



## A COMPARATIVE STUDY OF LEARNING PROCESS, ADJUSTMENT AND MENTAL ABILITY OF DIFFERENTLY ABLED STUDENTS AND NORMAL STUDENTS OF HIGHER SECONDARY SCHOOL OF DHANBAD DISTRICT

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### ABSTRACT

The study sought to determine the differences in learning process, adjustment and mental ability between normal and differently abled students. The sample comprises of 80 secondary school students from Dhanbad. The findings demonstrated a considerable disparity in home, health, social, and emotional adjustment between normal and differently abled students.

**KEYWORDS:** learning process, adjustment, mental ability, secondary school students



### INTRODUCTION

God's most valuable creation is the human being. Apart from their emotional, social, and cognitive aspects, humans are biological beings. A person's ability to function and adjust to various life situations is greatly influenced by all of these factors. Problems with adjustment arise from any kind of impairment, whether mental or physical. One of the biggest barriers to adjustment is physical impairment. A person who suffers from a physical impairment that restricts or hinders their ability to participate in regular activities is referred to as differently abled according to Bala and Rao (2007, p. 4). Both their social circle and their own impairments must be adjusted to by the differently abled individual. They genuinely have to deal with a dual burden—a social impairment and real bodily loss. According to Hardwick (1942), "Disabled people are significantly more vulnerable to physical and mental pressure than the average man, the frequently obtain unfavorable treatment from society. These cause them to behave abnormally. The crippled individual is comparable to someone running a business with limited capital."

The concept of adjustment was initially biological and was central to Darwin's theory of assessment. Adjustment is a condition or state in which one believes that one's needs have been met and one's behavior is consistent with the expectations of a certain culture. The smooth, methodical, and ordered operation of objects is known as adjustment. Any individual's adjustment—or maladjustment—is directly impacted by the social context in which they live, as adjustment is a behaviour that arises from social interaction. Students with physical disabilities may experience adjustment issues if their social and psychological needs are not met. Due to his physical deformity, they have a lot of difficulties in adjusting them properly.

Higher education is often seen as a natural part of life and as a means of achieving both financial and professional objectives. According to Lidor et al. (2008), it is believed to aid in the growth of a good

self-image and self-determination. A meaningful work that pays well, offers opportunities for career growth, and, ultimately, results in a great quality of life is particularly linked to higher secondary education (Getzel et al., 2001; Dutta et al., 2009; Sachs and Schreuer, 2011).

Access and support are not uniform for students with disabilities. Provision of free and adequate public education (FAPE) to pupils until high school graduation or age 21 is guaranteed by laws such as the 1975 IDEA. Accessibility and accommodations for students with disabilities are mandated by the 2004 IDEA Improvement Act for secondary institutions. Yet research indicates that these environments continue to present challenges for students with impairments. Accordingly, just one-fourth of US students with disabilities were enrolled in higher secondary education in 2007 (Snyder et al., 2009), even with the aforementioned enrolment increase.

## ADJUSTMENT

Adjustment is an idea that precedes human evolution. This idea began to systematically emerge when Darwin published his ‘Theory of Evolution’ in 1859. He used the term adaptation back then, when the idea was solely biological. The term “adaptation” is mostly used by biologists to refer to the physical needs of the environment, whereas psychologists use it to refer to the various social or interpersonal relational circumstances that exist in society.

Adjustment, then, can be understood as a response to the demands and pressures that an individual is subjected to in their social context. The individual must respond to demands that can be internal (such as food, drink, air, and sleep) or external (such as the environment). Sometimes, these two needs conflict with one another, which makes it difficult for the individual to adjust. Two key perspectives have been adopted by psychologists to interpret adjustment: one sees adjustment as a process, and the other as a feat. While the second point of view places focus on how an individual adapts to his external environment, the first point of view highlights an individual’s capacity for efficiency in carrying out his obligations under a variety of conditions.

One of the main goals of education is to assist students in adjusting to the changing environment. A teacher’s effectiveness is also impacted. Adjustments contribute to a person’s ability to be integrated and balanced.

