CHAPTER – 3

REVIEW OF THE RELATED LITERATURE

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3.1 INTRODUCTION

Research takes the advantage of the knowledge, which has accumulated in the past as a result of constant human endeavour. The researches, which have been carried out earlier, are an essential aspect of an investigation. It is obviously imprudent and wasteful grouping in the dark without reviewing what has been done before.

In the process to penetrate the secrets of the world renewal of knowledge is an essential dimension of man’s work. Man tries to transform the world or the basis of acquired knowledge and inform potentialities. The process of acquiring knowledge is fascinating and it demands continuous perseverance. New knowledge appears unexpectedly by way of revelation and by relentless acts on lateral phenomena. Sudden penetration of the essence helps to develop new knowledge. Cognitive domain of man’s behaviour acts on the process of knowing the essence of things and beings of the world. Here lies the necessity of creativity of man.

The existing stock of knowledge helps to view and review the essence of things, beings, matter and the happenings of the phenomena of the world around man. The secondary sources available around man are the basis of primary search for knowledge. Here lies the importance of review of literature for every search or research work in social as well as physical sciences.

The discussion undertaken above reveals that review of literature is the base for deciding the research problem selecting objectives and formulating hypotheses. Therefore, review of related literature is placed in the research synopsis prior to objectives and hypothesis.
An intensive review of existing literature on the subject is an important step in any research endeavor. Apart from providing a sound theoretical framework of research it serves two purposes—

i) What has been done in a particular field and

ii) What is yet to be done.

The first part gives an impression about the work already done to prevent mere repetition of the same work again. The second part reveals the scope of the study to be undertaken.

The present chapter embodies a brief review of the researches done in the area. The studies related to self-concept and Emotional adjustment has stimulated such an enormous research activity throughout the world in the field of special education. So, it is almost impossible to review all the theoretical and empirical reports on the topic the review therefore confined to those studies, which have considerable bearing on this investigation. Because of the intensity and gravity of the available literature and previous research studies relating to the present investigation in India and abroad, these are placed in two main heads viz. studies conducted in abroad and studies conducted in India.

3.2 STUDIES CONDUCTED IN ABROAD

Wan- Lin and Tait (1987) investigated the cognitive development of visually impaired and sighted children through a Piagetian Conservation Scale. The sample consisted of 80 visually impaired and 40 sighted children in the Republic of China. The result showed that vision contributed the important role in attainment of conservation in visually impaired subjects. The order of difficulty of conservation task
for partially sighted subjects was more similar to sighted subjects than the blind children. Blind children differ from the sighted and partially sighted in relation to cognitive development.

Jan, Sykanda and Groenneld (1990) described neurological, developmental and cognitive differences that exist between visually impaired, blind and sighted children. Discussion focuses on neuro-physiological principles of intervention, associated handicaps in visually impaired children, motor development in visually impaired infants and young children and conceptual development in visually impaired infants and children. Visual impairment affects the total process of gathering and exchanging information and the effect is noticeable not only in motor skills but also in cognition, language development, and social skills. The effect of visual impairment on children's social and emotional development and visually impaired children's need for specific interventions is stressed.

Tait (1990) compared the achievement of 30 blind Chinese and 34 blind Indian children (aged 6 – 15 years) on 8 tasks of conservation and contrasted it with that of 40 sighted Chinese children. Both groups of blind subjects performed poorer than sighted subjects, suggesting that visual impairment impedes the achievement or conservation. Results also suggest the importance of experience in the attainment of conservation.

Ammerman, et al. (1991) investigated problem solving and conflict resolution strategies, and important aspect of family functioning, in 24 visually impaired adolescents and their parents. Visually impaired subjects were compared with 25 adolescents with spinabifida and 25 control adolescents without disabilities. Parent – adolescent dyads participated in a problem – solving discussion of topics
reflecting family disagreement. Video – tapes of these discussions were rated for patterns of interaction. Results reveal no differences between groups for adolescents, months and fathers on the problem – solving discussion. Results are further discussed in terms of (i) the impact of visual impairment on family functioning and (ii) the need to identify subgroups of visually impaired subjects and their families that may be at heightened risk for maladjustment.

Dote - Kwan and Jamine (1991) conducted a study to identify aspects of the home environments related to the development of young children with visual impairment. The subjects were 18 mothers and their children of 18 to 36 months of age group. The Extended Home Measures (Bradley, et al. 1987) provided a distal view of the environment in terms of overall quality. The observation and recording of mother – child interaction pattern provided a detailed examination of specific aspects of the home environment. The results of this study revealed that their overall home environment tend to be consistently favorable despite variability in the SES level of their parents. But neither the overall home environment nor the SES level of the parents contributes significantly to these children’s development. The children’s chronological ages, level of visual acuity and their month’s consistent responsive behaviour to their initiating behaviour contributed significantly to these children’s overall development.

Moore and Pual (1991) investigated whether visually impaired students differ from sighted students in occupational self – efficacy, career beliefs, and self – esteem. The sample consisted of 54 students in residential school for the blind. Occupational Self-Efficacy Scale: Career Beliefs Inventory and Self Esteem Inventory were administered. Results indicated that visually impaired students self-estimates of their
ability to complete education requirement for occupations did not differ from those of sighted students. Visually impaired students did not differ based on degree of sight loss on measures of occupational self-efficacy, career beliefs or self-esteem. Further more, few differences were found between visually impaired males and females on measures of occupational self-efficacy, career beliefs or self esteem.

**Solodova (1991)** studied interpersonal relationship at School. The sample comprised of 11 Kirghiz adolescents (blindness and visually impairment) studying in 7th grade at a special boarding school. A three years longitudinal study was conducted using the following methods: interviews with teachers and parents, interviews with students, analysis of student compositions and classroom observation. A pedagogic experiment designed to correct negative personality traits and foster positive attitudes was conducted simultaneously.

