

Research Paper

Anxiety Disorder Manifesting in Obsessive-Compulsive Thoughts, Post-Traumatic Experiences, and Frustration, Particularly in Relation to Disability

Pooja Kulshreshtha¹, Dr. Shahnawaz Mushtaq Mangral^{2*}

ABSTRACT

This study aimed to investigate anxiety disorders characterized by anxiety, obsessive-compulsive thoughts, and post-traumatic experiences, along with frustration, among disabled students. The findings indicated no significant difference in anxiety disorders between fluency disorder and hearing disorder teenagers. The societal perception of physical impairment contributes to feelings of inferiority, leading to anxiety disorders characterized by anxiety, obsessive-compulsive thoughts, post-traumatic experiences, and frustration among both fluency disorder and hearing disorder disabled students.

Keywords: *Fluency disorder, hearing disorder, anxiety disorder characterized by anxiety, obsessive-compulsive thoughts, post-traumatizing experiences, frustration*

Anxiety disorders are characterized by persistent feelings of nervousness, tension, or restlessness, with symptoms including overwhelming panic, uncontrollable obsessive thoughts, and painful memories. Physical symptoms may include increased heart rate, sweating, muscle tension, and other uncomfortable reactions. Individuals often exhibit egocentric behavior and struggle to maintain friendly interpersonal connections in society. According to the American Psychiatric Association (APA), anxiety is a common neurotic disorder affecting approximately 10% of the general population. Common symptoms include excessive sweating, numbness, muscle tension, tremors, and hypertension. Treatment typically involves medications such as benzodiazepines and antidepressants, as well as psychological interventions. Obsessive-compulsive disorder (OCD) is another neurotic disorder characterized by recurring disturbing thoughts or impulses, accompanied by ritualistic behaviors or mental acts to suppress them. Treatment options include medications and psychological interventions, such as behavior modification. Post-traumatic stress disorder (PTSD) affects individuals exposed to traumatic experiences, commonly seen in soldiers returning from war. Symptoms may include flashbacks, paranoia, insomnia, and social withdrawal. Somatization disorder manifests as physical symptoms stemming from psychological distress, often requiring psychological treatment. Frustration,

¹Research Scholar Shri Venkateshwara University Gajraula UP.

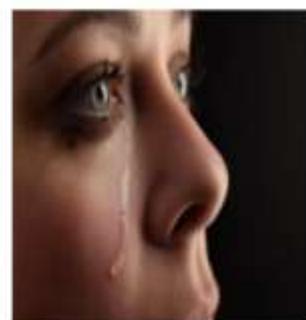
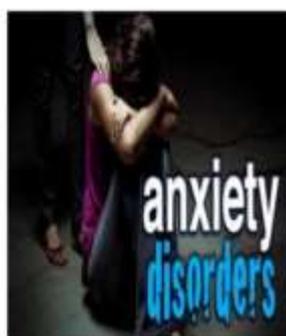
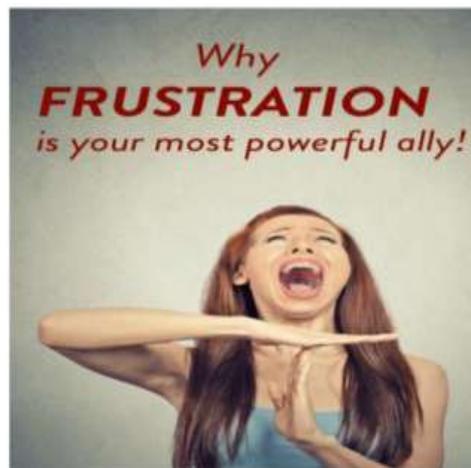
²Research Supervisor

*Corresponding Author

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derived from the Latin word "Frusta" meaning "obstruct," refers to the hindrance of goal-directed behavior.



