



## A COMPARITIVE STUDY OF ANXIETY AND STRESS OF DISABLED AND NON-DISABLED STUDENTS.

### Education

**Dr. Muyeen  
Maqbool Mir**

Assistant Professor, Education Department, Saifia Science College, Peer Gate Bhopal.

### ABSTRACT

The main aim of this research is to find out the anxiety and stress level of disabled and non-disabled students of secondary schools of Bhopal City. For selection of sample of 200 students including 100 disabled and 100 non disabled, researcher selected convenient sampling technique. Hindi version of Anxiety and Stress Scale was used to assess anxiety and stress in disabled and non-disabled students. Data was analyzed by using SPSS. The Results of research revealed statistically significant differences in the level of anxiety and stress in both groups of students. The level of anxiety among disabled students was found more than the non-disabled category of students. Similarly, stress found less in non-disabled students than stress of disabled students. Correlation analysis revealed a significantly positive relationship of anxiety and stress with family income status.

### KEYWORDS

Anxiety, Stress, Disabled and Non-Disabled Students.

### INTRODUCTION:

Our society is full of diversity; it means inclusion of different caste, religion, species, ethnicity, race and culture. Diversity is found everywhere it involves the law of nature as well as beauty of nature. A successful society in which different peoples of different origin, ethnicity, language, beliefs, race, geographical background, gender bring their knowledge, attitude, aptitude, skill and interest for the betterment and upliftment of their society.

But sometimes this diversity comes in people by some other way. When physiological as well as genetically abnormalities come in offspring of people, it becomes the disability of an individual. It becomes painful for a sufferer and for their parents. Initially they are treated differently by the non disabled peoples, they used to send them special schools or more they were supposed to useless. But now the thinking of non disabled people is changed and they are not agreeing to exclude them but agree to include in our society. They know that the disability is the malfunction of something in the body of individual but simultaneously disability brings extra ability in some parts of the body of an individual, it turns them into a differently able individual.

But still in our society, acceptance is not up to the mark, their parents and the disabled children suffer a lot due to attitude of people, less infrastructure facilities and low socio-economic status. Negative feelings and vibration is born in the disabled children and in their parents during struggling the life. Here it seems the powerful instrument which brings equality among them is education. The society will not develop without including disabled as well marginalized children. The progress of any society is invariably depends on the growth of all types of children including differently abled and children from marginalized sections. NCF-2005, the idea of common schooling advocated by the Kothari commission four decades ago continues to be valid as it reflects values enshrined in our constitution. Schools will succeed in inculcating these values only if they create ethos in which every child feels happy and relaxed. Now, education has become fundamental right of every child as per Right to Education (RTE) Act (2009). So, it is the responsibility of the government, policy planners, teacher educators and parents to provide education for all disabled and non-disabled.

So researcher tries to see the difference of anxiety and stress level among the disabled and nondisabled children after implementation by government of various act for the inclusion of all types of children in mainstreaming.

### Objectives of the study:

- To compare the anxiety and stress level of disabled and nondisabled students.
- To study the impact of parent's education, income and Age on Anxiety and stress level of disabled and nondisabled students.

### Hypothesis of the study:

- There is no significant difference of the anxiety and stress level between disabled and nondisabled students.

- There is no significant impact of parent's education, income and Age on Anxiety and stress level of disabled and nondisabled students.

### Methodology:

For fulfillment of the objectives of this research, researcher used descriptive survey method. A convenient sampling technique was used to select the sample of 100 disabled students of 14-17 age groups from the 20 different schools of Bhopal City while systematic random sampling technique was used to select the 100 non-disabled students of same age group from same schools.

### Tools used in this research:

For measurement of the anxiety of non-disabled and disabled students, researcher used self-prepared tool consist of 20 items having three point rating scale. Similarly for measuring stress anxiety of non-disabled and disabled students, researcher used self-prepared tool based on three components of stress and it consist of 30 items having five point rating scale.

### Statistical Used:

t- test and F- test were used to analysis of collected data.

### RESULTS AND DISCUSSION:

The first objective of this study is to compare the anxiety and stress level of disabled and nondisabled students. The t test was used by researcher to check the significant difference of mean scores of anxiety level and stress level of disabled and nondisabled students.

**Table no. 1. Showing the value of t' between disabled and nondisabled students in respect of anxiety and stress.**

Variable	Category	Mean	S.D	N	df	't'
Anxiety	Disabled Students	45.54	7.23	100	198	11.79
	Non-Disabled Students	33.98	6.78	100		
Stress	Disabled Students	72.65	6.54	100	198	9.97
	Non-Disabled Students	63.87	6.11	100		

The above table inferred that the t value is found significant in respect of anxiety and stress, it means the hypothesis no.1 "There is no significant difference of the anxiety and stress level between disabled and nondisabled students" is rejected.