**Weiner (1991)** described the social support network of 55 visually impaired young adults. Arizons Social Inventory Scale and Network Analysis Profile were used to examine the key aspects of network structure and to evaluate the attributes of network links. The result of this study indicated that with exception of network size, the level of visual impairment may have less impact on the network structure than such factors as age of onset of blindness, type of school attended, acceptance of blindness, marital status, gender and mastery.

**Minter and Pring (1992)** designed a study in order to recognize the vocal expression of emotion and the sound of non-emotional objects. The study was conducted on a sample of eight congenitally blind children and eight sighted children. An audio tape which contained verbal and non-verbal emotional sounds, was used.
The results concluded that sighted children did not differ in ability to recognize non-emotional sounds, but blind children were less able to identify the emotion sounds.

Nielsen, et al. (1992) conducted a descriptive study to determine the education needs of visually impaired students in grades 1-12 in North Dakota. The sample of the study included 55 visually impaired general education students. A two-part survey instrument, development by Michigan’s department of education was modified and used to gather information for this study. Results of the study indicated that local educational agencies are able to provide adequate service in basic academics social and interpersonal relations, personal management, and productivity. However, these agencies are not as able to provide adequate services in print, orientation and mobility.

Kielly and Dorothy (1993) conducted a study to compare the self concept of teenage learners who were visually impaired and enrolled in public day schools with those who attended a residential school. The target population was those individuals with a primary functional visual impairment in the age range of 12 through 18 years, and who were engaged in an academic instructional curriculum. Seventeen students at the low a Braille and Sight Saving School were the residential population where as 15 visually impaired students who were receiving support services of the itinerant for the visually impaired participated as the public school population. Piers – Harris Children’s Self Concept Scale was administered. The researcher made the personal contacts with parents and students to get demographic information about each student. The results of this study had limited. No significant difference was showed on the self-concept scale. The results added information to the overall body of knowledge
regarding the impact of educational placement on self and relationship between learning medium and self—concept among visually impaired youth.

_Teras, et al. (1993)_ conducted an experiment to teach independent living skills to children and young men with visual impairment. Seven students with visual impairment (some with a diagnosis of mental retardation) were taught independent living skills. One group of three first graders (aged 7–9 years) was taught the tasks of folding a shirt, making an emergency telephone call, and spreading soft foods with a knife. The other group of four young men (aged 19–20 years) was taught to increase leisure skills through three different leather work tasks. Independence training was conducted in a group format and included social learning components (e.g. self-evaluation, peer evaluation and reinforcement) in addition to traditional operant procedures (e.g. modeling promoting). However, because of the presence of visual impairments, a physical and verbal modification of modeling was used. A multiple baseline design across behaviours demonstrated the efficacy of teaching independent living skill to the two groups of subjects, which were maintained at 10 months follow up.

_Genes and Genes (1994)_ identified autism in children with blindness and visual impairment. The autistic behaviour is considered within the historical perspective of stereotype behaviours associated with blindness. Similarities exist between some behaviour exhibited by children with autism and behaviours exhibited by young children with blindness or visual impairment. The use of behavioural observations and interviews with parents and teachers is recommended for identifying blind children with autism. Such identification is important for understanding individual learning styles so that appropriate intervention strategies, curricula, and programme of instruction can be developed to promote successful learning.
Poli (1994) in his study evolved of a psycho-analytic programme designed to educate visually impaired subjects. The historical development of understanding about visual impairment, visual-motor development of children, the role of school and education, and the development of a psycho-educational system during the restricting of an institution for the visually handicapped is described. Preliminary results of the programme are discussed.

Retting (1994) reviewed and examined literature on the characteristics of the play of preschool aged children with visual impairments and suggested areas for interventions to enhance play behaviours. Children's play is defined as solitary, parallel, functional, manipulative, symbolic, dramatic and cooperative. Of particular interest are the findings that the deficits and that intervention should focus on enhancing the child's sense of self to foster language and social emotional development. Strategies for effective playing for visually impaired children are outlined, such as special adaptation of the environment use of sighted peers and adult involvement. It is suggested that play intervention for children with visual impairments concentrate on language and cognitive skills.

Shaolvik, E.M. and Rankin, R.J. (1994) studied on “Gender differences in mathematics and verbal achievement self perception and Motivation”. This study examined gender differences in mathematics and verbal self-concept, self-perceived skills and motivation and whether such differences were larger than could be explained by differences in achievement. Subjects were 356 sixth grade and 353 ninth grade N Wegian students & Data were analysed by analysis of variance and covariance. There were no differences between the sexes in mathematics achievement, where as boys had Higher mathematics self-concept and self-perceived mathematics skills than
girls. Girls had higher verbal achievement than boys but there were no significant differences in verbal self-concept—perceived verbal skills.

**Hatton and Dominey (1995)** examined the developmental trajectories of young children who are visually impaired. The sample was consisted of 248 children between the ages of one and 83 months. The results of growth curve analysis based on 650 observations using the Batelle Developmental Inventory (B.D.I.) found that children with visual impairment score significantly lower than that of sighted children.

**Jackson and Lawson (1995)** investigated Family Environment and Psychological Distress in persons who are visually impaired. The ten sub-scales of the Moos Family Environment Scale (Moos and Moos, 1976) and nine dimensions of the Brief Symptom Inventory (Derogatis and Melisaratos, 1983) were used as a measure of psychological distress. The sample included 76 adults, 29 men and 47 women aged 18–94, who had become significantly visually impaired fewer than four years before. The findings strongly pointed to significant relationship between various characteristics of family environment, and levels of psychological distress in the subjects. Since psychological distress in the subjects was presumed to be inversely reflective of adjustment to vision loss, the influence of the family social environment served as predictor of adjustment.

