



EDUCATIONAL, EMOTIONAL AND SOCIAL ADJUSTMENT OF VISUALLY HANDICAPPED STUDENT

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ABSTRACT :

The current investigation is the educational, social and emotional adjustment of boys and girls of visually impaired students in a special school in Faridabad. Sampling was selected by random sampling technique. Dr. A. K. P. Sinha (Patna) and Dr. R. P. Singh (Pune) (AISS) collected data with the help of Adjustment Inventory (Certified), two special schools in and around Lucknow district. The use of moderate, aberrant, and T-tests suggests that there is no difference in the educational, social, and emotional adjustments of special school students for boys and girls.



KEYWORDS : Emotional, Social, Visually Handicapped.

INTRODUCTION

Adjustment is as old as the human race on earth. In the beginning the concept was purely biological and Darwin used the term strictly as a metaphor for the physical demands of the environment but psychologists use the term adjustment in different social or interpersonal situations in society. The term 'adjustment' can be defined as the process of finding and adapting to environmentally friendly behavioural patterns or adapting to the environment. The adjustment can be viewed from two angles. The first approach to 'adjustment as an achievement' is how efficiently an individual can perform his duties in different situations such as military, education, business and other social activities. The second approach is 'process-based adjustment', which is important for psychologists, teachers and parents. The process of adjustment begins with the birth of a child and continues until death. Thus we see that adjustment is a response to the demands and pressures of the social environment imposed on the individual. Demands can be external (social and educational) or internal (emotional) to which the person must respond. These two types of demands sometimes clash with each other and as a result adjustment becomes a complex process for that person.

Psychologists have interpreted adjustment from two important perspectives. Adjustment as a success and another adjustment as a process, the term habitat and integration to represent changes in oneself or the environment as a means of adjusting. "Organ adjustment is the process by which an organism maintains a balance between the conditions that affect the organism's needs." "Just adjustment is the interaction between a person and his environment. They are adjusted if a person adapts to himself and his environment. "Adjustment means that a person has a harmonious relationship with his environment which gives him a comfortable life without stress, tension, conflict and frustration."

A student's adjustment comes in a balanced position between his needs and satisfaction. The needs of the individual are multifaceted. Students have good adjustment in all aspects of life if there is a balance

between academic, intellectual, emotional, social and other needs and their satisfaction. Some obstacle situation struggles to overcome that person. Adjustments affect the process and are modified by the person's experiences. There is a constant conflict between the needs of an individual and the forces outside his environment. This includes internal needs, roles and stress reduction. Individual needs vary from person to person and from time to time. Accordingly, he adapts himself to the immediate environment to meet his needs. This leads to a lack of control over emotions and results in emotional instability. Adequate emotional adjustment and a desire to learn to meet the needs of the environment is a fundamental achievement in life.

Just adjustment consists of two types of processes. The first person adjusts to the given situation and the second changes the situation according to one's needs. That is why adjustment is important in one's life. Adjusting during adolescence largely determines what he or she will be as an adult. Just adjustment means constant communication between a person and his environment, everyone is demanding on each other. Sometimes it is adjusted when the situation is received and accepted, which is beyond its ability to change. Sometimes this environment is achieved when a person gets constructive actions. In most cases adjustment is a compromise between the two extremes and the distortion fails to make a satisfactory compromise. In order to develop an adequate understanding of the mental concept of adjustment, it is necessary to adopt some more coherent view of basic human nature, from the moral point of view under three headings to expressive and behavioural or social learning.

VISUALLY HANDICAPPED CHILDREN:

The child's appearance is multifaceted and flexible; The same potential can have different consequences depending on whether the environment encourages or discourages. It is an accepted notion that every child is like every child and not every child is like every child. Each child has their own unique characteristics, which they present as individuals independent of others. Exceptional children cannot be excluded.