Source: Google.com

External obstacles such as famine, war, social norms, economic depression, and racial intolerance can lead to feelings of depression, fear, anxiety, guilt, or anger. Studies have shown significant differences in depression and anxiety among individuals with physical disabilities based on gender and age. Research indicates higher rates of depression and post-traumatic stress among hearing-impaired individuals compared to the general population. Those with mild hearing loss are at increased risk of dementia, while post-lingually deaf children may experience fewer academic challenges. Additionally, hearing-impaired adolescents exhibit higher rates of neurotic reactions, including depression and social phobias, compared to their peers. Children born deaf or experiencing significant hearing loss early in life may not develop typical speech and language skills.

Need and importance

Education has assumed a paramount role in modern society, which is increasingly scientific and technological. It is viewed as a powerful tool for enhancing people's standard of living, prosperity, and security. Education provides individuals with fundamental knowledge and technical skills necessary for employment, productivity, and economic survival. It also serves as the foundation for exercising citizens' rights and privileges, as well as fulfilling their duties. In India, educating the masses is a significant concern, with efforts made post-independence to combat ignorance, illiteracy, and economic insecurity. While there has been

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some success in reducing mass illiteracy, a substantial proportion of the population still lacks access to education, leading to persistent challenges of illiteracy and ignorance. The education of exceptional children aims to provide equal opportunities to individuals with physical, mental, and social differences from the general student population. Some individuals learn quickly, while others require more time and specialized instruction to grasp tasks. Those with special learning needs, stemming from sensory, intellectual, psychological, or socio-cultural deficits, face challenges in acquiring knowledge and skills. However, advancements in medical science, technology, and education have enabled the normalization of the lives of disabled individuals through specialized interventions and teaching methods. In a civilized society, all children, regardless of their abilities or disabilities, deserve the opportunity to learn and grow. Various types of schools, including normal schools and special education schools, have been established to accommodate diverse learning needs and ensure equal access to education. The history of special education dates back centuries, with early efforts focused on educating the hearing impaired. In India, the first schools for the hearing impaired and visually impaired were established in the late nineteenth century. Today, there are numerous schools catering to different disabilities, with the government also establishing special institutes to support disabled individuals. Efforts to support disabled children include improving healthcare services, nutrition, and preventive measures to reduce disabilities. The National Policy of Education aims to establish thousands of schools catering to disabled children, with a focus on their holistic development. Physically challenged students encompass various categories, including those with hearing disorders and fluency disorders. Hearing disorders refer to individuals with non-functional hearing, while speech impairment involves difficulties in communication. Specialized teaching methods and interventions are essential to support these students in their educational journey.

Objectives

- To distinguish between adolescents with differing abilities, namely those with fluency disorders and hearing disorders.
- To evaluate and compare adolescents with fluency disorders and hearing disorders regarding anxiety disorders characterized by anxiety, obsessive-compulsive thoughts, post-traumatic experiences, and frustration, with a specific focus on disability.

Hypotheses

There is no notable distinction observed between adolescents with fluency disorders and those with hearing disorders concerning anxiety disorders marked by anxiety, obsessive-compulsive thoughts, post-traumatic experiences, and frustration, particularly in relation to disability.

MATERIALS AND METHOD

The study was designed to compare the fluency disorder and hearing disorder disabled students on anxiety disorder characterized by anxiety, Obsessive-compulsive thoughts, post traumatizing experiences, frustration with special reference to disability.

Sample

The sample for this study was gathered from several secondary schools in the Aligarh. It comprised 40 students, with 20 having fluency disorders and 20 with hearing disorders. The investigator employed a purposive sampling technique for selection.

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Tool used

The anxiety disorder scale developed by R. N. Kundu assesses anxiety, obsessive-compulsive thoughts, post-traumatic experiences, and frustration.

Statistical treatment

The collected data underwent the following statistical treatments: calculation of mean, standard deviation, and t-test analysis.

Analysis and interpretation of data

To achieve the study's objectives, statistical analysis employed a t-test.