**Mc Alpine and Moore (1995)** investigated the development of social understanding in children with visual impairments. The performance of 16 visually impaired children (4–11 years old) on tasks designed to assess their understanding of false belief, a central aspects of social understanding was recorded. False belief tasks using containers with tactile familiarity were used. To determine mental age, the
Slosen Intelligence Scale was completed by all subjects. Results indicated that the development of understanding of another's false belief in delayed in children with severe visual impairments and the degrees of vision loss is a key variable in that development. It is concluded that the quality of social interactions of children with a visual impairment is affected both by the children’s level of understanding of mind and by the limited or non-existent visual information even when the children acquired some understanding of mind.

Scoll and Eugenia (1995) reported responses regarding factors which influenced the initial involvement and retention in sport by athletes with visual impairments. Fifty-five athletes with visual impairments (40 male and 15 female) were interviewed. The positive factors perceived to influence involvement in sport were quality of life issues. Factor mentioned included fun, health and fitness friendships and competition. Other components of interest not falling into the above categories included “high level of success” “satisfaction” “challenge” “enjoyment”, “increased self-esteem”, “self confidence”, “puts life in perspective”, “I have a better outlook”, “it balances my life” and “keeps my life normal”. For athletes with visual impairments it appears that involvement in sports is a great asset to personal life satisfaction.

Sigafoos and Pennell (1995) examined the effects of tactile stimulation on self-injurious behaviour in a 10 year old male with severe mental retardation cerebral palsy, and cortical visual impairment. During the unstructured play, self injurious behaviour occurred at high rates, suggesting an automatic reinforcement, sensory stimulation function, noncontingent application of an alternative source of tactile simulation produced only modest reductions in self injurious behaviour but contingent
removal of the objects used to obtain tactile stimulation produced clinically significant reductions.

**Troster, et al. (1996)** studied the daily routines and sleep disorders in visually impaired children. 108 girls and 157 boys with visual impairment were classified into groups according to degree of impairment. Sleep behaviour was assessed with the Beilefeld Parents Questionnaire for Blind and Sighted Children. Results show that blind subjects had significantly more sleep disorder than partially sighted subjects. Moreover, children with irregular daily routine tend to have sleep disorder.

**Ullman, C. and Tatar, M. (2001)** studied on psychological adjustment Among Israeli Adolescent Immigrants: A Repot on Life Satisfaction, self-concept and self-esteem. The main objectives of the study were to examine the central issues in the psychological adjustment of adolescents who immigrants: self-concept, self-esteem and life satisfaction. The major findings of the study were that immigrant adolescents as compared to their counterparts express less satisfaction with their lives and report less congruence both their self-concept and the ways in which in their opinion they are perceived by others. The two groups do not differ in global self-esteem. Among the immigrants, the length of stay in Israel was related to the extent of their life satisfaction and to the degree of similarity between the constituents of their self-concept and those of there classmates.

**Kef, S. (2002)** studied on psychosocial adjustment and the meaning social support for visually impaired adolescent the study revealed that majority of these adolescents had high self-esteem were generally happy did not feel lonely and that most had accepted the implications of their impairment. No significant differences were found between blind and individuals with low-vision (both severe and mild)
although the scores for the severely visually impaired tended to be more negative. Interestingly, no significant differences were found between these groups and sighted adolescents. Sighted adolescents tended to have a larger network of family and friends although individuals who were blind or had low-vision were satisfied and believed they received enough support from parents and peers.

Kyritsi, H. et al. (2005) studied on self-concept of children and adolescents with Cancer. The main purpose of the study was to define the self concept of children with cancer in comparison with healthy children and child with thalasaemia. The major findings of the study were that the illness and its treatment affect the self-concept of children negatively and according to the results, the children with cancer evaluate their behaviour, appearance, performance at school negatively and express less satisfaction and happiness.

Hendreson, C.E., et al., (2006), studied on family functioning, self-concept, and severity of adolescent externalizing problems. This study investigated direct and shared effects of family functioning and self-concepts on the severity of adolescent externalizing problems. The major findings of the study were that self-concept and family functioning exert direct and shared effects on externalizing problems.

Desmary, M.K. and Maleck, C.K. (2007) studied on predictors of perceived social support among visually impaired adolescent. The aim of the study was to investigate how well gender age income type of residence level of impairment attending social activity predicts perceived social support of visually impaired adolescents. A total of 139 (64 male and 73 female) visually impaired adolescents aged between 11 and 22 participated to the study Multidimensional Scale of Perceived Social Support (MSPSS; Zimet, Dahlem, Zimet and Farley, 1988) and a demographic
form were utilized for data collection. Results of logistic regression analyses indicated that age negatively predicts both perceived social support from family and friends. Attending social activity also predicted support from friends significantly.

Eniola, M. and Busari, A.O (2007) of Nigeria studied on effects of stress management training of self-image perception of the visually impaired Individuals. This study investigates the effects of stress management training on self-image perception of the visually impaired individuals. The results of the study showed that there was significant difference between the subject exposed to treatment and the control group. The results also confirmed that there was significant difference in the level of stress experienced by the totally blind and the partially signed.

Lifshitz, H., et al., (2007), studied on self-concept, adjustment to blindness, and quality of friendship among adolescents with visual impairment. This study aimed to compare the self-concept and quality of friendship among visually impaired and sighted adolescents. The findings indicate a similar self-concept profile for sighted adolescents and adolescents with visual impairments, although the scores of the participant with visual impairments were higher in all domains except their fathers' concept of them.

Schinazi, V.R. (2007), studied on psychological implications of blindness and low-vision. The main purpose of the study was to discuss several aspects of psychosocial adjustment to blindness and low-vision and proposes that the education of both the self and society are essential for positive adjustment. It exposes some of the general misunderstandings about visual impairment and demonstrates how these are partly responsible for the perpetuation of myths and misconceptions regarding the character and abilities of this population. It argues that confidence and self-esteem are
deeply connected to ability and should be regarded as constructive elements of the ego usually manifested in different types of instructed and extroverted behaviour.

