

Social Support and life satisfaction among Disabled Adults

*Hema Kumari Mehar & **Vinita Rajpurohit

Abstract

In human life, social support is one of the most important aspect which gives meaning to a person's self-esteem and makes a person more satisfied in his/her life. Both of these aspects are severely damaged among disabled adults. Their inability to perform daily chores leads to negative attitude of the society towards them thus forcing that person leading an unsatisfied life. The purpose is to examine the effectiveness of vocational training on social support and life satisfaction among disabled adults. A sample of 60 disabled adults of 20 to 30 years of age who enrolled themselves for vocational training for two months (alternate days) were administered with P.G.I. Social support Questionnaire and Life Satisfaction Scale. Results revealed through the t-test was significant and the difference between pre and post results of social support and life satisfaction was also significant. Thus it shows that that handicapped adults who receive vocational training are able to get positive support from society and experience satisfaction in their life which leads to development of a positive attitude and make their life healthier and happier in future.

Keywords: Life satisfaction, social support. Disabled adults

*Assistant Professor, Department of Psychology, University college of social sciences and humanities, Mohanlal Sukhadia University, Udaipur, Rajasthan

** Assistant Professor, Department of Economics, University college of social sciences and humanities, Mohanlal Sukhadia University, Udaipur, Rajasthan

Introduction : A person with physically crippled has a problem with the structure of functioning of the body. He/she has a limitation on the body's physical well-being that requires on going medical attention. UN General Assembly (2007) defines disability as long term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder full and effective participation in society on an equal basis with others.

An important trend in today's society is that of mainstreaming and integration of persons with disabilities into schools and societies. In light of the Education for All Handicapped Children Act (Public Law 94-142), the 1975 federal mandate for integration of disabled children in the least restrictive educational environment, locus of control and related psychosocial issues have become increasingly important. However, adolescents with physical disabilities may not be prepared to cope on their own.

Social support can be defined as verbal and nonverbal communication between recipient and provider that reduces uncertainty about the situation, self, others, relationship and functions to enhance a perception of personal control in one's life experience. Social support is existence of people on whom we can rely, people who let us know that they care about, value and love us. Social support is the perception and actuality that one is cared for, has assistance available from other people, and that one is part of a supportive social network. These supportive resources can be emotional (e.g., nurturance), tangible (e.g., financial assistance), informational (e.g., advice), or companionship (e.g., sense of belonging) and intangible (e.g. personal advice).

Brooke A Bryson , Kathleen R Bogart . (2020). examined the role of stress and four different types of social support in satisfaction with life (SWL) among adults with rare diseases (RDs). We examined whether support is directly related to SWL (main effects model) or related through moderating the inverse relationship between stress and SWL (stress-buffering hypothesis).

Hallahan and Kauffman (1991, p. 315) agreed that we should educate visually impaired students in the same general way as sighted children. The main difference is that visually impaired students will have to rely on other sensory modalities to acquire information. They go on to say that students with little or no sight would possibly require special modifications in four major areas: Braille, use of remaining sight, listening skills, and mobility training. The first three pertain directly to academic education, particularly reading and the last refers to skills needed for everyday living (Hallahan & Kauffman, 1991, p. 315).

It is important to have lecturers who have acquired higher qualification on special education in order to help visually impaired students in general education classroom. Without experts in education modifications, the learning for visual students could be difficult

With better social support they will get a confidence to have control of their life in their hand. This control will help them to determine outcome of their actions and predict their success in different task. Having lack of control in their hands these people also lose interest in evaluating their lives and develop a negative attitude towards life. They feel dissatisfied which lead to exclusion from society.