One way to describe adjustment in life is as a state when the needs of the physical environment’s components and the individual’s own needs—personal, biological, social, and psychological—are largely met. The social and economic landscape has evolved since the industrial revolution in the second half of the 19<sup>th</sup> century. Revolutionary changes in society have resulted in a variety of issues in various spheres of life as well as adjustment dimensions.

## DIFFERENTLY ABLED PERSON

The phrase “differently abled” is frequently used to characterise people who do not exhibit typical physical, mental, or psychological functioning. It can also refer to challenges with learning or social adjustment that interfere with a person’s ability to grow and develop normally. A kid who is unable to provide for themselves, either fully or partially, the needs of a typical social or personal life, including employment, due to a physical or mental disability, whether congenital or acquired, is considered disabled.

Physically challenged people are those who have any of the following disabilities: visual, locomotor, and communicative (such as hearing or speaking). The notion that the term “disabled” is inadequate to characterise persons with disabilities is becoming increasingly widely held. Nowadays, “differently abled” is the term that many prefer to use.

## Who are differently abled persons?

As per the provisions of the Rights of Persons with Disabilities (RPWD) Act, 2016; it means:-

1. Blindness
2. Low vision
3. Leprosy cured person

4. Hearing impairment (deaf and hard of hearing)
5. Locomotors Disability
6. Dwarfism
7. Intellectual Disability
8. Mental illness
9. Autism Spectrum Disorder
10. Cerebral Palsy
11. Muscular Dystrophy
12. Chronic Neurological Conditions
13. Specific Learning Disabilities
14. Multiple Sclerosis
15. Speech and Language disability
16. Thalassemia
17. Hemophilia
18. Sickle Cell disease
19. Multiple Disabilities including deaf, blindness
20. Acid Attack victim
21. Parkinson's disease

### HIGHER SECONDARY EDUCATION

In certain regions, the term "Senior Secondary" also refers to the Higher Secondary.

In schools, it refers to the instruction given in the eleventh and twelve grades. Schools that offer instruction up to these levels are referred to as higher secondary schools.

Gaining entry into prestigious colleges and continuing education require a higher education. Several boards in India, including the ICSE, CBSE, and other state boards, administer the Higher Secondary School Examination.

Students need higher secondary education to advance in their careers. As a result, one of the most significant advantages of this educational system is professional advancement. An excellent education positions them as a candidate for employers to consider. Furthermore, it add skill development by providing a fantastic platform for the development of social skills. Students can also improve their skills by engaging in a variety of extracurricular activities. It gives them the courage to interact with everybody and everyone.

### IMPORTANCE OF HIGHER EDUCATION

1. Specialisation: Senior secondary education allows students to focus on a certain area of interest, resulting in a more in-depth learning and mastery of that topic.
2. Better Career Opportunities: A senior secondary education can improve individuals' future prospects because many jobs require a specific degree of education.
3. Improved Critical Thinking Skills: The advanced level of study in senior secondary education fosters critical thinking and problem-solving ability.
4. Preparation For Higher Education: Senior secondary education prepares pupils for further education and lays the groundwork for future academic achievement.

### OBJECTIVES:

1. To find whether the Adjustment patterns differ between normal and differently abled students of Higher Secondary School of Dhanbad District .
2. To find out whether the motivation for achievement varies between normal and a differently abled students Of Higher Secondary School of Dhanbad District .

**METHODOLOGY:-****Sample**

This study used a sample of 160 Higher Secondary School students (40 normal and 40 differently abled students). The sample was collected from four different CBSE affiliated and Government school Higher Secondary School of Dhanbad District (Global School Of India Govindpur, Delhi Public School, Karmik Nagar, Project High School and Zilla School, Jagjivan Nagar,) and their ages ranged from 17 to 20.

**Tools**

Sinha and Singh (2005) developed the Adjustment Inventory for School Students (AISS), which consists of 60 items divided into three categories of adjustment: emotional, social, and educational. Each item receives responses in the form of 'yes' or 'no'. The split-half dependability is 0.95, and the product moment correlation between inventory scores and criterion ratings is 0.51. For each response indicating an adjustment, '0' is supplied; otherwise, '1' is given. High AISS scores suggest poor adjustment, whereas low scores indicate good adjustment. The minimum score on the AISS is 0, while the maximum score is 60.