**Zyoudi, M.A. (2007),** studied on gender differences in self-concept among adolescents with low vision. This study aimed to investigate whether there were differences in self-concept among adolescents with low vision due to gender. The results of this study showed that there were some differences in the adolescents' self-concept and self-behaviour due to gender. Female students scored lower on social self-concept, family self-behaviour and moral self-behaviour dimensions than male students, but higher on physical self-concept.

**Choy, G. et al., (2008)** of University of Western Sydney, Australia studied on multi-dimensions of perfectionism and self-concept in school aged children. This study investigated the relationship between the multi-dimensions of both perfectionism and self-concept in Australian students. The results showed that there was a positive correlation between perfectionism and self-concept domains for school aged children. Self-oriented perfectionism was significantly associated with academic self-concept and general self worth. Compulsiveness was significantly associated with academic self-concept, non-academic self-concept and general self-worth.

**Bernaras, E. & Garaigordobil, M. (2009)** of Spain studied on self-concept self-esteem, personality traits and psychopathological symptoms in adolescents with and without visual Impairment. The purpose of the study was to analyze self-concept, self-esteem and other personality traits and Psychological Symptoms in subjects with and without visual impairment. The results showed that there were no significant differences in self-concept and self-esteem in the samples, but the visually impaired adolescents scored significantly higher in various psycho-pathological symptoms as
well in their capacity for kind behaviour. There were no gender difference in any variables in adolescent without visual impairment. However, women with visual impairment scored lower in self-esteem and higher in various psycho-pathological symptoms.

3.3 STUDIES CONDUCTED IN INDIA

**Bhaleraao (1975)** investigated the family background, education, socio-religious condition, occupation and economic conditions, recreation and hobbies, biomedical background and psychology of the educated blind. The sample comprised 100 educated blinds (ninety males and ten females). Data were collected by using interview and observation schedule. Results showed that adjustment in the family was satisfactory. All the blind going in for education received scholarship. A majority of them belonged to the middle economic groups. The bio-medical background revealed that they became blind due to small pox, trachoma, sore eyes and other causative factors. They participated in various recreational programmes, interesting in social work. They could keep their houses clean and were self-sufficient as regards personal care.

**Basavanna, M. (1976)** conducted a study on self-confidence as an attribute of self-concept. The problem posed for the study was whether people who perceived themselves as having high degree of self-confidence differed from those who perceived themselves as lacking in self-confidence in regard to certain aspects of their behaviour and experience. The result revealed that persons who perceived themselves as having high self-confidence had higher general mental ability than those who perceived themselves as lacking in self confidence.
Gupta, V.K. (1976), conducted a study on relationship of age, sex, level of intelligence and personality adjust to extreme response style. The findings of the study were that extreme style was highest at 11 years and again at 15 and 16 years, age and extreme response style (ERS) had a low correlation, sex and adjustment brought about difference in ERS while intelligence did not bring about any significant difference.

Khan, M.A. (1976), conducted a study on effect of parental derivation on personality adjustment. The main purpose of the study was to assess the effect of parental deprivation on personality adjustment among deprived and undeprived children. The findings of the study were – (i) There was a significant differential effect of parental deprivation on the level of adjustment, (ii) Deprivation was affected by a variety of factors, viz., age at the time of separation, quality of relationship during and after separation and other personality factors, (iii) There was a significant difference in respect of total adjustment amongst orphan and tribal, and orphan and parental group children.

Chauhan, V.B., (1977), studies on life tendencies, meaning of success and self-concept among Harijan and non-Harijan College Students. The main purpose of the study was to know the life tendencies, meaning of success and concept of self among Harijan and non-Hharijan students. The findings revealed that the non-Harijan students showed more homogeneity in ranking the importance of life’s basis tendencies than Harijan students, the non-Harijans were comparatively more homogeneous as regards the criteria and non-Harijan students made significantly higher self-estimation of achievement and confidence while Harijan students made higher self-estimation of inferiority withdrawal and emotional instability.
Deshmukh, K. (1979), conducted a study on personality characteristics of the physically handicapped. The purpose of the study to find out whether the physically disabled revealed personality profiles distinct from those of the normal. The findings revealed that no significant difference between the personality scores of the physically disabled and the normal was observed. Physically handicapped persons differed from their physically normal counterparts with respect to manifest anxiety greater manifest anxiety. Subjects having higher or brighter self-concept tended to experience relatively less manifest anxiety than those who had a low or less bright self-concept tended to show relatively less dependence proneness.

Bhargava and Lavania (1981) worked on comparative study of personality factors of sensory disabled and normal children having same age and sex. Both the groups were matched in respects of socio-economic status. Kapoor’s socio-economic status scale and Rao’s children personality questionnaire were used. The results showed that the sensory disabled were more reserved, emotionally unstable, shy, dependent, sentimental, secure and relaxed than their counterparts i.e. the normal children.

Kumari, S. (1981), studied on self-esteem and aspiration as factors affecting risk-taking behaviour among deviant adolescents. The main purpose of the study was to find out the individual as well as collective impact of self-esteem, level of aspiration and deviance on risk taking tendentious and unethical-task involved risks among deviant adolescents. The result revealed that for taking more risk, it was essential to have high aspiration and positive and moderate self-esteem. Deviance, self-esteem and aspiration independently and simultaneously affected risk-taking behaviour.
Chauhan, S.L. (1982) studied on socio-metric correlates of self-concept. The main objectives of the study were – (i) to study the structure of self-concept of adolescent, (ii) to study the relationship between the factors of self-concept and the dimensions of sociometric status. The result revealed that the global self-concept of boys was significantly different from that of girls. There was no different from that of girls. There was no difference among the three dimensions of sociometric structure. There was no relationship between the factors of self-concept and the dimensions of sociometric structure.

