

Emotional, Social and Educational Adjustment of Visually Handicapped Students of Special Schools students

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Abstract- The objectives of the present investigation is to the educational, social and emotional adjustment of boys and girls of visual handicapped Students of special school of Faridabad. Samplings were selected through random sampling techniques. Data was collected with the help of adjustment inventory (standardized) by Dr. A.K.P Sinha (Patna) and Dr. R.P Singh (Pune) (AISS). two special blind school from in and around Faridabad division of Haryana State. By the application of mean, standard deviation, and t-test indicated is no significant difference between the educational social and emotional adjustments of special school Students belonging to boys and girls.

I. INTRODUCTION

Adjustment is as old as human race on earth. During early days the Concept was purely biological and Darwin used the term as adaptation strictly for physical demands of the environment but Psychologists use the term adjustment for varying conditions of social or interpersonal relations in the society. The term 'adjustment' can be defined as the process of finding and adapting modes of behavior suitable to the environment or to change the environment.

Adjustment can be viewed from two angles. The first view being 'adjustment as an achievement' means how efficiently an individual can perform his/her duties in different circumstances such as military, education, business and other social activities. The second view is 'adjustment as a process', which is of major importance to psychologists, teachers and parents. The process of adjustment starts from birth of the child and continues till death. Thus, we see that adjustment means reactions to the demands and Pressures of social environment imposed upon the individual. The demands may be external (social and educational) or internal (emotional) to which the individual has to react. These two types of demands sometimes clash with each other and consequently make the adjustment a complicated process for the individual.

Psychologists have interpreted adjustment from two important points of views. One adjustment as an achievement and another adjustment as a process. Piaget (1952) used the term accommodation and assimilation to represent the alterations of oneself or environment as a means of adjustment. "Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs."(Shaffer, 1961). Ark off (1968) view that "Adjustment is the interaction between a person and his environment. An individual is adjusted if he is adjusted to

himself and to his environment." "Adjustment would be a harmonious relationship of an individual to his environment which affords him comfortable life devoid of strain, stress, conflict and frustration."

Adjustment of a student is related to arrive at a balanced state between his needs and satisfaction. Needs of the individual are multidimensional. Students have good adjustment in all the aspects of their life if there is balance between their academic, intellectual, emotional, social and other needs and their satisfaction. The situation that offers few barriers makes the person struggle to overcome them. The adjustment process is affected and modified by the individual's experiences.

There is a continuous struggle between the needs of the individual and the forces outside his environment. It consists in the reduction of inner needs, stances and strains. Individual needs differ from person to person and from time to time. Accordingly he adjusts himself in the immediate environment to meet his needs. This leads to lack of control over emotions and it results in emotional instability. Adequate emotional adjustment and willingness to learn to meet the requirements of the environment are fundamental success in life.

Adjustment consists of two types of processes. The first one is fitting oneself into given circumstances and the second one is changing circumstances to fit one's needs. Hence adjustment is important in one's life.

Adjustment during the period of adolescence will determine to a large extent what he or she will be as a person as an adult. Adjustment implies a constant interaction between the person and his environment, each making demands on the other. Sometimes adjustment is accomplished when the person yields and accepts conditions, which are beyond his power to change. Sometimes it is achieved when the environment yields to the person's constructive activities. In most cases adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise."

To develop an adequate understanding of psychological concept of adjustment, it is necessary to adopt some more or less consistent view point concerning basic human nature under three headings the moral view the phenomenological and behavioural or social learning view.

II. VISUALLY IMPAIRED CHILDREN

Child's nature is multifaceted and flexible; the same potential may have different results depending on whether the environment encourages or discourages it. It is an accepted

notion that every child is like every other child and every child is unlike every other child. Each child has its own unique traits, which present it as a separate individual from others. Exceptional children too cannot be excluded from this.