Life satisfaction is the way persons evaluate their lives and how they feel about where they are going in the future. It is a measure of well-being and may be assessed in terms of mood, satisfaction with relations with others and with achieved goals, self-concepts, and self-perceived ability to cope with daily life. It is having a favourable attitude of one's life as a whole rather than an assessment of current feelings. It is one of the main components of subjective well-being, the phrase "life-satisfaction" is a complex term, and is sometimes used interchangeably with the emotion of happiness, but they are indeed two separate concepts. Life-satisfaction is defined as ones overall evaluation of life as a whole, rather than their current feelings and emotions

Viemerö and Krause (1998) researched that some individuals with physical disabilities do not cope well in their everyday life, no matter how long they have had the disability. It has been suggested that those individuals who adjust well do so regardless of the degree of their physical impairment. They selected 45 adults with physical disabilities from both Finland and Sweden. The quantitative analyses revealed that satisfaction with one's life situation is a function of the handicapped person's occupation or meaningful occupational activities, social integration and his/her sense of the meaning of life.

OBJECTIVE:

To evaluate the effectiveness of intervention techniques on social support and life satisfaction among Disabled Adults.

HYPOTHESIS:

Intervention techniques would enhance the level of social support and life satisfaction among disabled adults

METHODOLOGY:

SAMPLE:

The present investigation was carried out on 60 participants, with age ranging between 20 to 35 years at Udaipur, Rajasthan. The minimum educational qualification was senior secondary level and middle socio economic status.

TOOLS:

The following measure were administered-

Life satisfaction scale developed by Dr. (Mrs.) Promila Singh and George Joseph in 2012. It comprise of 35 items with five point Likert scale.

P.G.I. Social support Questionnaire developed by Dr.Ritu Nehra, Dr.Parmanand Kulhara and Dr.Santosh K. Verma. It comprise of 18 items prepared in Hindi and English both with four point Likert scale.

PROCEDURE:

A pre-post testing design was used for the study. The researcher meet with 60 disabled adults at vocational rehabilitation centre, Udaipur who enrolled themselves for computer vocational training programme conducted for two months (alternate days). All the 60 participants were selected on the basis of their age, educational qualification, socio-economic status and cause of disability i.e. accidental cases only within the period of 2-5 years. Further the participants were administered with P.G.I. Social support Questionnaire and Life Satisfaction Scale on the first day of training and administered again after completion of two months of vocational training.

RESULT AND DISCUSSION:

The purpose of the study is to obtained results of social support and life satisfaction and to analyse through t-test.

Table no1 Showing the comparison of pre and post assessment of group on Social support (N-60)

Social support	PRE		POST		Pair t	Sig. P
	Mean	S.D.	Mean	S.D.		
	151.21	18.71	153.42	18.81		

The results of the test indicate significant improvement in the social support of disabled adults as they scored significantly higher scores during the post-test as compared to

the pre-test. Study conducted by Mahanta and Agarwal in 2013 studied the effects of perceived social support on the life satisfaction of university students. Gender differences of perceived social support and life satisfaction, among the participants were also investigated. The sample for the present study consisted of total of 100 male and female postgraduate students from four different departments of University of Delhi. The Perceived Social Support scales by Procidano& Heller and the Satisfaction with Life Scale (SWLS) by Diener, Emmons, Larsen, & Griffin (1985) were administered to the participants. Results indicated no gender differences in perceived social support from family but a significant difference was found out for the perceived social support from friends. Also, it was found that female university students have a higher satisfaction with life as compared to male university students. Finally, the findings revealed that higher the levels of perceived social support from family and friends, the higher the life satisfaction. These findings will be useful in assisting educators, counselors, psychologist, and researchers to develop strategies to increase perceived social support in the students thereby enhancing their satisfaction with life.

Wilson et al (2012) examined the relationship between perceived social support and psychological adjustment and functional ability in youths with physical disabilities. Participants: Thirty-seven youths with neuromuscular disease and 33 with spina bifida. Measures: Demographic and disability-related questions, Child Health Questionnaire, Functional Disability Inventory, and Multidimensional Scale of Perceived Social Support. Results: Social support from family, but not from friends, was significantly associated with better psychological adjustment. Significant interactions emerged between family support and age, as well as between friend support and gross motor functioning, in the prediction of functional ability. Conclusions: Social support appears to play an important role in psychological adjustment and functional ability in this population, and the nature of this role may be moderated, to some extent, by age and gross motor functioning. Future research and clinical implications are discussed.