Kali, P.S. (1982), studied the development of self-concept at preadolescent level with reference to some family and school factors. The purpose of the study was to find out the development of self-concept at preadolescent stage. The findings showed that the perceived self did not show a downward trend throughout the preadolescent period. It showed a significant upward trend at the end of this period. According to this, the self-concept did not remain static and showed gradual development up to the end of the preadolescent period. School factors jointly were significantly associated with self-concept.

Nayak, K.D. (1982), studied the adjustment and job satisfaction of married and unmarried lady teachers. The main purpose of the study was to find out the level of job satisfaction and the difference in the adjustment of married and unmarried female teachers of different categories. The finding showed that there is non significant difference in the job satisfaction of married and unmarried female teachers working in rural and urban areas was found and adjustment problems were observed in the context of unmarried lower-division teachers and upper division teachers,
whereas no significant adjustment problems were observed in the case of unmarried, lecturers.

**Prasad, S. (1982),** conducted a study on factors that influence stability of the self-concept. The study was designed on the line of self-theory. Anxiety, insecurity, self-satisfaction, self role incongruence and social change were analysed. The result revealed that anxiety, insecurity, self-role incongruence and self-satisfaction were the factors which influenced stability of the self-concept. Social change had not been identified as an independent factor of self-consistency.

**Sarswat, R. (1982)** conducted a study on self-economic status and sex of high school students. The main objective of the study was to examine the relationship of self-concept measures with adjustment, values, academic achievement and socio-economic status of boys and girls. The result revealed that the boys self-concept was positively and significantly related to social adjustment, while the girls' self-concept was positively and significantly related to home, health, social, emotional, school as well as total adjustment. Boys' self-concept was positively and significantly related to political and religious values, while the girls' self-concept was not related to any of these values. Boys and Girls' differed significantly on total self-concept and its physical, social and moral dimensions, Girls were found to be higher on all these dimensions.

**Bhagyavatry, N.E. (1983),** studied self-actualization. The main objective of the study was to investigate different levels of self-actualization among post-graduate students. The findings of the study was that the persons who perceived themselves as belonging to a high level of self-actualization were directed more by internal than by
external reinforcements in comparison with those who perceived themselves as belonging to a low level of self-actualization.

Kulshreshtha, R. (1983), conducted a study on value orientations, interests and attitudes as correlates of self-concept among male and female adolescents. The main purpose of the study was to determine and study the impact of value orientations, interests and pur relations upon the concept of self in both male and female adolescents. The findings of the study were — (i) value orientations affected the concept of self in adolescents, (ii) value orientation had a positive affinity with self-concept among male as well as female adolescents under different level of interest. (iii) Interest played an important role in the growth of self-concept among adolescents.

Saha (1983) conducted an experimental study of the facial expressions of emotions of the blind persons. The sample comprised of congenitally blind (5 male, 5 female), adventitiously blind (5 male, 5 female) and sighted (5 male and 5 female) children in the age range of 30 – 40 years. The emotions selected for the study were happiness, sadness, fear anger, surprise and disgust along with neutral state. Conclusion reveals that there is no significant difference between the facial expression reveling fundamental emotions of the sighted and those of the blind persons. Further, it is also evident that there is no significant difference between the facial expressions depicting fundamental emotions of the congenital blind and adventitious blind.

William (1983) compared the extent of adjustment of blind and deaf children. The sample comprised all special school of Mysore, Hubli, and Gulbarga. 51 blind and 65 deaf children of class V – VII formed the sample. The author has used Pre –
Adolescents Adjustment Scale (PAAS) by Udai Pareek. The major findings were: (i) both the blind and deaf children had a good level of home adjustment; (ii) in the case of adjustment with peers both the blind and deaf were well adjustment with their peers; (iii) blind children had a low level of adjustment with their teachers; (iv) in the areas of general adjustment, the blind showed better adjustment than the deaf.

Bharathi, G. (1984), studied on self-concept and achievement motivation of early adolescents. The main purpose of the study was to find out the aspects of self-concept, the is, real, ideal self-concept and the self-ideal discrepancy, the achievement motivation and various self-concept measures in different age-groups, different sex groups and different socio-economic status groups. The findings revealed that no age differences were found in self-concept with respect to adjustment and no significant age differences were found in the personal, social orientation aspect of self-concept in the real self concept and achievement motivation was found to be the highest among the high socio-economic status groups and lowest in the low socio-economic status groups.

Bhatia, K.T. (1984), studied the emotional, personal and social problems of adjustment of adolescents under Indian conditions with special reference to values of life. The study aimed to inquire into the social and personal background of the junior and senior college going students of greater Bombay and to find out the nature of problems that adolescents faced in their daily lives relating to the social personal and emotional problems at home and at college. The findings revealed that family atmosphere was more tense and unhappy for girls in the Indian environment, a large majority of adolescents stated that they were proud of being Indians, mainly because of their rich cultural heritage and strong family ties.
Gangopadhyay, M.K. (1984), studied on socio-psychological determinations of the Migratory Rural students and their adjustment problems. The objective of the study was to find out the factors responsible for migration of rural students to urban institutions inspite of the availability of an educational facility in their own rural set-up. The findings revealed that the students who had gone to urban institutions for continuing their class XI and XII course did not vary in respect of family background from those of their non-migrated rural counterparts but varied from their urban adjustment with their urban peers showed incompatibility.

Gupta, P. (1984), studied on self-concept, dependency and adjustment pattern of abandoned institutionalized preadolescents, the purpose of the study was to investigate the emotional make-up of ‘Home’ and ‘SOS village’ subjects in terms of their self-concept, dependency and anxiety concept. The findings revealed that there was some relationship between self-concept, anxiety, dependency and adjustment for the experimental group. Subjects reared in an artificial family atmosphere with surrogate mothers had better self-concept and adjustment with less anxiety than subjects reared in general homes without any substitute parents figure. Self-concept and adjustment were positively correlated and they had negative correlation with anxiety.