All exceptional children have been classified into four main categories, for practical purposes, in the field of education. They are (1) Physically handicapped (2) Mentally retarded (3) Educationally handicapped and (4) Socially handicapped (Bhargava 1994). Further Visually handicapped Impaired Children fall into the bracket of sensory disabled children who are physically handicapped.

Educationally defined, the Visually Impaired Children are those whose visual loss indicates that they should be educated chiefly through the use of Braille tactile and auditory materials. The partially seeing child is defined as one who has some remaining useful visual and some remaining useful visual materials as part of the educational programme. Education is the present day is a powerful force in bringing about development changes in the society. Similarly the role of education in physical, mental, social and emotional development of an individual is of paramount importance. Special education refers to the system of educational programmes and services, which provide assistance to handicapped or disabled persons to develop their potential. The Special residential school concept is an accepted phenomenon all over the world even today. The issue of the residential schools at present as well as of the future could be justified through there is a baseless fear that the newly introduced concept of integrated education would replace residential type of education for the Visually Impaired Children.

Integration refers to the inclusion of the Visually Impaired Children in the general educational process. Most Visually Impaired Children are educated in regular classes with part-time special service. Adjustment is a part and parcel of life and is often considered as a continuous process where in every moment the Visually Impaired Children are subjected to situations where they have to make an adjustment.

A Visually Impaired Child who is capable of adopting itself to the existing situations and makes the best use of the opportunities available to it at school and with its peer group strives well in school settings such as classroom situation, peer circle/setting, and later in life. Friendship is the wrap and woof of the social fabric. It is defined as the set of certain characteristics. Each of these has boundary points that cannot be exceeded if the relationship has to be recognized as a genuine instance of friendship. It does not merely bind society together but provides essential emotional substance, buffering and individual against stress and preserving mental health.

Therefore the success with which a school is able to work with students who have special needs depends a great deal on the attitude of the teachers, school environment and peer group. The challenge posed by the expansion of facilities for education and training of Visually Impaired Children is greater today than it was a few decades ago. It is a challenge not only to encourage but also to improve the personality development of the Visually Impaired Children so that when they leave the school they are able to take place in a highly competitive and complex society where inefficiency and poor training will not be condoned.

Hence the present study was undertaken to know the peer adjustment pattern of the Visually handicapped Children attending special schools.

III. NEED AND JUSTIFICATION OF THE STUDY

Children need security and feeling of confidence that comes from teacher's side. Encouragement and motivation given by teachers help child in achieving higher goals and in shaping destiny. This study will enable teachers to know the response of handicapped students will regard to their involvement and with participation in their academic life. This study aims at sensitizing teachers with respect to Children's need and expectation. This would be further of great help to the teachers to understand how to monitor their special children's behaviour.

On the above discussion investigator found that various studies conducted on adjustment in relation to academic achievement, socio-economic status, adolescent's problem and home adjustment of school students. The study will be contributed towards human development in our society of which students are the future. Sometimes Students have to face many changes physically, mentally and socially and they find it difficult to tackle these changes it is the moral duty of teachers that they understand the problems of these students and give them orientation accordingly. The emotionally, socially and educationally well-adjusted students are an asset to the society and may lead to the evolution of much sought after model The study may add to the knowledge of the teachers and social workers in improving the student's faith, confidence and emotions. therefore the investigators study the emotional, social and educational adjustment of special school students of Faridabad.

Objectives :

1. To study the educational adjustment of boys and girls of visual handicapped Students of Special School.
2. To study the social adjustment of. Boys and girls of visual handicapped Students of Special School.
3. To study the emotional adjustment of boys and girls of visual handicapped Students of Special School.

Hypothesis :

1. There is no significant difference between the Educational adjustments of boys and girls of visual handicapped Students of Special School.
2. There is no significant difference between the Social adjustments of boys and girls of visual handicapped Students of Special School.
3. There is no significant difference between the Emotional adjustments of boys and girls of visual handicapped Students of Special School.

Method:

The descriptive survey method is used in the present investigation..

