



## REVIEW OF LITERATURE ORTHOPAEDICALLY IMPAIRED CHILDREN IN RELATION TO THEIR PERSONALITY AND LEVEL OF ADJUSTMENT

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**ABSTRACT:** Orthopedically impaired are those whose physical capacity is impaired by the deformity or paralysis of one or more limbs. They are the victims of diseases or injuries which hinder the normal functioning of bones, muscles and joints. Due to this kind of malfunctioning of muscles, bones and joints they are unable to move or work like normal persons. According to Kirk[1979] "Orthopedically impaired are those who suffer from a defect that is accompanied by one or another type of deformity that inhibits the normal exercise of his or her muscles, joints or bones". In the present society we meet several children who are crippled, deformed or physically impaired. These children constitute a heterogeneous group and each requires a special adoption of physical help, aids and procedures in instruction. The types of orthopedically impaired children are as follows: Crippled , Poliomyelitis , Rheumatoid Arthritis , Curvature of spine , Neuro-muscular impairment , Musculo skeletal condition , Spina bifida , Muscular dystrophy , Ataxia , Spasticity.

[Naheed, A., Devi, T. and Devendra. **REVIEW OF LITERATURE ORTHOPAEDICALLY IMPAIRED CHILDREN IN RELATION TO THEIR PERSONALITY AND LEVEL OF ADJUSTMENT.** *Rep Opinion Rep Opin* 2022;14(12):217-220]. ISSN 1553-9873 (print); ISSN 2375-7205 (online). <http://www.sciencepub.net/report>. 02. [doi:10.7537/marsroj141222.02](https://doi.org/10.7537/marsroj141222.02).

**Keywords:** Orthopedically impaired children, Personality

### INTRODUCTION:

A visually impaired child is defined, in terms of visual acuity, field of vision, and visual efficiency. "Visual Ability" of the eye to see distant objects clearly is assessed using the Snellen's chart, developed by Herbert Snellen, a Dutch doctor. The chart starts with a big 'E' which a normal eye can see at a distance of 200 ft. When vision of a person is so handicapped or impaired that to see the 'E' clearly he has to come within 20ft. of it or nearer, he is then considered legally blind. His vision is assessed as 20/200 in the better eye. It simply means a legally blind person sees something at 20 ft. distance which can be seen by a normal at 200 ft. easily. The children are partially sighted whose visual acuity does not exceed 20/70. Visual impairment is a condition in which a student's vision is deficient to such a degree that it significantly affects his school functioning. Another description may also be used to classify an individual as blind. If the visual field is severely limited, that person may be considered blind even if visual acuity is better than 20/200. This visual field limitation is often called tunnel vision. If the visual field is not greater than 20 degrees in width, the individual can still be classified as being blind even though visual acuity is not within

typical range of the vision in his better eye (after correction) is less than 20/70 but better than 20/200. Such children need special equipment's and are often taught in special classes or resource rooms that provide special methods and materials. In many cases they can be educated in a regular class if special material and equipment are provided. A person is defined as 'Blind' if his vision or visual acuity (after correction) is 20/200 in his better eye. This visual acuity is in general inadequate for education through the eyes, and special techniques have been devised to make possible education through tactual and auditory channels (Panda, 1997).

Orthos means straight and Paidios means child, which means the prevention of deformed adults lies in the development of straight children. Orthopedic impaired children are those children who suffer from such impairments of their muscle and skeletal and nervous system that may interfere with their normal functioning and adjustment to the journal and specified demand of their environment and thus making them orthopedic disable to the extent of requiring special measures for their well being, adjustment and educational progress. Orthopedic impairment, in general, constitute as one of most