Kapoor and Sen. (1984) made a comparative study of the congenitally and the adventitiously blind and their sighted peers on some personality variables. The study was confined to 27 congenitally blind 11 adventitiously blind and 27 sighted children. The tools used were Maudsley Personality Inventory by Jalota and Kapoor and Schaie’s Personality Perceptual Rigidity Questionnaire. The results indicated that the congenitally and adventitiously blind groups do not differ significantly from each
other from other sighted peers on the personality variables, emotional stability, perceptual rigidity and social responsibility.

**Kaur, Singh and Jain (1984)** made an attempt to study the social adjustment of normal and blind adolescents. The sample consisted of 80 normal adolescents compared with 40 blind adolescents in the age-group of 11 – 16 years. The tools used were Junior Personality Inventory and Personal Information Sheet. The results showed no significant difference among the sighted and blind adolescents in relation to social adjustment.

**Pareek, A. (1984)**, conducted a study of the problematic behaviour of adolescents with special reference to their self and other acceptance and attitude towards freedom. The result revealed that problematic adolescents did accept themselves as well as others. The attitude of adolescents did not entirely depend on their home environment. The attitude towards freedom of children was negative in the case of adolescents. Environment played an important role in the building of personality.

**Rawal, V.R. (1984)** studied on Personality Adjustment and Attitude towards Authority of Emotionally Disturbed Adolescents in relation to their Home and school Environment. The investigation was designed to study personality adjustment and attitude towards authority among emotionally disturbed students in relation to their home and school environment. The result revealed that the emotionally disturbed students did not differ significantly as regards their level of adjustment and attitude towards authority.

**Sahney, S.P. (1984)** conducted a comparative study of Personality, Adjustment and Values of Delinquents and Non-Delinquents. The result revealed that
the delinquents showed significant differences from non-delinquents in respect of extraversion/introversion, social-maladjustment and automism and denial. The delinquents showed significantly poor adjustment on home, health, emotional, social and total adjustment.

Singh and Pathak (1984) compared the blind with the sighted on four personality dimensions: Psychoticism (P), Extroversion (E) Neuroticism (N) and the Lie Score (L) as postulated by Eysenck and Eysenck. Results indicated that the groups did not differ significantly in any of the four scales, though there was some marginal difference in the lie scores between the groups; the blinds having the higher scores. This suggested that the comparatively blind responded to the lie items in a more socially desirable manner.

Varshney, M., (1984), studied the effect of psychological adjustment on the behaviour of educated adolescent girls in relation to social change. The main objective of the study was to measure the attitude of adolescent girls towards religion, equality of women and family planning. The findings of the study revealed that it was supposed that the young women in the society had a definite and positive attitude towards their socio-psychological problems. However, it was found that the majority of the young unmarried girls were unaware of the seriousness of the problem they would have to meet in the future.

Agarwal, R. (1985), studied the feeling of security in morally developed and undeveloped, adolescents as related to their self-concept and personality pattern. The findings revealed that the adolescents were found to be secure, moral development was not related to the feeling of security, self-concept was not related with moral development and moral under-development, personality was not related with moral
development, there was a significant relationship between self-concept and personality characteristics.

**Bala, M. (1985)** studied on the mental make-up and educational facilities for physically handicapped and normal children. The major objectives of the study were to study and compare physically handicapped and normal children with respect to personality traits, values self-concept, mental make-up, adjustment and educational facilities. The major findings of the study were – Physically handicapped children differed significantly from normal children in personality traits, values, self-concept, mental make-up and adjustment. The facilities available in the institutions for handicapped children were quite inadequate as compared with those provided in the schools for normal children.

**Bhatnagar (1985)** studied 50 blind and 50 sighted students studying in middle and high special schools, Meenakshi’s Personality Inventory, Sinha’s Anxiety Scale, Attitude Scale and Security Insecurity Test were used for data collection. The main findings of the study were: (1) The sighted children were higher than the blind children on achievement, exhibitionism, autonomy, dominance, endurance and aggression. Similarly, the blind children were higher on affiliation, abasement and nuturance. (2) The blinds were significantly more anxious and dependent and the sighted were significantly more relaxed and independent in comparison to each other.

**Ghai and Sen (1985)** studied work adjustment and job anxiety of different categories of the handicapped in open employment. The sample consisted of 30 blinds, 35 deaf, 30 orthopaedically handicapped and 30 normal adults. The work adjustment was assessed by Rikard Palmer’s work Adjustment Schedule and Job Anxiety was assessed by Sinha’s Job Anxiety Questionnaire. The results showed that
the deaf had the best work adjustment than the blinds. In respect to job anxiety the level for disabled, the blinds having the highest mean anxiety score followed by the deaf and orthopaedically handicapped.

Goel and Sen. (1985) have reported a few studies which were carried out recently in the context of personality dimension of the visually handicapped by several students of psychology. The result showed a large number of the subjects have poor self-concept and emotional stability; below average intelligence; and physical dependence. They were found to be not fully cognizant of reality and possessed a sense of insecurity. They were rated by their teachers as - aggressive, uninhibited, generally group dependent, sociable, predictable and emotionally maladjusted, the blinds also showed less inter individual variance in terms of skills.

Lata, K. (1985) studied on Impact of parental attitude on social, emotional and educational adjustment of normal and handicapped students. The main objectives of the study were to investigate the difference of parental attitude towards the normal and handicapped school students and also to find out the difference between normal and handicapped students regarding social, emotional and educational adjustments. The major findings of the study were that parental attitude did not differ for normal and handicapped students and normal children showed a significant difference from handicapped children in social, emotional and educational adjustment.