Sample:

The sample of the study consisted of 100 Students (50 from boys area and 50 from girls area) studying in class VI to VIII

They were selected randomly from two Special blind Institutes of Faridabad area affiliated to Haryana. Purposive sampling was used in this study.

Tool :

Adjustment inventory (standardized) by Dr. A.K.P Sinha (Patna) and Dr. R.P Singh (Pune) (AISS).

Statistical Techniques:

Mean, Standard Deviation and t-test .

TABLE – 1

Mean, S.D. and the t-value of the scores of Educational Adjustment, Social Adjustment and Emotional Adjustment of Special School students belonging to boys and girls :

Sr.No.	Adjustment Dimension	Variables	N	Mean	SD	't' Value
1.	Educational Adjustment	Boys	50	2.6	1.57	0.30
		Girls	50	3.2	1.16	
2.	social Adjustment	Boys	50	4.16	1.4	4.04
		Girls	50	5.88	1.61	
3	Emotional Adjustment	Boys	50	1.6	1.49	0.25
		Girls	50	2.68		

Level of Significance	Value
t 0.05	2.01
t 0.01	2.68

Not significant at .01 and .05 level.

The table 1 represents the mean, Standard Deviation and Significance of difference in mean scores of respondents of educational adjustment of Special school students belonging to boys and girls. The mean value of educational adjustment of Special school students belonging to boys is 2.6. The mean value of students belonging to girls is 1.16. Similarly the S.D. value of educational adjustment of Special. School students belonging to boys are 1.57. The S.D.value of Special. School students belonging to girls is 1.16 respectively. The t-value is 0.30. It is not significant at 0.01 & 0.05 level. So we can say the null hypothesis H01. There is no significant difference between the educational adjustments of special school students is accepted. whereas the mean, Standard Deviation and Significance of difference in mean scores of respondents of social adjustment of Special. School students belonging to boys and girls. The mean value of social adjustment of Special school students belonging to boys is 4.16. The mean value of students belonging to girls is 5.88. Similarly the S.D. value of emotional adjustment of Special. School students belonging to boys are 1.4. The S.D. value of Special School student belonging to girls is 1.61 respectively. The t-value is 4.04. It is significant at 0.01 & 0.05 level. So we can say the null hypothesis H02. There is significant

difference between the social adjustments of special school students is rejected

While 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 boy's is 1.6. The mean value of students belonging to girl's is 2.68. Similarly the S.D. value of emotional adjustment of Special. School students' belonging to boys is 1.49. The S.D.value of Special School student belonging to girls is 1.32. respectively. The t-value is 0.25. It is not significant at 0.01 & 0.05 level. So we can say the Null Hypothesis H03. There is no significant difference between the emotional adjustments of special school students is accepted.

IV. CONCLUSIONS

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

From The Above Analysis Investigator Come To the Conclusion That:-

1.Educational Adjustment

There is no significant difference between educational adjustment of the special school students belonging to boys and girls thus the hypothesis no. 1 is accepted.

2.Social Adjustment

There is no significant difference between social adjustments of the Special. school students belonging to boys and girls. Thus the hypothesis no. 2 is rejected.

3. Emotional Adjustment

There is no significant difference between the emotional adjustments of special school Students belonging to boys and girls. Thus the hypothesis no. 3 is accepted.

Education implications:

On the basis of the following conclusions drawn in the present investigation

The following implications emerge:-

1. To educate visually impaired children are educated in regular classes with part-time special service.
2. To make the use of the devices and equipment that are helpful in increasing the visual access to printing material of other visionary objects for gaining desired information like magnifiers (hand-held, stand magnifier or spectacles magnifier) close circuit television and computers.
3. To make the visually impaired to learn number, concepts and making calculations especially in terms of counting, adding and subtracting etc. The help of a special mathematical aid name as "Cranmer abacus" may be taken.
4. To train the visually impaired children to make the use of speech plus talking calculator.
5. To make use of devices and equipment that may prove help to the visually impaired in their safe, smooth and efficient orientations and novelty with regard of the day to day living and work environment.

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