (17 -21 yrs) adolescence & sex of the subject i.e. male & female on achievement stress. Two hundred forty subjects were randomly selected for the study. One Hundred twenty subjects from normal & One hundred twenty from visually impaired subjects ranging between 11-21 yrs of age. The data collection were done in the school, college & institution of Gorakhpur. Allahabad & Meerut city. From the forgoing study, the results revealed that visually impaired subjects of late adolescence towards female have more achievement stress than normal subject of late adolescence towards male.

Keywords: Achievement, Stress, Visually, Impaired, Adolescents.

Introduction

Achievement stress among normal & visually impaired adolescents has been a topic of much discussion over the years. Stress refers to an adjustive demands that must be dealt with if we are to meet our needs. There are many such demands in contemporary life. We are confronted by delays, losses, pressures and other conditions that place adjustive demands or stress upon us.

Visually impairment is a term experts use to describe any kind of vision loss, whether it's someone who cannot see at all or someone who has partial vision loss. Some people are completely kind, but many other have what's called legal blindness.

Visually impairment also known as vision impairment or vision loss is a decreased ability to see to a degree the causes problems not fixable by usual means such as glasses.

Chaudhary & 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 that high anxious males while there was no significant difference between low anxious females and high anxious females, low & high anxious partially visually challenged females on adjustment.

Eriola (2009) examined effects of stress inoculation training on the anxiety and academic performance of adolescent with visually impairment. The study employed a pre & post test experimental group design in which the participants completed test stress scales. The study was carried out over a period of eight weeks. The result showed that stress inoculation training had positive input. There was a significant difference in the effect of treatments given to the adolescents with visually impairment.

Problem

The problem of present enquiry was to study the effect status of subject i.e. normal & visually impaired adolescents, effect of age – Pre (11 -13 yrs) , early (14 -16 yrs) & late (17 -21 yrs) adolescence & sex of the subject i.e. male & female on achievement stress.

Hypothesis

1. Visually impaired subject show higher degree of achievement stress in comparison to normal subject.



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2. Levels of adolescents i.e. (11-13 years), early (14-17 years) and late (17-21 years) show different degree of achievements stress.
3. Girls show higher degree of achievement stress in comparison to boys of the same age levels.

Aims of the Study

1. To study the effect of status of subject i.e. normal and visually impaired adolescents on achievement stress.
2. To study the effect of age- pre (11-13 years), early (14-17 years) and late (17-21 years) adolescence on achievement stress.
3. To study the effect of stress i.e. male and female on achievement stress.

Design

The Design of this study was 2x3x2 factorial design with 12 cells.

Subject

Two hundred forty subjects were randomly selected for the study. One Hundred twenty subjects from normal & One hundred twenty from visually impaired subjects ranging between 11-21 yrs of age. Each group of 120 subjects consisted of 40 subjects belonging to three different age groups. i.e. pre, early & Late adolescence. Each group of 40 subjects consisted to 20 male & 20 female.

Data Collection

The data collection were done in the school, college & institution of Gorakhpur, Allahabad & Meerut city. One the request of investigator, the principals/head of institution of the respective School, College and institute provided a room for this purpose.

Statistical Analysis

For the statistical analysis of data mean & analysis of variance followed by Newman keul multigroup comparison test was applied.

Scale

Data were collected by Bisht battery of stress scale. Only one scale (Achievement stress) is selected.

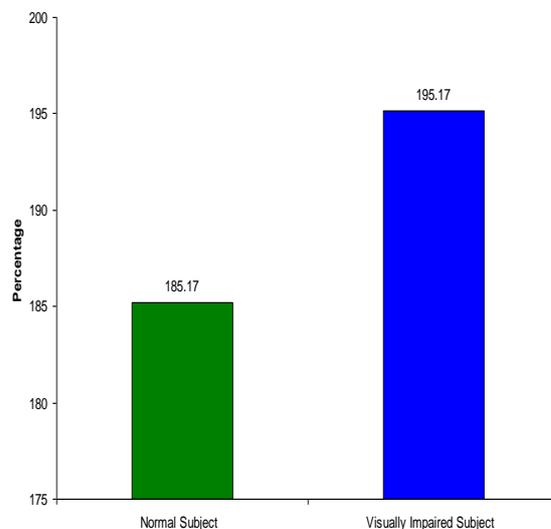
Result & Discussion

Table 1

Means for Two Levels of Status of Subjects on Achievement Stress

Status of Subject	n	Mean Scores
Normal Subject	120	185.17
Visually Impaired Subject	120	195.17

Fig. 1: Mean Achievement Stress Scores for Status of Subject



A mean square of analysis of variance was significant. It concludes that these two means differ significantly. By seeing the graph it can be said that the normal subject has lesser effects on achievement stress and visually impaired subjects have a greater effect on achievement stress.