Mathur, A. (1985) studied on the adjustment problems, level of aspiration, self-concept and academic achievement of crippled children and normal children. The main objectives of the study were to compare the adjustment, level of aspiration, self-concept and academic achievement of crippled and normal children. The major findings of the study were significant differences were found between crippled
children and normal children regarding adjustment, level of aspiration, self-concept and academic achievement.

**Pandit, I. (1985)** studied on the Psychological Needs and Self-Concept of Adolescents and their Bearing on adjustment. The major objectives were to study the Psychological needs of adolescents, to study the self-concept of adolescents, to study the adjustments of adolescents and to study the relationship between psychological needs self-concept and adjustment of adolescents. The major findings were the internal differences of the adolescents were significant in psychological needs, there were significant differences between the ideals self and perceived self and ideals self and social self of adolescents, the adjustment of adolescents in home, health, social, emotional and school areas was significantly different in all cases, except in the case of home and health adjustment, the result for self-concept of adolescent boys and adolescent girls showed that boys had a higher regard for the attributes and qualities, which, they perceive as possessed by them, than girls.

**Rao (1985)** conducted a comparative study of the blind and the sighted on Aggression. The objective of the study was to investigate the influence of personally trait i.e. violent and non-violent on aggression. The sample comprised of 48 congenital blind and 48 sighted children. The test used in the study were Non-Violence (Sen. 1981), and Rotter’s scale for Generalized Expectancies of Internal versus External Control of Reinforcement (1966). The study concluded that the blind group is more aggressive than the sighted group. Moreover, social pressure seems to facilitate aggressive among the blind in an effort to equalize their status in the society.

**Sarita (1985)** conducted a comparative study on adjustment pattern of blind and sighted children. The sample comprised of 40 visually handicapped and 40
sighted children. The finding of the study showed that overall emotional, social and educational adjustment of visually handicapped was poor than the sighted students.

Singh (1985) compared the intelligence of visually handicapped adult trainees, students and staff members of National Institute of Visually Handicapped, Dehradun (NIVH). Weschler's Verbal Adults Intelligence Scale was used for data collection. The findings revealed that visually impaired did not differ significantly from the sighted on intelligence. Results demonstrated that congenitally blind and adventitiously blind differed significantly on intelligence sub-test scores.

Zaidi (1985) conducted a study on General Anxiety and Test Anxiety of visually impaired and non-impaired children belonging to 6th and 7th grades. The finding showed that visually impaired children did not differ significantly on test anxiety.

Gagandeep, K. (1986), studied the defence mechanisms, used by the adolescents in different school environments and their impact on their adjustment to school and home. The main purpose of the study was to find out the relationship of defence mechanisms and home and school environment of adolescents. The findings revealed that some defence mechanisms and home/school environment are closely related and some are negatively related.

Mandal, B.B. (1986) studied on the physically handicapped in Bihar Institute of Social Research and Applied Anthropology. This is an evaluation of the scholarship scheme of the Government of India for the physically handicapped in Bihar. The major findings were — The students found the integrated system of education better than studying in separate schools. The scholarships come as a great help for most of the students.
Panwar, P.S. (1986), Conducted a study on roles of academic achievement and school background in self-concept self-disclosure and inferiority feeling among students. The study was designed to investigate the role of academic achievement and school background in self-concept, self-disclosure and inferiority feeling among the students. The result revealed that academic achievement had significant effect on self-concept. Home background had significant effect on self-concept. School background had significant effect on self-concept. Academic achievement had not significant relationship with feeling of inferiority. There was no significant effect of school background on feeling of inferiority.

Sumita, A. (1986) conducted a study on motor ability as a factor in home, social and emotional adjustment in adolescents. The purpose of the study was to find out the relationship of motor ability of adolescents with their adjustment in emotional, home, school. The result revealed that girls' were better adjusted at home than boys. Boys scored more on motor ability than girls. Motor ability played a positive role in promoting social adjustment. Boys were more socially and emotionally adjusted than girls. The co-efficient of correlation between motor ability and emotional adjustment was higher in boys than in girls.

Dutta, I. (1987) studied on self-concept and personality adjustment of girls through pubescence. The main purpose of the study was to consider some ways in which puberty may be linked with different self-concept variables in general and personality adjustment in particular. The hypothesis of the study were (i) There is difference between pre-pubertal and post-pubertal girls with respect (a) Body concept (b) Self-concept (c) Social self –concept. (2) There exist differences in the individual adjustment to real life situations more particularly in the (a) Home adjustment (b) School adjustment and social adjustment. The study was restricted to investigating
differences between pubertal and non-pubertal girls with regard to personality adjustment to which the result shows no difference.

Rai (1988) conducted a comparative study of personality Dynamics of Blind and Sighted Higher Secondary Students. The sample consisted of 125 blind and 125 sighted students of classes IX and XII. The tools used were Hindi translation of the Minnesota Counseling Inventory (MCI), the SES scale (Kuppuswamy), the Rating Scale for the teachers and Interview Schedule. The major findings were: (1) blind subjects were less adjusted on the dimensions of family relationship, emotional stability, adjustment to reality, mood and conformity (2) Sighted children showed poor adjustment on school relationship and leadership (3) the adjustment of blind students correlated with interaction with family members, interaction with the sighted, acceptance of blindness and the setting of education. The blind students who had more interaction with the sighted and family members were found comparatively well adjusted.

Nisar (1990) conducted a study to find out the psychological problems of congenital and adventitious blind in relation to their academic attainment. The Edward Personality Questionnaire has been used to measure the psychological problems of the blind children studying in Ahmadi Blind School, Aligarh. The main findings of the study are: (i) Congenital blinds are more extrovert than their counterparts, (ii) The congenitally blind children have been found superior in academic performance than the adventitiously blind children; (iii) Academic achievement of both groups are not affected by psychological problems as well as extroversion.