**Data Analysis****Statistical Techniques**

Statistical techniques such as mean, standard deviation were utilised to examine obtained data.

**Table No 1 Emotional Adjustment**

Group	Number	Mean	S D
<b>Normal</b>	<b>40</b>	<b>11.83</b>	<b>4.73</b>
<b>Differently Abled</b>	<b>40</b>	<b>15.88</b>	<b>4.66</b>

The statistical analysis in Table No. 1 shows that the mean score of normal students was lower than that of differently abled students. According to the scores, normal pupils are better emotionally adjusted than disabled students.

**Table No 2. Educational Adjustment**

Group	Number	Mean	S D
<b>Normal</b>	<b>40</b>	<b>6.15</b>	<b>2.94</b>
<b>Differently Abled</b>	<b>40</b>	<b>7.03</b>	<b>2.73</b>

According to the statistical analysis in Table No. 2 normal students had lower mean scores than differently abled students.

**Table No. 3 Social Adjustment**

Group	Number	Mean	S. D.
<b>Normal</b>		<b>7.35</b>	<b>2.77</b>
<b>Differently Abled</b>	<b>40</b> <b>40</b>	<b>9.8</b>	<b>4.01</b>

The results from Table 3 statistical analysis shows that students with normal ability had lower mean scores than students with various abilities. Results show that typically developing students have a better social adjustment than pupils with special needs.

## DISCUSSION

The study's findings are consistent with previous investigations. The results suggest that normal students are better adjusted in terms of social and emotional well-being. The findings are reinforced by the work of George, Pillay, and Dharmangadan (1967), Schlesinger and Meadow (1972), and Chawla (1978). Normal students most likely receive more love and affection at home, and in society as a result of their better bodily composition and performance. As a result, they perform better in these areas. Differently abled students, on the other hand, endure a variety of prejudices and negative attitudes from society as a result of their physical impediment. These factors have an impact on their adjustment in certain areas.

The findings demonstrate no substantial difference in educational adjustment between normal and differently abled students. The findings also demonstrate no substantial difference in accomplishment motivation between normal and differently abled students. According to the findings, differently abled students may feel inferior as a result of their physical limitation, and they are motivated to succeed in order to overcome their inferiority. According to Adler, people are always fighting to overcome emotions of inadequacy. People seek superiority in response to this need (Morgan, King, Weisz, and Schopler, 1993).

## SUGGESTION

Differently abled students need special attention. The following concepts should be implemented in education. Physical, emotional, intellectual, and social adjustment should be developed through suitable approaches.

- To avoid dread, anxiety, and dissatisfaction, students require empathetic attitude from teachers. They should be assigned simple tasks or easy jobs.
- Differently abled students require empathetic attitude from teachers. They should be assigned simple tasks or easy jobs.
- Provide sufficient encouragement and acknowledgment for their future endeavors. praise, affection, and the flexibility to study should be offered.
- Set up unique classes based on student needs and requirements.
- The normal teacher should be familiar with the behavioral characteristics of unusual children to recognise and refer them to the councillor. Teacher should create a constructive and hopeful vision of such educability.
- Parents and society also need to play an important role towards the Differently abled students. Firstly all have to understand that they can do everything as normal students can but the way is bit different. Therefore they need support not sympathy.
- Parents should give priority to their likes and dislikes and always try to make them feel special not inferior to normal child.

## CONCLUSION

Although many differently abled students struggle to adjust but they try to improve flexibility for broadening educational opportunities which helps them to balance school, family and society. Our findings for further supervision of differently abled students in considering measures to improve better outcomes.

However, our analysis looks at the school of Dhanbad District only. Additional research in other states, particularly for Differently abled students, is required to acquire a better understanding of the impact of individual traits and course subject areas on students' capacity to adjust in higher education.

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