Educationally defined, visually impaired children are those whose visual impairments should be taught mainly using Braille touch and hearing aids. The definition of a partially viewed child is one that has some remaining useful visuals and some remaining useful visual content as part of the educational program. Education is a powerful force for development in today's society. Similarly, the role of education in the physical, mental, social and emotional development of a person is unique. Special education refers to a system of educational programs and services that provide assistance to persons with or without disabilities to develop their abilities. The special residential school concept is still an accepted phenomenon around the world today. While the problem of residential schools and the current future may be justified, there is an unfounded fear that the concept of newly integrated education will replace residential type education for visually impaired children.

Integration is the inclusion of visually impaired children in the normal educational process. Most visually impaired children study in regular classes with part-time special services. Just adjustment is a part of life and a parcel and is often considered a continuous process where every moment blind children have to deal with situations where they have to make adjustments. Visually impaired child who is able to adapt to the current situation and make good use of the opportunities available at school and with his peer group, excels in the class situation, peer circle / setting and later school settings. Life friendship is a wrap of social fabric and fungus. It is defined as a set of specific features. Each of these has boundaries that should not be crossed if the relationship should be known as a genuine example of friendship. It not only provides a cohesive blind society but also provides essential emotional nourishment, preventing stress and maintaining mental health.

That is why the success of a school with students with special needs depends on the teachers, the school environment and the group of peers. The challenge posed by the expansion of facilities for the education and training of visually impaired children is greater today than it was a few decades ago. Not only encouraging but also improving the personality development of visually impaired children is a challenge so that when they leave school they may be able to compete in a highly competitive and complex society where

inefficiency and poor training cannot be left out. Therefore, according to the present study, the method of peer adjustment of visually impaired children studying in special schools was undertaken.

Method:

The current investigation uses a descriptive survey method.

Sample:

The study sample consisted of 100 students (50 boys and 50 girls) in grades six to eight. He was randomly selected from two special blind organizations in Lucknow district. An intentional sample was used in this study

Table 1.1 Mean S.D. and t-value of the scores of Special Schhol Student

Particular	Variables	N	Mean	SD	't'
Educational Adjustment	Boys	50	2.8	1.61	0.33
	Girls	50	3.4	1.19	
Social Adjustment	Boys	50	4.23	1.42	4.12
	Girls	50	5.91	1.67	
Emotional Adjustment	Boys	50	1.67	1.52	0.30
	Girls	50	2.73	1.71	

Source: Statistical Analysis

The table 1.1 represents the mean, Standard Deviation and Significance of difference in mean scores of respondents of educational adjustment of Special school students. It was observed that the mean value of educational adjustment of Special school students belonging to boys is 2.8 and the mean value of students belonging to girls is 3.4, similarly the S.D. value of educational adjustment of Special. School students belonging to boys are 1.61 and the S.D. value of Special School students belonging to girls is 1.19 respectively. The t-value is 0.33. It is not significant at 0.01 & 0.05 level. There is no significant difference between the educational adjustments of special school students is accepted.

It was observed that the mean value of social adjustment of Special school students belonging to boys is 4.23 and the mean value of students belonging to girls is 5.91, similarly the S.D. value of educational adjustment of Special. School students belonging to boys are 1.42 and the S.D. value of Special School students belonging to girls is 1.67 respectively. The t-value is 4.12. It is not significant at 0.01 & 0.05 level. There is significant difference between the social adjustments of special school students is rejected.

Whereas the mean, Standard Deviation and Significance of difference in mean scores of respondents of emotional adjustment of Special School students belonging to boys and girls. The mean value of emotional adjustment of Special school students belonging to boys is 1.67. The mean value of students belonging to girl's is 2.73. Similarly the S.D. value of emotional adjustment of Special. School students' belonging to boys is 1.52. The S.D. value of Special School student belonging to girls is 1.71 respectively. The t-value is 0.30. It is not significant at 0.01 & 0.05 level. There is no significant difference between the emotional adjustments of special school students is accepted.

CONCLUSION:

From the above discussion and the findings of the current investigation to the conclusion that, special school students get more adjustment.

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