Phoola, K. (1990) of University of Jammu studied on physically handicapped children in Jammu province. The main objectives of the study were to find out the degree of relationship between physically handicapped and normal students in relation to intelligence, adjustment, feelings of security/ insecurity, personality, academic
achievement, reactions to frustration and parent child relationship. The major findings were – There was a substantial negative relationship between physically handicapped and intelligence, adjustment, feelings security, personality and academic achievement. Physically handicapped boys and girls differed significantly on obstacle dominance and ego-defence reactions to frustration and kept poor relationship with parents but better relationship with poor group.

Sharma (1990) conducted a study to find out the anxiety level of visually handicapped and normal children. The study was conducted on a sample of 50 visually handicapped and 40 sighted of Class IV to IX standards of Aligarh district. The General Anxiety Scale for Children (GASC) and Test Anxiety Scale for Children (TASC) by Kumar were used. The results revealed that visually handicapped children were significantly more anxious than the sighted children. They were found more anxious for their examination than their seeing counterparts.

Haider (1991) investigated the adjustment social competency aspiration and academic achievement of visually handicapped children in special schools and in integrated setting. Further, it was also examined that how personal and psychological characteristics influence the educational achievement of the visually handicapped children in special and integrated school. The 106 visually impaired children from Residential school and 52 from integrated school had been taken. The results showed that visually impaired children from integrated school are better in all respects.

Singh, P. and Raghubha, C. (1992) studied on the adjustment, aggressiveness, achievements motivation and self-concept of physically challenged students as compared to normal students. The major objectives of the study were to compare physically handicapped children with normal children on adjustment, aggressiveness, achievement motivation and self-concept. The major findings of the study were – The
physically handicapped and the normal children did not differ significantly as far as aggressiveness and achievement motivation were concerned. Normal boys were superior to physically handicapped boys and normal girls were superior to physically handicapped girls with respect to self-concept.

Bhuyan, P.C. (1993) studied on the development of Education among the physically handicapped students of Assam since independence. The main objectives of the study were to find out the educational, social, physical and emotional problems of physically handicapped students. The major findings of the study were that there were no proper educational and rehabilitation facilities for the physically handicapped students in our state.

Khemchandani (1994) attempts to make a quantitative analysis of the extent of wastage and stagnation in the selected school, the school for the blinds. The reference period of study is 1969–91. The school entrants of the first standard of the school blinds, Badlapur were taken as the base sample. The Cohort method was adopted for estimating wastage and 17.24% stagnation. This problem is caused due to many types of illness i.e. meningitis, dysentery. Secondly, partially sighted students cope with the syllabus but totally blind start disliking studies and leads to wastage.

Pandey (1995) conducted a psychological study of affectional deprivation, ego-strength and adjustment among visually handicapped children and their rehabilitation. A sample of 40 students (32 males and 8 females) was selected from two schools for blind children in U.P. The research tools used were (i) Ego-strength scale and an adaptation of Barron’s SE scale by Hesan; (ii) Prolonged Deprivation Scale (Mishra and Tripathi); (iii) Adjustment Inventory, the adapted versions of Eysencks’s and Maudsley Personality Inventories. The major findings were; (1) the deprivation as felt by rural blind children was slightly more acute than that felt by
urban blinds. (2) There was no significant difference in the pattern of affectional deprivation between congenital blind children and partially blind children. (3) It was found that 10 blind children had poor ego-strength and poor adjustment.

Chauhan, R. 2002 studied on the relationship between academic self-esteem and educational achievement of visually impaired-suggestion for inclusion. The purpose of the study was to explore the relationship between academic self-esteem and educational achievement of the visually impaired adolescents studying in different educational settings. The major finding of the study was that the hypothesis formulated to study the impact of educational setting on the relationship between the two variables academic self-esteem and educational achievement card not be accepted as no significant in the relationship between academic self esteem and educational achievement was found.

Bhaskar R. and Rudraman (2007) studied on the relationship between Age of maturation and Adjustment Pattern of Adolescent Girl's in Mysore city. The relationship between the age of maturation and the adjustment pattern was analyzed in one hundred adolescent girls in the age of 15-16 yrs., selected from various colleges in Mysore city. The personal data including age of maturation, socio-economic status were collected. The Bell adjustment student form was administered to assess the adjustment pattern. The data on socio-economic status revealed that 75% of the girls belong to the Middle class families. The results revealed that there is a significant relation between age of maturation and their adjustment pattern showing significant difference in social, emotional and overall adjustment at 11 (early) and 15 (late) years of age of maturation.

Mohanty, S. (2010) studied on the adjustment problems of single parent family adolescents in comparison to intact parent family adolescents. The main
purpose of the study was to know the adjustment problems of single parent family adolescent in comparison to intact parent family adjustment. A sample of 100 students of 9th grade were taken from Kurukshetra of Haryana by using both random and purposive sampling techniques. Adjustment inventory for school student (AISS) by Sihna and Singh was used by the investigator for the collection of data was carried out by using statistical techniques like mean S.D. and t-test. The result shows that there exists a significant difference in the total adjustment of single parent family adolescents and intact parent family adolescents.

3.4 SUMMARY OF THE STUDIES REVIEWED

Research in education in Indian itself is only about half a century old. Research in special educational is still in its infancy. Research in special education as a subject of independent existence in the literature of educational research is a recent development in India this area has received attention only in 1990 (Buch. 1990). The quantities analysis of related literature reveals the low yield of researches in the field.

After reviewing the literature or studies conducted in India and Abroad the researcher categorized the studies in the following dimensions:


From the literature reviewed above it becomes clear that the numbers of studies are more in the dimensions of personality mental health in Indian context. However, in foreign context the numbers of studies are high in the field of personality and Rehabilitation. The imbalance in the number of researches between and within the dimension provide testimony of visual impairment and limited range of problems studies, the studies leaves much to be done.