Table 2

Means for Three Levels of Adolescents on Achievement Stress

Levels of adolescents	n	Mean Scores
Pre adolescence	80	182.78
Early adolescence	80	196.76
Late adolescence	80	191.76

Fig. 2: Mean Achievement Scores for three Levels of Adolescents

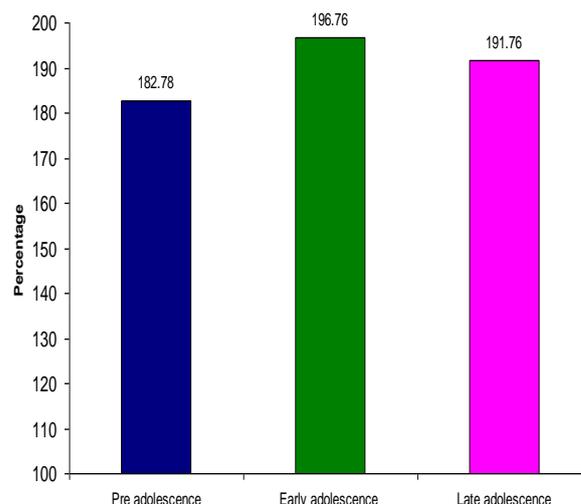
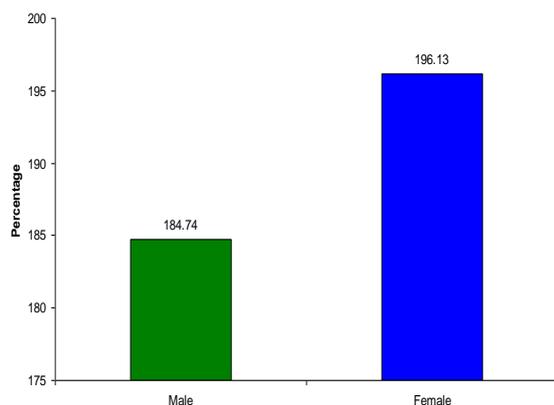


Table ii conclude that these three means differ significantly. Early adolescence have more effect on achievement stress, after that Late adolescence has effect on achievement stress & last Pre adolescence has effect on achievement stress.

Table 3
Means for sex of subject on achievement stress

Sex of the Subject	n	Mean Scores
Male	120	184.74
Female	120	196.13

Fig. 3. Mean achievement scores for sex of the subject



The mean for male is 184.74 and the mean for female is 196.13, because sex of subject of mean scores of analysis of variance is significant. By seeing the graph it can say that female has more effect on achievement stress.

Summary of Result

On the basis of data analysis and summary table and ANOVA Summarize our findings which are given below :

The main effect of normal & visually impaired subject on achievement stress is significant at 0.01 level. Visually impaired subject shows greater achievement stress in comparison to normal subject.

1. The main effect of levels of adolescents (Pre, Early, Late) on achievement stress is significant at 0.01 level. Early adolescence has more achievement stress after that late adolescence has effect on achievement stress and Pre adolescence have least achievement stress.
2. The main effect of sex on achievement stress is significant at 0.01 level. Female subjects have more achievement stress as compared to male subject.
3. The two-way interaction effect of status of subject and levels of adolescents on achievement stress is significant at 0.05 level. Visually impaired subject of late adolescence have greater achievement stress than normal subject of pre-adolescence.
4. The two-way interaction effect of status of subjects and sex of the subject on achievement stress is significant at 0.01 level. Visually

Table 4

Summary of analysis of variance for the factorial experiment of status of subjects x levels of adolescent x sex of the subject on achievement stress

Sources of Variance	Sum of Square	Degree of Freedom	Mean Squares	'F' Ratio
Status of Subjects	6646.54	1	6646.54	10.30**
Levels of adolescents	8022.70	2	4011.35	6.21**
Sex of the subject	7786.20	1	7786.20	12.06**
Status of Subjects x levels of Adolescents	3917.19	2	1958.55	3.03*
Status of Subjects x Sex of the subject	6314	1	6314	9.78**
Levels of adolescents x Sex of the subject	9141.03	2	4570.51	7.08**
Status of Subjects x levels of adolescents x Sex of the subject	10103.31	2	5051.65	7.82**
Error	147126.10	228	645.28	
Total	199057.07	239		

** = Significant at 0.01 level of confidence

- * = Significant at 0.05 level of confidence
1. The main effect of status of subject on achievement stress is significant at 0.01 level. Visually impaired subject of female have greater achievement stress than normal subject of male.
 2. The main effect of levels of adolescents on achievement stress is significant at 0.01 level. Early adolescence has more achievement stress after that late adolescence has effect on achievement stress and Pre adolescence have least achievement stress.
 3. The main effect of sex on achievement stress is significant at 0.01 level. Female subjects have more achievement stress as compared to male subject.
 4. The two-way interaction effect of status of subject and levels of adolescents on achievement stress is significant at 0.05 level. Visually impaired subject of late adolescence have greater achievement stress than normal subject of pre-adolescence.
 5. The two-way interaction effect of levels of adolescents and sex on achievement stress is significant at 0.01 level. Late adolescence of female has greater achievement stress than late adolescence of male subject.
 6. The three-way interaction effect of status of subject, levels of adolescent and Sex on achievement stress is significant at 0.01 level. Normal subject of late adolescence towards female have more social stress than normal subject of late adolescence towards male.

Conclusion

From the forgoing study, the results revealed that visually impaired subjects of late adolescence towards female have more achievement stress than normal subject of late adolescence towards male.

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