common or more prevalent physical impairment in the human being. In this way, all orthopedic impairments fall in the definition or category of physical impairments the reverse is not true. However, many (not all) physical disabilities are caused by orthopedic impairments. As a matter of distinction, all individual sufferings from orthopedic impairments according to world Health Organization exhibit difficulties in terms of locomotion, i.e., moving. That is why many times, the term locomotors impairment is also used in place of orthopedic impairment. Both the terms locomotors and orthopedic impairment have been variously define and explain by different writers and authorities. Let us reproduce a few important one for knowing the meaning and nature of condition known as orthopedic and locomotors impairment. According to Whitehouse Conference "The crippled child, in orthopedic sense is a child that has defect which cause a deformity or an interference with normal functions of bones, muscles or joints. The condition may be congenital or due to disease or accident, it may be aggravated by neglect or by ignorance." According to Public Law 94-142, "Orthopedically impaired means a severe orthopedic impairment which adversely affect a child's educational performance. The term includes impairments caused by congenital anomaly, impairment caused by disease and impairments from other causes." Psychological characteristics of orthopedically children

1. They are passive, less persistent, having shorter attention span, engage them in less exploration and display less motivation.
2. They are more dependent on adults and have high anxiety and frustration.
3. They are tender minded and somewhat tense.
4. Social relationships constitute a problem area for many crippled youngsters as they feel inferior and depressed.
5. They possess a poor ego and unconscious guilt feelings.
6. They have the strong sense of fear and lack confidence in their abilities. Orthopedically children are also the part of our society but due to their physical impairment they are become isolate from main stream. In this study an attempt has made to identify their social problem

The world is becoming more and more competitive. The quality of performance has become the key factor for personal and social progress. But there are some children who require special needs for their best performance. Children with special needs are those who deviate from the normal ones in mental, physical, social and emotional capabilities and require special education programs and other resources in order to realize their full human potential. Impairment constitutes an important category of special needs of

children. Different categories of impairment are visual impaired, speech impaired, hearing impaired, mentally retarded impaired and physically impaired. Physically impaired is further classified into three categories:

1. Neurological
2. Children having special health problems
3. Orthopedically impaired children

In India, not more than 5 percent visually handicapped children receive education. A much smaller fraction of our blind adults achieve economic independence. Most of the institutions for visually handicapped are largely urban based. It is found that more than 80 percent of our blind people live in rural areas, where practically no rural services exist for them. There is urgent need to devote large resources for the development of services to the blinds in the rural areas (Encyclopedia of social-world in India, volume1).

Dhangare (1969) conducted a study entitled "The problem of visually Handicapped and their Rehabilitation" In his study, he found that blind boys develop skills in crafts faster than in liberal education and boys from rural area and low socio economic background pose no problem of adjustment with institutional training .

Patel and Joshi (1979) have examined the relationship of family, personal and social adjustment to achievement in high school students. Results indicate that high achievers score much more than low achievers, in all the three areas of adjustment. Girls score better on family adjustment than boys, but boys score higher on personal adjustment.

Darsana (1980) studied the adjustment of IXth class students of Kurukshetra district at various levels of security, insecurity, and academic achievement. Her study revealed that the emotional and social adjustment of high insecure, middle insecure, and low insecure were significantly different. It further found that academic achievement had a significant role to play in emotional and social adjustment. She also found that sex had a significant role to play in emotional and social adjustment. It was also revealed that there existed a significant interaction among sex, security, insecurity and academic achievement.

#### LITERATURE REVIEWED

Shukla (2000) assessed visually impaired school children drawn from 4 zones covering 8 States of India. Preliminary findings suggest effectiveness of favorable environment promotes academic achievement of student with visual impairment. Hanushek et. al. (2002) conducted a study on academic achievement among students with disabilities in relation to their adjustment. The study reveals that there is significant relationship between academic achievement and adjustment of special children. Ronen (2003) undertook a study on academic achievement of children with special needs in relation

to their social environment. It indicates that there is a positive relationship between academic achievement and social adjustment of children with special needs.

Gray (2005) designed a study in which he analyzed the effectiveness of the inclusive education in the context of academic achievement of children with special needs. He concluded that inclusive setting for blind children has not proven the most appropriate form of education. Cole et. al. (2008) tried to explore the effectiveness of educational setting of children with special needs. They concluded that integration is beneficial for children with special needs who have a relatively high performance in academics.