Table 1.0 presents the mean comparison between fluency disorder and hearing disorder disabled students regarding anxiety disorder, including anxiety, obsessive-compulsive thoughts, post-traumatic experiences, and frustration (N=20 in each group).

Group	N	Mean	S.D	t-value	Level of significance
Fluency disorder	20	115.17	7.11	1.77	Insignificant
Hearing disorder	20	119.45	8.12		

Table 1.0 illustrates that the mean comparison between fluency disorder and hearing disorder disabled students on the anxiety disorder scale indicates a calculated t-value of 1.77, which is lower than the tabulated t-value (1.98) at a 0.05 level of significance. This suggests no significant difference between the two groups regarding anxiety disorder scale. Examination of the means reveals that both fluency disorder and hearing disorder disabled students are susceptible to psychological issues. Defective sensory organs may contribute to psychological problems such as anxiety, phobias, stress, anger, frustration, and depression.

Based on the results in Table 1.0, the null hypothesis no. 1, stating “There is no significant difference between fluency disorder and hearing disorder disabled students on anxiety disorder characterized by anxiety, obsessive-compulsive thoughts, post-traumatizing experiences, frustration,” is accepted.

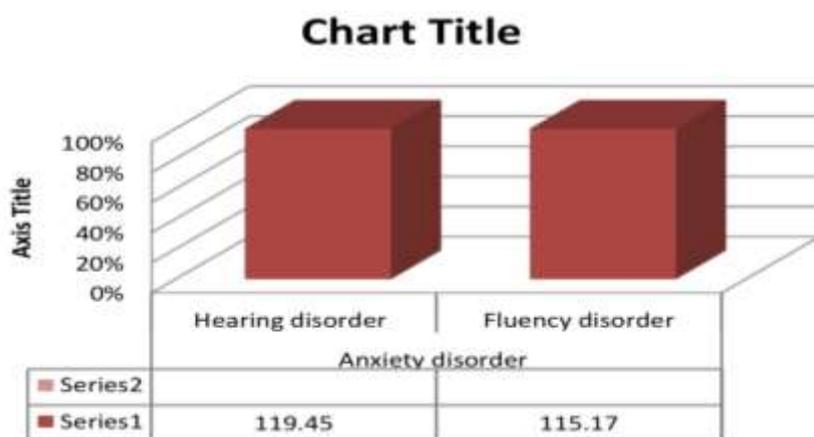


Figure 1.0 depicts the mean comparison between fluency disorder and hearing disorder disabled students on the anxiety disorder scale, including anxiety, obsessive-compulsive thoughts, post-traumatic experiences, and frustration.

CONCLUSION

The two groups, namely fluency disorder and hearing disorder disabled students, were compared in terms of anxiety disorder characterized by anxiety, obsessive-compulsive thoughts, post-traumatic experiences, and frustration. It was observed that both categories, fluency disorder and hearing disorder teenagers, are susceptible to psychological issues. Their disability contributes to stress, depression, inferiority complex, shyness, and anger. Coping with their disability presents challenges for leading a fulfilling life, as they may perceive everyday situations as threatening, leading to feelings of depression and hopelessness.

Suggestions for Further Research

The present study suggests several avenues for further research on the following issues:

1. Further research could investigate physically challenged children by considering additional variables such as personality traits, adjustment abilities, interests, attention span, motivation levels, and the attitudes of parents and teachers.
2. Future studies could explore parental attitudes and the socio-economic backgrounds of students to gain a deeper understanding of their impact on the educational experiences of physically challenged individuals.
3. This study focused on sampling physically challenged students from various secondary schools in the Aligarh division. Similar research could be conducted on a national level by sampling students from special schools.
4. A comparison study could be undertaken between physically challenged children attending special schools and those integrated into mainstream schools alongside non-disabled peers.
5. Research on inter-institutional differences affecting the psychological well-being of physically challenged children could shed light on how institutional climate influences their overall development.

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Conflict of Interest

The author(s) declared no conflict of interest.

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