Table No-2 Showing the comparison of pre and post assessment of group on Life satisfaction (N-60)

Life satisfaction	PRE		POST		Pair t	Sig. P
	Mean	S.D.	Mean	S.D.		
	177.85	14.85	179.85	14.90		

The comparative assessment of the scores obtained during the pre-testing and post-testing phases of the study reflected marked improvement in the life satisfaction of disabled adults as the participant scored relatively higher scores during the post-test as compared to the pre-test.

Mohsin (2013) focused on exploring the relationship between depression, anxiety, and self-esteem and life satisfaction among persons with physically disabilities.

Main objective of the study was to find out the effect of age and gender on depression, anxiety self-esteem and life satisfaction among physically handicapped persons. The sample was comprised of 100 (50 male) physically handicapped persons. Beck Depression Inventory developed by Beck, Steer & Brown (1996) and the Beck Anxiety Inventory (BAI) developed by Beck, Epstein & Brown (1988) were used to measure depression and anxiety. Pearson Product Moment Correlation and t-test were used for statistical analysis. Results indicate a significant positive correlation.

Coyle (1994) examined life satisfaction among 91 adults with spinal cord injury (SCI) through structured personal interviews that used the Center for Epidemiological Studies Depression Scale, Rosenberg's Self-Esteem Scale, the Life 3 Measure, and a number of items related to satisfaction with various life domains. Results suggest leisure satisfaction was the most significant predictor of life satisfaction, explaining 43% of the variance in the life satisfaction scores; an additional 16% of the variance was explained by self-esteem and health satisfaction. Findings highlight the role of leisure satisfaction in enhancing life satisfaction among individuals with SCI, given the high unemployment rate in this population.

CONCLUSION:

The results discussed above revealed that there was a significant positive relationship between social support and life satisfaction among disabled adults.

REFERENCES:

- Beck, A.T., Steer, R.A., & Brown, G.K. (1996). Manual for the Beck Depression Inventory-II. San Antonio, TX: Psychological Corporation.
- Brooke A Bryson , Kathleen R Bogart . (2020). Social support, stress, and life satisfaction among adults with rare diseases. Oct;39(10):912-920.doi: 10.1037/hea0000905. Epub 2020 Jun 25.
- Coyle, M., Catherine, P., Emas, L., Susanne, H., Kinney, G. & Walter B. (1994).Predicting life satisfaction among adults with spinal cord injuries.Rehabilitation Psychology, Vol 39(2), 95-112.
- Friedland, J., Renwick, R., & Mccoll, M. (2010).Coping and social support as determinants of quality of life in HIV/AIDS.AIDS Care: Psychological and Socio-medical Aspects of AIDS/HIV. Volume 8, Issue 1. Pg: 15-32.
- Hallahan, D. P., & Kauffman, J. M. (1991). Exceptional children introduction to special education (5th ed.). United States of America: Prentice-Hall International Inc..
- Anand, Paul (2016). Happiness Explained. Oxford University Press. ISBN 978-0198735458.
- "Life satisfaction". OECD Better Life Index. Retrieved 7 February 2013.
- "A Review of Life Satisfaction Research with Children and Adolescents" (PDF): 196. Retrieved 5 March 2013.
- Mahanta, M. &Aggarwal, M. (2013). Effect of Perceived Social Support on Life Satisfaction of University Students. European Academic Research, Vol. I, Issue 6. ISSN 2286-4822, www.euacademic.org IMPACT FACTOR: 0.485 (GIF)
- UN General Assembly, *Convention on the rights of persons with disabilities: : resolution/ adopted by the General Assembly, 24*
- Viemero, V. & Krause, C. (1998). Quality of life in individuals with physical disabilities. PsychotherPsychosom. 1998;67(6):317-22.
- Wilsin, S., Washington, L. Enjal, J. & Jenson, M.(2006).Perceived social support, psychological adjustment, and functional ability in youth with disabilities. Rehabilitation Psychology 51(4):322-330