Singh et al. (2011) considered academic achievement of visually impaired students in relation to their socio-demographic 62 variables, study habits and study related correlates. The findings of the study exposed a considerable connection between academic success and study habits of visually impaired students. Jena (2012) in his study found that School setting and educational level do not have significant effect on orthopedically handicapped adolescents perceived control, self-esteem and academic performance.

Kumar, Y and Pal, S (2012) in their study found that students are aware about the facilities provides by the Government to them and 53.26% physically challenged students were not aware about the facilities provided by the Government of them. Gi-Zen Liu[2013] studied that learning technology has been applied in various learning environments and activities to promote meaningful, efficient, and effective learning.

Gopalakrishnan [2014], The children with special needs (CWSN) are rarely identified and even if identified are not under care of appropriate organizations from where they can get benefits available for them and get good academic results. On the basis of the above review of related literature, some studies showed a significant difference between integrated and special school setting in the areas of adjustment. Many changes in the cultural and intellectual patterns of the handicaps are taking place due to social change and many other public forces. So, a fresh look on the issue of the adjustment creativity and academic motivation of impaired students in different settings needed the attention of the research investigators. Hence the present study was planned to fill this gap. The present investigator selected the sample size, objectives, hypotheses and designs of the present study by critically analyzing the research already done in the field.

Krick et al., (1979) In India, not more than 5 percent visually handicapped children receive education. A much smaller fraction of our blind adults achieve economic independence. Most of the institutions for visually handicapped are largely urban based. It is

found that more than 80 percent of our blind people live in rural areas, where practically no rural services exist for them. There is urgent need to devote large resources for the development of services to the blinds in the rural areas (Encyclopedia of social-world in India, volume1).

With the development of democracy and socialism in different countries of the world, education was started considered to be basic right of the child. This realization paved the way for mainstreaming disabled children. However, a discernible change has taken place for attitude of visually handicapped children after the International Year of Disabled Persons (IYDP, 1981). Visually handicapped is considered as a low prevalence handicapping condition existing in approximately one in every 1000 school children population. But as per the National Sample Survey Organization (NSSO, 1991), the visually handicapped in India are nearly 4.005 million in chronological age of 0-14 which constitutes 0.3 percent of school children.

Gray and Hendershot (2000) revealed that the emphasis was on a new view of disability i.e. not simply from the individual medical perspective, but also from a human rights and human development perspective. However, while clearly expanding on the previously body-centered notion of disability Husain, Akbar (2006) in his research revealed that On the whole the level of self concept among the physically challenged adolescents was found significantly lower than their normal counterparts. Similarly the level of self concept among the girls was also found significantly lower than the boys in general, whereas category wise significant difference was found only in case of blind subjects.

Chandra Rakish and Koul Kabire (2006) revealed that no significant difference was found with respect to level of aspiration and level of education of visually impaired and orthopedic children and result also showed that no significant difference was found with respect to academic performance of visually impaired and orthopedically impaired children.

Narimani Mohammad & Mousazadeh Tavakko (2010) Results indicted that impaired children had significantly less academic achievement as compared to the non-handicapped. The significant difference was also found, between the academic achievement of males and females.

Ahmed, Aqueel (2011) in his M.Phil dissertation found that the two groups of students i.e. physically challenged and normal secondary school students have been found to be significantly different on real self dimension of self concept inventory. The mean differences favors the normal group of secondary school students, which clearly indicates that normal group of secondary school students, have a high real

self concept as compared to physically challenged secondary school students. The findings of the study of Dinçyürek,

Sibel et al. (2011) emphasize the importance of computer use by orthopedically impaired individuals for enhanced improvement of their condition. In addition, the findings stress the need for training well-educated experts who can use technology effectively to enable adaptations for individuals who need special education in the European Union.

Jena (2012) in his study found that School setting and educational level do not have significant effect on orthopedically handicapped adolescents perceived control, self-esteem and academic performance. However, integrated school students showed higher perceived control, self-esteem and academic performance than their counterparts in non-integrated school setting.

Kumar, Y and Pal, S (2012) in their study found that students are aware about the facilities provides by the Government to them and 53.26% physically challenged students were not aware about the facilities provided by the Government of them.

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12/25/2022