It means there is significant difference is found in anxiety scores of between disabled and nondisabled students. It is further noticed that the mean of anxiety scores of disabled students (45.54) is higher than the mean scores of anxiety to the non-disabled students (33.98). It is clear from the findings that in today scenario, still disabled children are suffering from anxiety and it is more than their counterparts' of non-disabled children. This high anxiety in disabled students inhibits the various capabilities like expression of thoughts, feelings, ideas etc. It will turn it into development of negative feelings among them like jealousy, hatredness, depression and much more.

Similarly there is significant difference is found in stress scores of

between disabled and nondisabled students. It is further noticed that the mean of stress scores of disabled students (72.65) is higher than the mean scores of stress to the non-disabled students (63.87). It is inferred that the disabled children are perceived more stress than their counterparts' non-disabled children. They experienced stress in various situations more than non-disabled children. It adversely affects the ability and enthusiasm of disabled children. Stress is the condition of an individual in which he/she suffers from worry and pressure that is caused by having too much deal with. Due this mental health of disabled children how they perform well in their academic growth.

**Table no. 2. Showing the value of F in different categories of Parent's income, education and age of disabled and nondisabled students in respect of anxiety and stress.**

Variable	Categories	F	Variable	Categories	F
ANXIETY	Parent's Income	12.54	STRESS	Parent's Income	13.87
	Parent's Education	32.87		Parent's Education	28.76
	Parent's Age	15.64		Parent's Age	16.89

**Table No. 3 Significance of 't' between categories of Parent's income, education and age of disabled and nondisabled students in respect of anxiety and stress in respect of Anxiety**

Significance of 't' between categories of Parent's income, education and age of disabled and nondisabled students in respect of ANXIETY								
Variable	Category	t	Variable	Category	t	Variable	Category	t
Parent's Income	High Moderate	7.82	Parent's education	High Moderate	5.43	Parent's Age	High Moderate	4.56
	High Low	6.90		High Low	4.68		High Low	5.67
	Moderate Low	5.47		Moderate Low	4.32		Moderate Low	4.53
Significance of 't' between categories of Parent's income, education and age of disabled and nondisabled students in respect of STRESS								
Variable	Category	t	Variable	Category	t	Variable	Category	T
Parent's Income	High Moderate	5.56	Parent's education	High Moderate	4.59	Parent's Age	High Moderate	5.67
	High Low	3.90		High Low	5.78		High Low	6.56
	Moderate Low	3.87		Moderate Low	4.56		Moderate Low	4.67

From the above table, it is evident that different categories of Parent's education, income and age are significantly differ in respect of anxiety as well as stress level of disabled and non-disabled students.

The value of 't' between high category of Parent's income, education and age and moderate category of Parent's income, education and age in respect of Anxiety is found to be significant at 0.01 level of significance. From this it is inferred that students belonging to high category of Parent's income, education and age differ from the moderate category of Parent's income, education and age in respect of their Anxiety. It is further observed that moderate category of Parent's income, education and ages are more anxious than low category of Parent's income, education and age. It means that students who have more Parents' income, education and age, they have less Anxiety. Similarly it is further observed that the high category of Parent's income, education and age significantly differ from the students of low category of Parent's income, education and age. It reveals that the students who have parents whose income is high than they are able to make available the resources by which the anxiety decreases among their children. Educated Parents are able to collect resources as well as facilities for their children. They know what facilities are time to time given by government to disabled and non-disabled students, they facilitate and supervise their children in well manner, and they are able to avail the facilities and scholarships given by government and NGOs. Similarly experienced parents also suggest and supervise their children in better way, so stress level decreases among their children than those children who have less age.

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The value of 'F' are found to be significant in all cases of anxiety and stress and hence the hypothesis number 2 i.e there is no significant impact of parent's education, income and Age on Anxiety and stress level of disabled and nondisabled students, is rejected. This shows that, there is a significant difference between categories of parent's income in respect of Anxiety as well as stress level of disabled and non-disabled students. From this it is evident that Parent's income does influence Anxiety as well as stress level of disabled and non-disabled students. Different categories of Parent's income i.e high, moderate and low affects the anxiety as well as stress level of disabled and non-disabled students.

From this it is evident that Parent's education does influence Anxiety as well as stress level of disabled and non-disabled students. Different categories of Parent's income i.e high, moderate and low affect the anxiety as well as stress level of disabled and nondisabled students.

It is also evident that Parent's Age does influence Anxiety as well as stress level of disabled and non-disabled students. Different categories of Parent's Age i.e. high , moderate and low affects the anxiety as well as stress level of disabled and nondisabled students.